

**APPENDIX**  
**LESSON PLAN**

**Cycle 1**

School Name	: SMK Analis Kesehatan DITKESAD
Subject	: English
Class/ Semester	: X/II
Subject Material	: Tenses
Time	: 135 minutes
Topic	: Grammar
Standard Competence	: Communicate in English in Novice Level
Basic Competence	: Comprehend six tenses
Indicator	<ul style="list-style-type: none"><li>- Understanding the basics of using tenses.</li><li>- Making sentences using the six tenses based on context and time expression.</li><li>- Overcoming the pattern of the six tenses</li></ul>
I. Students characters	<ul style="list-style-type: none"><li>- Religius</li><li>- Disiplin</li><li>- Rasa ingin tahu</li><li>- Tanggung jawab</li><li>- Peduli lingkungan</li><li>- Komunikatif</li><li>- Kreatif</li><li>- Gemar membaca</li></ul>
II. Method	: Oral communication Giving the task

III. Strategy : *Fly swatter* game

IV. Teaching Learning Activity

a. Introduction Activity set (Pre- teaching)

(15 minutes)

Apperception

- Greeting
- Pray
- Check the students list of students

Motivation

- Warming up activity
- Explain how important the next competence learning that should be master by the students

Giving pre-test

b. Core Activity

(90 minutes)

Exploration

- Introduction the topic to the students.
- Asking the students about their prior knowledge that relate to the topic and giving a review of tenses.
- Asking the students to do the challenge in tenses cards.

Elaboration

- Introducing the *fly swatter* game and its procedure.
- Teacher and the students count the group score.
- Teacher and students discuss all the sentences and tenses.
- Asking the students to make notes to the important point.

Confirmation

(5 minutes)

- Giving positive feedback to the students as praise, spoken, or present to the winner.
- Facilities the students for doing reflection to get meaningful experience of the activity.

#### c. Post Activity

(30 minutes)

- Asking the difficulty during the teaching and learning process.
- Giving evaluation consistently for giving feedback.
- Giving the conclusion about the lesson.
- Giving motivation for students to be more in speaking or witting with the right tenses.
- Giving the post test to students.
- Closing the lesson by praying and giving closing- greeting

V. Media : tenses cards, swatter, marker, copies of tenses tests

VI. Source : Hand book of Senior High School and dictionary

VII. Evaluation

- Kind of instrument: Written
- Form of instrument: Multiple choice
- 

VIII. The Scoring

- For each number, each correct answer scores 4
- Total score a maximum of  $20 \times 5 = 100$
- The maximum score = 100
- Student's score:  $\text{Getting score} / \text{maximum score} \times 100$

Jakarta, January 2020

**English Teacher**

**Researcher**

**Ade Ruchiat**

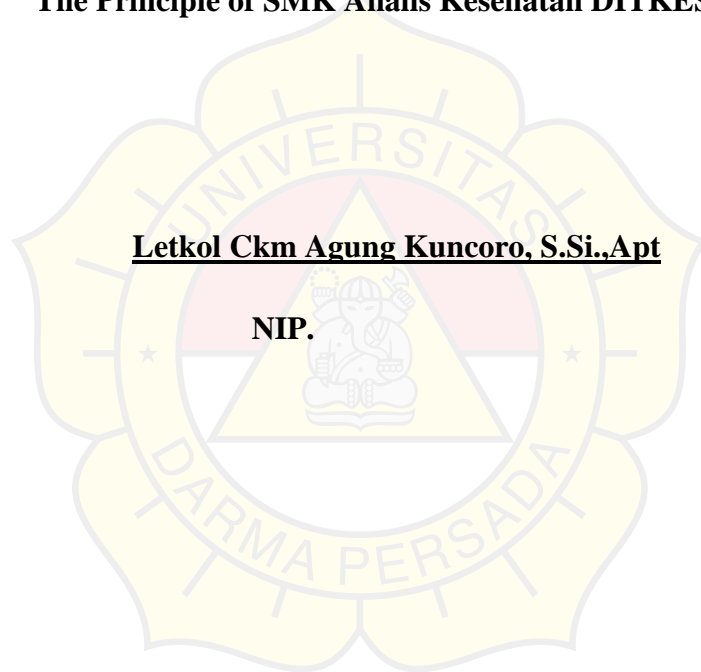
**Martina Fransiska**

**Known by,**

**The Principle of SMK Analis Kesehatan DITKESAD**

**Letkol Ckm Agung Kuncoro, S.Si., Apt**

**NIP.**



## LESSON PLAN

### Cycle 2

School Name	: SMK Analis Kesehatan DITKESAD
Subject	: English
Class/ Semester	: X/II
Subject Material	: Tenses
Time	: 135 minutes
Topic	: Grammar
Standard Competence	: Communicate in English in Novice Level
Basic Competence	: Comprehend six tenses
Indicator	<ul style="list-style-type: none"><li>- Understanding the basics of using tenses.</li><li>- Making sentences using the six tenses based on context and time expression.</li><li>- Overcoming the pattern of the six tenses</li></ul>
I. Students characters	<ul style="list-style-type: none"><li>- Religius</li><li>- Disiplin</li><li>- Rasa ingin tahu</li><li>- Tanggung jawab</li><li>- Peduli lingkungan</li><li>- Komunikatif</li><li>- Kreatif</li><li>- Gemar membaca</li></ul>
II. Method	: Oral communication Giving the task
III. Strategy	: <i>Fly swatter</i> game

#### IV. Teaching Learning Activity

##### a. Introduction Activity set (Pre- teaching)

(15 minutes)

Apperception

- Greeting
- Pray
- Check the students list of students

Motivation

- Warming up activity
- Explain how important the next competence learning that should be master by the students

Giving pre-test

##### b. Core Activity

(90 minutes)

Exploration

- Introduction the topic to the students.
- Asking the students about their prior knowledge that relate to the topic and giving a review of tenses.
- Discussing with student about text or paragraph and what tenses are consisted.

