

**THE USE OF PIZZA GAME TO IMPROVE STUDENTS
GRAMMATICAL COMPETENCE**

*(Pre-Experimental Research at the Eighth Grade Students of MTs Syekh
Yusuf Sungguminasa)*



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in partial Fulfillment of the
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MOTTO

*Learn from the mistakes in the past, try by using a different way, and
always hope for a succesful future.*



*I dedicated this thesis to
My beloved parents, my families and all of my friends.*

ABSTRACT

Nurul Aeni. *The Use of Pizza Game to Improve Students Grammatical Competence (Pre-Experimental Research at the Eighth Grade Students of MTs Syekh Yusuf Sungguminasa)*. Faculty of Teacher Training and Education, Muhammadiyah University of Makassar (Supervised by Ratna Dewi and Saiful).

This research aimed finding out the improvement of students' grammatical by using Pizza Game that focused on students' noun phrase and verb phrase at MTs Syekh Yusuf Sungguminasa.

The researcher used Pre-experimental Method with one group pre-test and post-test, and data collection based on the test. The sample of this research was class VIII.A which consisted of 28 students. The sample was taken by using Purposive Sampling Technique.

The research findings showed that the Eighth Grade students of MTs Syekh Yusuf Sungguminasa had poor score in pre-test. After treatment, their grammar mastery increased significantly. The researcher has done divided into three categories. First, the students' mean score in noun phrase as subject were 45.71 (pre-test) and 85.71 (post-test). Second, the students' mean score in noun phrase as object were 45.00 (pre-test) and 71.43 (post-test). Third, the students' mean score in verb phrase were 46.79 (pre-test) and 85.71 (post-test). Mean score of grammatical of students were 47.25 (pre-test) and 78.11 (post-test). The result of hypothesis testing of this research was (Sig (2-tailed) was 0.000, because of $\text{Sig} < \alpha$ ($0.000 < 0.05$), it can be concluded that pre-test and post-test has $\text{sig} < a$, and H1 was accepted and H0 was rejected. It means that it had been significance by using pizza game for students' grammar mastery. It was concluded that students' grammar mastery have good achievement after taught through pizza game.

Keywords: Grammatical competence, Pizza Game.

ABSTRAK

Nurul Aeni. Penggunaan Pizza Game untuk Meningkatkan Kompetensi Gramatikal Siswa (*Penelitian Pre-Experimental pada Siswa Kelas VIII MTs Syekh Yusuf Sungguminasa*). Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar (Dibimbing oleh Ratna Dewi dan Saiful).

Penelitian ini bertujuan untuk mengetahui peningkatan gramatikal siswa dengan menggunakan Pizza Game yang berfokus pada noun phrase and verb phrase siswa pada MTs. Syekh Yusuf Sungguminasa.

Peneliti menggunakan metode Pre-experimental dengan satu kelompok pre-test dan post-test, dan pengumpulan data berdasarkan pada tes pilihan ganda terdiri dari tiga bagian. sampel penelitian ini adalah kelas VIII. A yang terdiri dari 28 siswa. Sampel di ambil menggunakan teknik purposive.

Temuan peneliti menunjukkan bahwa siswa kelas delapan MTs Syekh Yusuf Sungguminasa setelah diberikan perlakuan, penguasaan tata bahasa mereka meningkat secara signifikan. Peneliti telah membagi menjadi tiga kategori. Pertama, nilai rata-rata siswa pada noun phrase sebagai subjek adalah 45,71 (pre-test) dan 85,71 (post-test). Kedua, nilai rata-rata siswa pada noun phrase sebagai objek adalah 45.00 (pre-test) dan 71.43. ketiga, nilai rata-rata siswa pada verb phrase adalah 46.79 (pre-test) dan 85.71 (post-test). Hasil pengujian hipotesis penelitian ini adalah (Sig (2-tailed) adalah 0,000, dapat disimpulkan bahwa pre-test dan post-test memiliki sig <a, dan H1 diterima dan H0 ditolak, itu artinya ada signifikan menggunakan pizza game untuk penguasaan tata-tata bahasa siswa.

Kata kunci: Kemampuan Gramatikal, Pizza Game.

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The Researcher

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CHAPTER I

INTRODUCTION

This chapter described the background of the research, problem statement, objective of the study, significance of the study, and scope of the study.

A. Background

Grammar becomes an important thing when students learn English. According to Burkart (1998), Grammar is central to the teaching and learning of languages. Grammar is not an unimportant set of rules that can be ignored without consequences. It is a very complex phenomenon and even though learners may find it a difficult thing to master, the time devoted to that is certainly not wasted. Making students realize it, however, is only the first step in teaching grammar, and the following activities can take many different forms, based on a selected approach and method.