Elaboration

- Reminding the *fly swatter* game and showing its procedure.
- Teacher divided students into 4 groups. Each group consists of 7 or 8 students.
- The game is divided into 2 matches.
- Teacher show the sentences on LCD and students hit the true tenses.
- Teacher and the students count the group score.
- Teacher and students discuss all the sentences and tenses.
- Asking the students to make notes to the important point.

## Confirmation

(5 minutes)

- Giving positive feedback to the students as praise, spoken, or present to the winner.
- Facilities the students for doing reflection to get meaningful experience of the activity.

### c. Post Activity

(30 minutes)

- Asking the difficulty during the teaching and learning process.
- Giving evaluation consistently for giving feedback.
- Giving the conclusion about the lesson.
- Giving motivation for students to be more in speaking or writing with the right tenses.
- Giving the post test to students.
- Closing the lesson by praying and giving closing- greeting

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VI. Source : Hand book of Senior High School and dictionary

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- Kind of instrument: Written
- Form of instrument: Multiple choice

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- For each number, each correct answer scores 4
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Jakarta, January 2020

**English Teacher**

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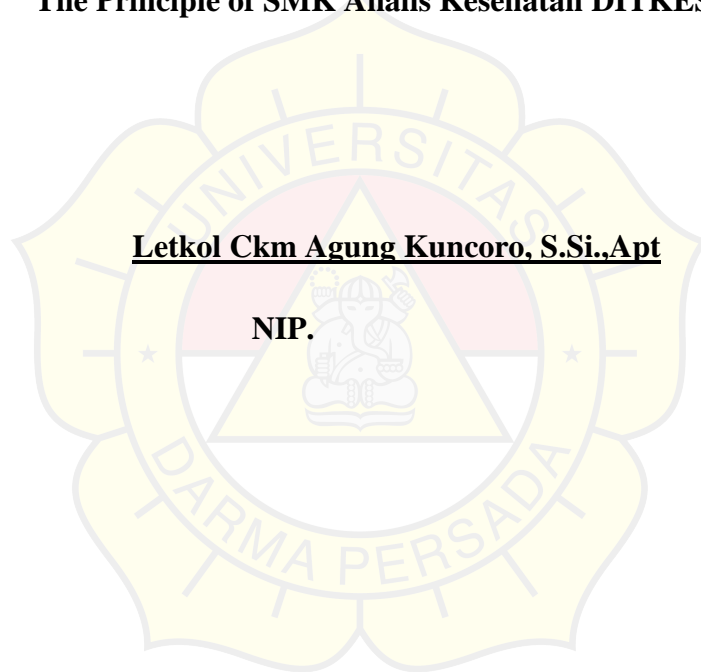
**Martina Fransiska**

**Known by,**

**The Principle of SMK Analisis Kesehatan DITKESAD**

**Ltcolon Ckm Agung Kuncoro, S.Si., Apt**

**NIP.**



## Appendix 1a: Interview for the English teacher

### Interview for the English teacher in the Preliminary Study (Before Classroom Action Research) and after CAR

#### A. Interview Guidelines

Apakah saja kegiatan belajar mengajar Bahasa Inggris dalam kelas?
Skill dan sub skill apa yang Bapak anggap paling sulit dalam pengajaran Bahasa Inggris?
Teknik mengajar apa saja yang Bapak gunakan dalam pengajaran <i>tenses and grammar</i> ?
Aktivitas apa saja yang dilaksanakan dalam proses pengajaran <i>tenses and grammar</i> ?
Media apa yang Bapak gunakan dalam pengajaran <i>tenses and grammar</i> ?
Sarana/ fasilitas apa saja yang tersedia di sekolah ini yang bisa mendukung pembelajaran Bahasa Inggris?

**Apakah kendala yang Bapak alami dalam pengajaran *tenses and grammar*?**

**Bagaimana partisipasi siswa ketika pembelajaran *tenses and grammar* berlangsung?**

**Tugas apa yang biasa Bapak berikan di kelas?**

**Apakah Bapak pernah mendengar teknik pengajaran *Fly swatter game*?**

**Berapa KKM untuk pelajaran Baha Inggris kelas X di SMK Analis Kesehatan DITKESAD?**

**Apakah strategi pengajaran *Fly swatter game* efektif diterapkan pada pengajaran sub skill *tenses and grammar*?**

**Menurut Bapak apakah strategi pengajaran *Fly swatter game* dapat meningkatkan pemahaman *tenses and grammar* pada siswa?**