Junior high school students cannot focus when they are studying in long time. Nedomova (2007) argues that students are not able to pay their attention for more than 10-20 minutes and after that they start to be bored and tired. Therefore, the teacher should find the suitable strategies in teaching. Teaching strategy or technique used by the teacher in teaching English especially grammar for junior high school students is not appropriate for them, for example, the teacher just

focus to explain the material in front of class without paying attention to the students need in learning. As it is know, the students cannot learn a thing directly. They need something which can attract their interest, something that can make them enthusiastic. So that, one of the appropriate technique can be used is by using game. by doing fun activities the students will be more interested, motivated, and easy to understand about the materials.

Teaching grammar should be more creative and able to keep the students away from the disadvantages factors influence them in learning it. In order to keep students away from getting bored in learning grammar. One of the best solutions to teaching grammar is through games which meet the purpose of creating a relaxing and motivating atmosphere for most learners. There are some advantages of using games in language and learning such as, games are effective as they create motivation, lower students' stress, and give language learners the opportunity for real communication (Tuan and Nguyen, 2010).

One of the other way in teaching grammar is using time trap board game. The board game is called time trap as the students will be trapped in the time of presents, presents continuous, past or past continuous while playing the game. There are four types of board games in this study. Asking a question, giving responses, forming sentences, and error correction. For example, if the students playing board games "Giving Responses" is voted as the most preferred activity by students. In this game, the students can give responses easily using the correct sentences. Board game actually helps the students to enjoy and build their self-confidence. It also helps the students to learn and use new words and new

structures unconsciously. It also very important for the educators to make sure that the students have enough practice (Paris, 2013).

On the other hand, Fadila (2016) used climbing grammar mountain game to teaching grammar in learning simple present tense. Climbing grammar mountain game helps to improve the students understanding of grammatical usage and helps the students learn from others through peer review, teamwork, and group discussion. The teacher should divide students into some groups and after that teacher will draw some vertical climbing lines on the board. The amount of the vertical climbing lines depends on how many teams are in the classroom. Leave space on the bottom of the board to show one sentence at a time. in this game, the students were given sentences. It aimed at motivating the students to use all their ability, knowledge and understanding of Simple Present Tense.

Gunn and Ann (2005) also using climbing grammar mountain in the freshman students. In addition to the learning opportunity and enthusiasm fostered by the game. there are some advantages from this game. the first to improve students' understanding of the fundamentals of effective written communication. The second to help students learn from others through such as activities as peer review, teamwork, and group discussions. Looking at the first objective, climbing grammar mountain focuses the students' attention of grammatical usage and sentence construction.

Phuong and Thao (2017) used board games in the course, Fifty participants who are adult learners from an English center in Vietnam involved in the current study. Participants had a low level of English competence and their English

grammar was not good. Board games were applied three times in the experimental group during the third, fifth and seventh week of the course. The teacher will be divided students into some group and game will be played, and after that, the researcher will give students a questionnaire to know the impact of the board game. There are some effects of a board game that researcher found this research. Board game helps improve grammar, Board games help students to remember grammar rules. Students more confidence to learn grammar.

The previous researches have concentrated in using games in teaching grammar such as board game, climbing grammar mountain games and time trap board game. Each of the previous researches gave an oral task to students as an evaluation to measure their grammatical competence. The different from the previous researches with this research focuses on the written task to evaluate the grammatical competence of students.

Based on the researcher's observation at the eighth grade students of MTs Syekh Yusuf Sungguminasa, the researcher found the problem in student understanding of grammatical especially in noun phrase and verb phrase. It means that the achievement of the students' in grammatical still low and its need the improvement. The students are difficulties to differentiate position of the noun phrase and verb phrase in a sentence.

This condition become the reason of the researcher to use the pizza game to teach grammar in high school, This game can improve students' grammatical competence. The game promotes opportunity and enthusiasm for the students in implementing pizza game in the classroom process. Based on the explanation

above, the researcher wanted to conduct an experimental research in grammatical with the title: *The Use of Pizza Game to Improve Students' Grammatical Competence*.

B. Problem Statement

Based on the background above, this study focused on the use of pizza game to improve students' in grammatical, especially in noun phrase and verb phrase.

1. Is the use of the pizza game effective to improve students in noun phrase?
2. Is the use of the pizza game effective to improve students in verb phrase?

C. The Objective of Research

Referring to the background and the problems, the aims of the study are to know that:

1. To know whether pizza game able to improve students' noun phrase.
2. To know whether pizza game able to improve students' verb phrase.

D. Significance of Research

This research are expected to give a contribution to the teaching and learning of English for practical benefits:

1. Theoretical

The findings give information of a new knowledge about the use of Pizza Game to improve students' grammatical.

2. Practical

a. For English Teacher

As a reference for the teacher to teach and make the class to be fun, Provide information to teachers about the pizza game. The results of this study are also expected to guidance for the teacher in constructing and using games can help the teacher to make the teaching of structure interesting and can be helpful to raise students' motivation and interest in learning structure.

b. For Students

Provide early information to students about pizza game and provide information that pizza game can help students to learn and improve their ability in grammar skill.

c. For Researchers

The researcher can get more knowledge about how to use the pizza game to improve students' grammatical competence.