## Appendix 1b: The Result of Interview for the English

### HASIL WAWANCARA

Kepada Guru Bahasa Inggris Kelas X (SMK Analis Kesehatan DITKESAD)

Interviewer : Martina Fransiska

Interviewee : Ade Ruchiat

Profession : English Teacher

Pertanyaan
<p><b>Apakah saja kegiatan belajar mengajar Bahasa Inggris dalam kelas?</b></p> <p>discussion, presentation, and game using card</p>
<p><b>Skill dan sub skill apa yang Bapak anggap paling sulit dalam pengajaran Bahasa Inggris?</b></p> <p>writing skill. Students have difficulty in composing sentences</p>
<p><b>Teknik mengajar apa saja yang Bapak gunakan dalam pengajaran <i>tenses and grammar</i>?</b></p> <p>using contextual teaching</p>
<p><b>Aktivitas apa saja yang dilaksanakan dalam proses pengajaran <i>tenses and grammar</i>?</b></p> <p>make sentences, simple dialog in context</p>
<p><b>Media apa yang Bapak gunakan dalam pengajaran <i>tenses and grammar</i>?</b></p> <p>Powerpoints, pictures, and cards</p>

<p><b>Sarana/ fasilitas apa saja yang tersedia di sekolah ini yang bisa mendukung pembelajaran Bahasa Inggris?</b></p> <p>school provides projectors</p>
<p><b>Apakah kendala yang Bapak alami dalam pengajaran <i>tenses and grammar</i>?</b></p> <p>Very often, students feel unconfident of tenses and grammar material. It makes an obstacle to teacher teaching. The lack of English vocabulary is the other obstacle.</p>
<p><b>Bagaimana partisipasi siswa ketika pembelajaran <i>tenses and grammar</i> berlangsung?</b></p> <p>students are active but teacher can feel that they feel unconfident to do it their selves.</p>
<p><b>Tugas apa yang biasa Bapak berikan di kelas?</b></p> <p>usually I give are make sentences and dialog individually and conversation in pairs</p>
<p><b>Apakah Bapak pernah mendengar teknik pengajaran <i>Fly swatter game</i>?</b></p> <p>I have heard about <i>fly swatter</i> game before. But, I have never known about how to apply it for tenses teaching and learning process</p>
<p><b>Berapa KKM untuk pelajaran Baha Inggris kelas X di SMK Analis Kesehatan DITKESAD?</b></p> <p>7.5</p>

**Apakah strategi pengajaran *Fly swatter* game efektif diterapkan pada pengajaran sub skill *tenses and grammar*?**

I felt satisfied with the improvement made by the students focus on tenses score through the technique.

**Menurut Bapak apakah strategi pengajaran *Fly swatter* game dapat meningkatkan pemahaman *tenses and grammar* pada siswa?**

Yes, of course.



## Appendix 2a: Questionnaire for Students in the preliminary Study

### ANGKET SISWA

Petunjuk:

1. Berilah tanda *checklist* (✓) pada salah satu jawaban ‘Ya’ atau ‘Tidak’.
2. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan siswa tidak diperkenankan bekerjasama dengan siswa lain dalam menjawab pertanyaan.

No	Pertanyaan	Ya	Tidak
1.	Apakah adik merasa senang ketika mengikuti pelajaran bahasa Inggris materi <i>tenses and grammar</i> ?		
2.	Apakah selama ini adik dengan mudah memahami materi <i>tenses and grammar</i> dalam bahasa Inggris?		
3.	Apakah adik merasa nilai bahasa Inggris materi <i>tenses and grammar</i> selama ini baik?		
4.	Apakah adik dapat menjawab pertanyaan yang diberikan guru mengenai materi yang diajarkan?		
5.	Apakah adik sering bertanya kepada guru jika ada kesulitan dalam <i>tenses and grammar</i> ?		
6.	Apakah adik merasa tehnik yang digunakan guru dapat mengatasi kesulitanmu dalam menguasai <i>tenses and grammar</i> bahasa Inggris?		
7.	Apakah tehnik yang digunakan guru dapat membantumu memahami <i>tenses and grammar</i> ?		
8.	Apakah guru sering memberikan latihan untuk <i>tenses and grammar</i> ?		
9.	Apakah adik dapat mengerjakan tugas <i>tenses and grammar</i> dengan mudah?		
10.	Apakah adik merasa sudah benar-benar memahami <i>tenses and grammar</i> bahasa Inggris?		

## Appendix 2b: Questionnaire for Students after Classroom Action Research

### ANGKET SISWA (setelah PTK)

Petunjuk:

1. Berilah tanda *checklist* (✓) pada salah satu jawaban ‘Ya’ atau ‘Tidak’.
2. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan siswa tidak diperkenankan bekerjasama dengan siswa lain dalam menjawab pertanyaan.

No	Pertanyaan	Ya	Tidak
1.	Apakah adik merasa senang ketika mempelajari <i>tenses</i> bahasa Inggris dengan menggunakan <i>fly swatter</i> game?		
2.	Apakah adik merasa belajar <i>tenses</i> lebih baik menggunakan <i>fly swatter</i> game?		
3.	Apakah adik merasa termotivasi belajar <i>tenses</i> dalam KBM dengan menerapkan <i>fly swatter</i> game?		
4.	Apakah adik merasa kalau <i>fly swatter</i> game cocok diterapkan dalam belajar <i>tenses and grammar</i> Bahasa Inggris?		
5.	Apakah adik lebih mudah memahami <i>tenses and grammar</i> Bahasa Inggris dengan <i>fly swatter</i> game?		
6.	Apakah adik menyukai pembelajaran <i>tenses and grammar</i> Bahasa Inggris dengan <i>fly swatter</i> game ( <i>tenses and grammar</i> ) bahasa Inggris?		
7.	Apakah adik merasa <i>fly swatter</i> game dapat membantumu untuk memahami/menguasai <i>tenses and grammar</i> adik?		
8.	Apakah adik merasa <i>fly swatter</i> game dapat memecahkan masalah adik dalam belajar <i>tenses and grammar</i> ?		
9.	Apakah pembelajaran dengan menggunakan <i>fly swatter</i> game mempermudah cara belajar adik?		
10.	Apakah adik sudah merasa ada peningkatan nilai bahasa Inggris materi <i>tenses and grammar</i> ?		

### Appendix 3a: Test Instrument in Pre-test

#### Pretest

#### Cycle 1

Nama :

Kelas :

---

1. My roommate usually ... television, ... to music, or ... out in the evening.
  - a. Watching, listening, going
  - b. Watched, listened, went
  - c. Watches, listens, goes
  - d. Watch, listen, go
  - e. Watches, listen, go
2. Bill ... here since the 22<sup>nd</sup>.
  - a. Is been
  - b. Was been
  - c. Were been
  - d. Has been
  - e. Have been
3. Fatima ... Adam George for ten years.
  - a. Has known
  - b. Have known
  - c. Has know
  - d. Knew
  - e. Know
4. I \_\_\_\_\_ for seven hours last night.
  - a. Was slept
  - b. Slept
  - c. Has slept
  - d. Sleeping
  - e. Sleeps
5. I \_\_\_\_\_ that you were here.
  - a. wasn't knowing
  - b. didn't knew
  - c. didn't know

- d. do not know  
e. have know
6. When I came to this city, I \_\_\_\_\_ anyone.  
a. haven't known  
b. didn't know  
c. wasn't knowing  
d. knew  
e. not knew
7. You know where I live - I \_\_\_\_\_ in the same place for the past three years.  
a. have been living  
b. had lived  
c. was living  
d. live  
e. life
8. You \_\_\_\_\_ my brother, have you?  
a. haven't seen  
b. didn't see  
c. didn't saw  
d. do not see  
e. have see
9. Where \_\_\_\_\_ last night?  
a. have you gone  
b. did you went  
c. did you go  
d. are you going  
e. is you
10. I \_\_\_\_\_ in bed when I heard the accident outside.  
a. was lying  
b. lay  
c. have lain  
d. have lie  
e. was laying
11. Did you just \_\_\_\_\_ me a liar?  
a. call  
b. called  
c. have called  
d. calls

- e. calling
12. She is a mean person. I don't like \_\_\_\_\_ to her.
- a. talk
  - b. talking
  - c. have talk
  - d. talks
  - e. to talking
13. I don't know how \_\_\_\_\_.
- a. dance
  - b. dancing
  - c. to dance
  - d. dances
  - e. is dancing
14. I am sitting in class right now. I ... in class at this exact time yesterday.
- a. Sat
  - b. Sit
  - c. Am sitting
  - d. Was sitting
  - e. Have sat
15. I ... the thunder during the storm last night because I was sleeping.
- a. Am not hear
  - b. Do not hear
  - c. Did not hearing
  - d. Do not hear
  - e. Did not hear
16. You must be tired after such a long walk. ... a rest?
- a. Have you take
  - b. Will you not take
  - c. Will not you take
  - d. Will you
  - e. Did you take
17. Anna ... on holiday next week. She'll be at work, I suppose.
- a. Will be
  - b. Want not
  - c. Goes
  - d. Has been

e. Will not be

18. ... you ever seen my new boyfriend?

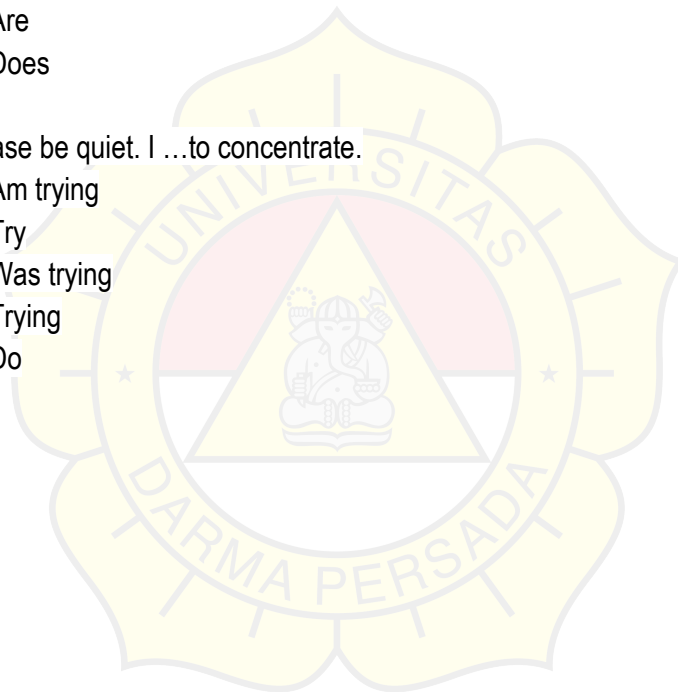
- a. Are
- b. Were
- c. Have
- d. Has
- e. Did

19. ... you have your breakfast this morning?

- a. Did
- b. Do
- c. Have
- d. Are
- e. Does

20. "Please be quiet. I ...to concentrate.

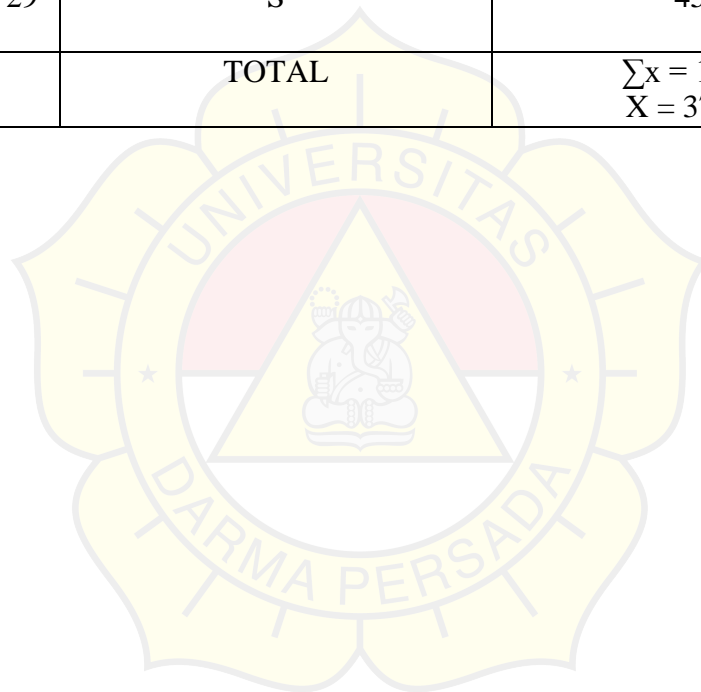
- a. Am trying
- b. Try
- c. Was trying
- d. Trying
- e. Do



**Appendix 3b: Students' Score in Preliminary Study Pre-test**

<b>No</b>	<b>Initial of Students</b>	<b>Pre-Test</b>
1	AZ	40
2	ATEC	35
3	AA	35
4	ADL	30
5	AB	30
6	ANS	35
7	BRH	35
8	BAP	40
9	DSM	25
10	DAR	65
11	EAN	50
12	EL	20
13	IIA	55
14	JHS	40
15	MHS	30
16	MPZ	40
17	MAPS	40
18	MHD	10
19	NSP	10
20	NAHDP	30
21	RPB	45

22	RPKW	55
23	RPA	35
24	SI	30
25	SJI	40
26	TAM	30
27	VF	55
28	NSP	50
29	S	45
	TOTAL	$\sum x = 1080$ $\bar{X} = 37.24$



### Appendix 3d: The Instrument inPost Test 1

#### Post Test

#### Cycle 1

Nama :

Kelas :

---

1. My roommate usually ... television, ... to music, or ... out in the evening.
  - a. Watching, listening, going
  - b. Watched, listened, went
  - c. Watches, listens, goes
  - d. Watch, listen, go
  - e. Watches, listen, go
2. Bill ... here since the 22<sup>nd</sup>.
  - a. Is been
  - b. Was been
  - c. Were been
  - d. Has been
  - e. Have been
3. Fatima ... Adam George for ten years.
  - a. Has known
  - b. Have known
  - c. Has know
  - d. Knew
  - e. Know
4. I \_\_\_\_\_ for seven hours last night.
  - a. Was slept
  - b. Slept
  - c. Has slept
  - d. Sleeping
  - e. Sleeps

5. I \_\_\_\_\_ that you were here.
- wasn't knowing
  - didn't knew
  - didn't know
  - do not know
  - have know
6. When I came to this city, I \_\_\_\_\_ anyone.
- haven't known
  - didn't know
  - wasn't knowing
  - knew
  - not knew
7. You know where I live - I \_\_\_\_\_ in the same place for the past three years.
- have been living
  - had lived
  - was living
  - live
  - life
8. You \_\_\_\_\_ my brother, have you?
- haven't seen
  - didn't see
  - didn't saw
  - do not see
  - have see
9. Where \_\_\_\_\_ last night?
- have you gone
  - did you went
  - did you go
  - are you going
  - is you
10. I \_\_\_\_\_ in bed when I heard the accident outside.
- was lying
  - lay
  - have lain
  - have lie

e. was laying

11. Did you just \_\_\_\_\_ me a liar?

- a. call
- b. called
- c. have called
- d. calls
- e. calling

12. She is a mean person. I don't like \_\_\_\_\_ to her.

- a. talk
- b. talking
- c. have talk
- d. talks
- e. to talking

13. I don't know how \_\_\_\_\_.

- a. dance
- b. dancing
- c. to dance
- d. dances
- e. is dancing

14. I am sitting in class right now. I ... in class at this exact time yesterday.

- a. Sat
- b. Sit
- c. Am sitting
- d. Was sitting
- e. Have sat

15. I ... the thunder during the storm last night because I was sleeping.

- a. Am not hear
- b. Do not hear
- c. Did not hearing
- d. Do not hear
- e. Did not hear

16. You must be tired after such a long walk. ... a rest?

- a. Have you take
- b. Will you not take
- c. Will not you take

- d. Will you
- e. Did you take

17. Anna ... on holiday next week. She'll be at work, I suppose.

- a. Will be
- b. Want not
- c. Goes
- d. Has been
- e. Will not be

18. ... you ever seen my new boyfriend?

- a. Are
- b. Were
- c. Have
- d. Has
- e. Did

19. ... you have your breakfast this morning?

- a. Did
- b. Do
- c. Have
- d. Are
- e. Does

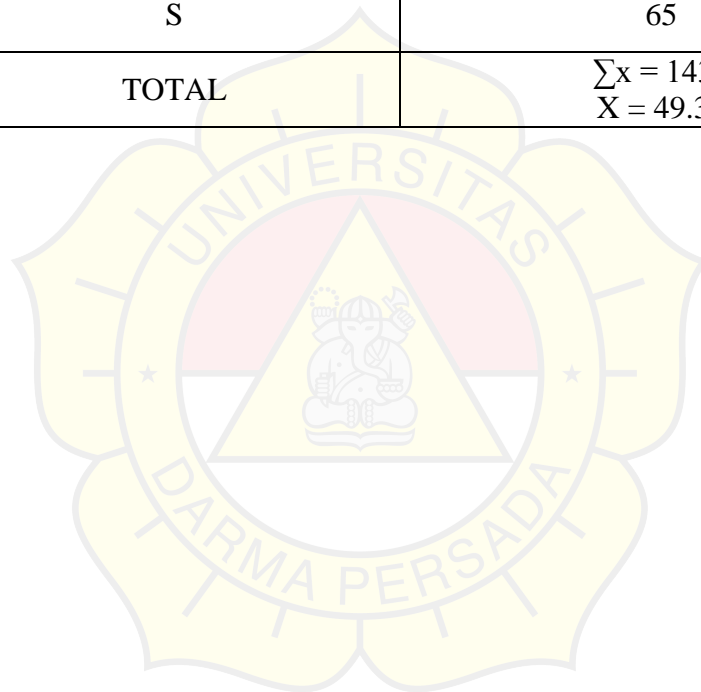
20. "Please be quiet. I ...to concentrate.

- a. Am trying
- b. Try
- c. Was trying
- d. Trying
- e. Do

### Appendix 3e: Students' Score in Post-test 1

No	Initial of Students	Post-Test I
1	AZ	45
2	ATEC	45
3	AA	50
4	ADL	35
5	AB	30
6	ANS	50
7	BRH	55
8	BAP	45
9	DSM	55
10	DAR	70
11	EAN	60
12	EL	40
13	IIA	70
14	JHS	45
15	MHS	40
16	MPZ	50
17	MAPS	45
18	MHD	35
19	NSP	40
20	NAHDP	35
21	RPB	60

22	RPKW	50
23	RPA	50
24	SI	55
25	SJI	45
26	TAM	35
27	VF	65
28	NSP	65
29	S	65
	TOTAL	$\sum x = 1430$ $\bar{X} = 49.31$



### Appendix 3f: The Answer Key of Pre Test and Post Test 1

#### CYCLE 1

#### ANSWERS KEY:

1. C
2. D
3. A
4. B
5. C
6. B
7. A
8. A
9. C
10. A
11. A
12. B
13. C
14. D
15. E
16. B
17. E
18. C
19. A
20. A



## Appendix 3g: The Instrument in Post Test 2

### Post-test

### Cycle 2

Nama :

Kelas :

---

1. I ... some interesting men at the meeting last night.
  - a. met
  - b. meet
  - c. meat
  - d. meets
  - e. meeting
2. The north side of the island ... no beach.
  - a. have
  - b. has
  - c. was
  - d. had
  - e. has had
3. Anna : "What are you doing Lucy? I am waiting for you."  
Lucy : "Wait, Anna. I ... my clothes."
  - a. iron
  - b. am ironing
  - c. irons
  - d. ironed
  - e. was ironing
4. Andi is out of town for 2 days from today. He ... here tomorrow.
  - a. Was not being
  - b. Is being
  - c. Will not be
  - d. Is
  - e. Was being
5. I ... visited this place for 2 years.
  - a. Was
  - b. Did not
  - c. Do not

- d. Am
  - e. Have not
6. The children ... here tonight around 7 pm.
- a. haven't been
  - b. did not
  - c. will be
  - d. be
  - e. are
7. I was ... when my brother came.
- a. slept
  - b. sleeping
  - c. sleeps
  - d. had slept
  - e. sleep
8. I first met my teacher ... .
- f. 2 years later
  - a. 2 years.
  - b. 2 years again
  - c. 2 years ago
  - d. For 2 years.
9. Every night before going to bed, he ... some chapter of a book.
- a. have read
  - b. did read
  - c. was reading
  - d. reads
  - e. reading
10. Mr. Dika is a chef. He is in the kitchen right now. He ... the cooking.
- f. Is tasting
  - a. tastes
  - b. tasted
  - c. have tasted
  - d. was tasting
11. Does Ratna ... some experiment?
- a. doing
  - b. did
  - c. have done

- d. do
  - e. was doing
12. I ...here for at least 2 more months before return home and get a job.
- a. am
  - b. be
  - c. have been
  - d. will be
  - e. was
13. I have ... both of them for a long time.
- f. knew
  - g. know
  - a. to know
  - b. known
  - c. knows
14. All animal ... water and food.
- f. needs
  - a. needed
  - b. do not need
  - c. was need
  - d. need
15. Next month, student ... test.
- a. Will take
  - b. Takes
  - c. Taking
  - d. Take
  - e. Is taking
16. Has not anyone ... him the truth?
- a. Told
  - b. Tell
  - c. Telling
  - d. tolding
  - e. tells
17. I ate my breakfast ... .
- a. This morning
  - b. Tomorrow
  - c. In the morning

- d. Next morning
- e. Right now

18. Spain is one of the countries she ... to visit.

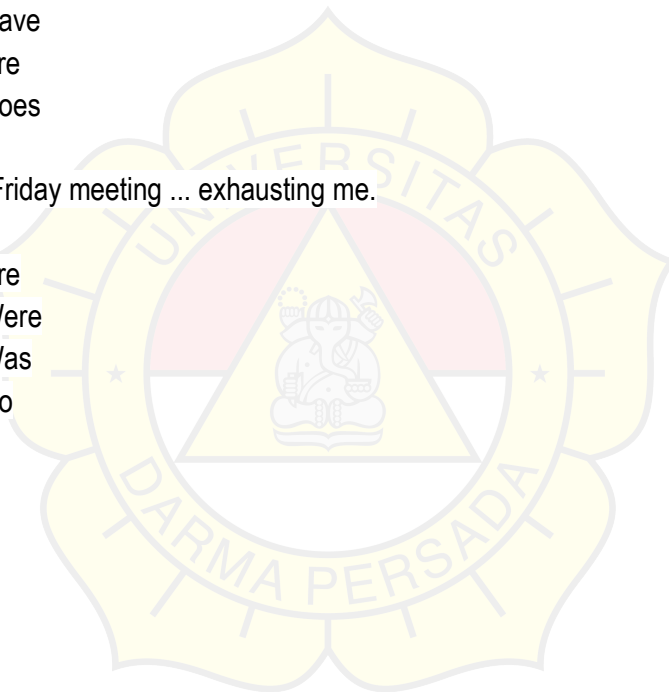
- a. want
- b. wanting
- a. is wanting
- b. wants
- c. wanted

19. ... you read newspaper every day?

- a. Did
- b. Do
- c. Have
- d. Are
- e. Does

20. Last Friday meeting ... exhausting me.

- a. Is
- b. Are
- c. Were
- d. Was
- e. Do



### Appendix 3h: The Answer Key of Post Test 2

#### CYCLE 2

#### ANSWERS KEY:

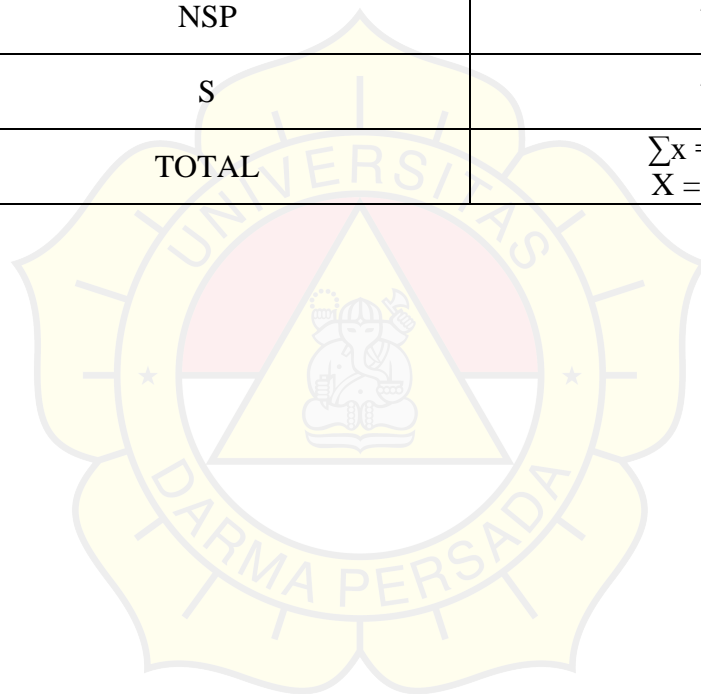
1. A
2. B
3. B
4. C
5. E
6. C
7. B
8. D
9. D
10. A
11. D
12. D
13. D
14. E
15. A
16. A
17. A
18. D
19. B
20. D



### Appendix 3i: Students' Score in Post-test 2

No	Initial of Students	Score
		Post-Test II
1	AZ	60
2	ATEC	75
3	AA	65
4	ADL	65
5	AB	70
6	ANS	75
7	BRH	75
8	BAP	75
9	DSM	80
10	DAR	85
11	EAN	75
12	EL	75
13	IIA	85
14	JHS	75
15	MHS	65
16	MPZ	75
17	MAPS	75
18	MHD	65
19	NSP	60
20	NAHDP	75

21	RPB	80
22	RPKW	45
23	RPA	75
24	SI	75
25	SJI	75
26	TAM	75
27	VF	85
28	NSP	75
29	S	75
	TOTAL	$\Sigma x = 2110$ $\bar{X} = 72.75$



#### Appendix 4a: Photography Evidence





## Appendix 5: Photography Evidence

### OBSERVATION SHEET

No	Observer	Cycle I			Cycle II		
		1	2	3	1	2	3
1.	Teacher's capability in opening the class (How the teacher greets the students)						
2.	Teacher's giving motivation in the teaching and learning process (how the teacher gives the apperception before starting the teaching and learning process)						
3.	Teacher's mastery (It is about the teacher's capability in mastering the material taught)						
4.	Teacher's teaching material clearly (It is about the clearness of the teacher's teaching)						
5.	The systematically teaching performance (It is about appropriateness with the lesson plan)						
6.	Teacher's ability in organizing the class (It is about the class management performed by the teacher)						
7.	Teacher's ability in closing the class (It is about how the teacher closes the class and gives summary)						
8.	The student's attention to the teacher's explanation (It is about whether the students are focus and serious to the students' explanation)						

9.	Motivation and enthusiasm of students in teaching learning process						
	(It is about the curiosity and the enthusiasm of the students during the learning process)						
10.	Student's bravery in saying the new vocabulary in front of the class (There is comment and opinion from students during the learning process)						
11.	Interaction and communication between students and teacher in teaching learning process (Good communication between teacher and students to support to students' understanding)						
12.	Teacher and students' role in teaching learning process (Teacher's role in controlling the class and solve the students' problem)						

Note:

Point 1 = Bad

2 = Good

3 = Very Good

**English Teacher**

**Researcher**

**Ade Ruchiat**

**Martina Fransiska**

## LETTERS



### FAKULTAS SASTRA UNIVERSITAS DARMA PERSADA

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Jakarta, 20  
November 2019

Nomor : 60 PIP/FSI/XI/2019  
Perihal : **Permohonan Izin Penelitian Skripsi**

Kepada Yth.  
Kepala Sekolah SMK Analis Kesehatan DITKESAD

Di tempat

Dengan hormat,

Sebagai tugas akhir perkuliahan Program Studi S1 Sastra Inggris FS UNSADA bersama dengan surat ini kami memohon kepada bapak/ibu untuk memberikan kesempatan kepada mahasiswa kami yang tercantum dibawah ini untuk diberikan kesempatan melakukan **penelitian dan observasi** disekolah yang bapak/ibu pimpin selama enam kali pertemuan:

Nama : Martina Fransiska  
NIM : 2016130073  
Jurusan : **Bahasa & Kebudayaan Inggris**

Adapun judul penelitiannya adalah **“Improving Students’ Grammar Mastery By Using Game”**. Besar harapan kami bapak/ibu dapat membantu dan mengizinkan mahasiswa kami untuk bisa melakukan penelitian dan observasi disekolah. Demikian surat ini kami sampaikan atas perhatian dan kerja samanya kami ucapkan terima kasih.

Hormat kami,  
Ketua Jurusan

**Tommy Andrian, M.Hum**

LEMBAR PERNYATAAN KESEDIAAN \*)

SMK Analis Kesehatan DITKESAD, Jl. Jankes AD, Munjul, Cibubur **Diizinkan / Tidak Diizinkan \*\*)**  
menerima Mahasiswa bernama :

Martina Fransiska

NIM. 2016130073

Diizinkan untuk melaksanakan penelitian selama 1 bulan (Januari 2020) di sekolah yang kami pimpin.

Demikian pernyataan ini dibuat agar dipergunakan sebagaimana mestinya

Jakarta, 20 Desember 2019

Kepala Sekolah

  
Letnan Ckm Agung Kuncoro, S.Si., Apt

Keterangan: \*) Lembar ini untuk dikembalikan  
kepada Jurusan Bahasa & Kebudayaan Inggris  
Fakultas Sastra  
Universitas Dharma Persada  
\*\*) Coret yang tidak perlu

## CURRICULUM VITAE

### PERSONAL DATA

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### FORMAL EDUCATION

2001 – 2007 : 15 Ciracas Elementary School, East Jakarta  
2007 – 2010 : 174 Junior High School, Jakarta  
2011 – 2014 : DITKESAD Medical High School  
2016 – present : Faculty of Humanities, English Language and Culture,  
University of Darma Persada

### RESEARCH EXPERIENCES

No	Research Title	Year
1.	Analysis Intrinsic Element in Washington Irving's Short Story "Rip Van Winkle"	2017
2.	Outline of Sarah Ellis Short Story "Catch"	2017
3.	Annotated Translation of Charles Dickens Novel "Christmas Carol"	2017
4.	Analysis Intrinsic Element in Maurice Yvonne's Poetry "Childhood"	2018
5.	Analysis Intrinsic Element in Makoto Ogino's Poetry "Escape"	2018
6.	Analysis Intrinsic Element in Toshio Mory's Prose "Tomorrow and Today"	2018

### WORKING EXPERIENCES

2014 – present : Analyst Laboratory MMC Hospital