E. Scope of Research

The scope of the reserach limit was to know the improvement students' in grammatical through pizza game at eighth grade of students MTs Syekh Yusuf Sungguminasa that the researcher focused on noun phrase and verb phrase.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this part, the researcher mentioned some pertinent ideas of this research, they are as follows: the concept of grammar and the concept of pizza game.

A. Concept of Grammar

1. Definition of Grammar

Celce and Larsen Freeman (1999) grammar has an important role in the resource of meaning in a sentence. They said that Grammar talk about lexicogrammatical form, meaning, and grammar advantage to the explanation that is appropriate to the context and operate at the word, phrase, sentence, and textual levels.

Coghill and Stacy (2013) grammar is a rule in language. Where grammar works to compose a few words, make a sentence according to the rules, in other words, rules that can unite several words so that they form a sentence that has a meaning and in accordance with the rules that apply in grammar.

Richard and Schmidt (2002) grammar is combining words and phrases to produce a sentence in English is arranged in the structure of the grammar itself, in the process of combining it must consider the meaning and function of these sentences in the totality of the language system.

Addition from Joyce and Burn (1994) grammar is essentially about the systems and patterns we use to select and combine words. In order to communicate, we must share a common system, which is why people who speak a different language cannot understand one another. Thus, people must know about grammar in order to use the language appropriately in social context.

Based on several opinions above it can be concluded that grammar is a set of rules that govern the structure of language and determine and combine several words and phrases so as to form a sentence that is meaningful and in accordance with the rules, and grammar also accounts the structure of target language and its communicative use. It is hoped that the rule of this grammar helps the readers, listeners, and the viewers to catch the main means of sentences or utterances that the writer or the speaker produces.

2. Grammatical Units

According to Conghill et al (1999) there are some grammatical units of English are these: word, phrase, clause, and sentence.

a. Word

Words are the necessary tools to express an idea in speaking and writing. Therefore, learning a language, in this case, English must be started from the understanding of the function and the proper position of each word in constructing ideas to communicate in a sentence. The main word classes

are these: verb, noun, adjective, adverb, preposition, determiner, pronoun and conjunction.

1). Noun

A noun is a word which is used to describe a person, place, quality, thing, action, and idea. A noun can function as the subject of a sentence or as the object of a preposition or as appositive. In a sentence. " Pollution is becoming a big problem in this country". The words pollution, problem, and country are nouns.

2). Pronoun

A pronoun is a word that substitutes a noun or a noun phrase and denotes persons or things asked for, who /which have/has been previously specified or understood from the context. In pronoun they called subject pronoun, subject pronoun is pronoun that can be used as a subject of a sentence (I, you, she, he, it, you, we, they). Object (complement) pronoun (me, you, him, her, it, us you, them). Possessive Adjective Pronoun is used only with noun following it (my, your, his, her, its, your, our, their). The possessive pronoun is used alone, without a noun following it (mine, yours, his, hers, its, ours, theirs, Anto's). Reflexive Pronoun usually appears directly after a verb. It indicates that the subject also functions as the object of the verb (myself, yourself, himself, herself, itself, yourselves, themselves, ourselves).

3). Adjective

An adjective is a word used to describe a noun or pronoun. It usually answers the question of which one, what kind, or how many. Articles (a, an the) are usually classified as the adjective.

4). Verb

The verb in a sentence expresses action or being. There is a main verb and sometimes one or more helping verbs. ("She can sing." Sing is the main verb; can is the helping verb.) A verb must agree with its subject in number (both are singular or both are plural). Verbs also take different forms to express tense.

5). Adverb

An adverb describes or modifies a verb, an adjective, or another adverb, but never a noun. It usually answers the questions of when, where, how, why, under what conditions, or to what degree. Adverbs often end in -ly.

6). Conjunction

Conjunction, just as the word implies, joins words or groups of words together. Usually, conjunctions join structures of the same grammatical statuses together, the word with word, phrases with phrases, clauses with clauses and perhaps, sentences with sentences. Example: and, but, or, yet, and as.

7). Proposition

A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence. Therefore a preposition is always part of a prepositional phrase. The prepositional phrase almost always functions as an adjective or as an adverb. The following list includes the most common prepositions.

8). Determiner

Determiner are words placed in front of nouns that function as markers (noun markers) that clarify the meaning of the noun. Determiner consists of several types. They Possessives (your, her, my, his, their, our, its, my parents', whose). Quantifier (A few, much, many, a little, some, any, every, each). Article (a, an, dan the). And Demonstrative (this, that, these, those, etc).

b. Phrase

According to Conghill et al (1999) there are these kinds of a phrase: verb phrase, noun phrase, adjective phrase, adverb phrase, and prepositional phrase.

1). Verb Phrase

A verb phrase is a group of main verbs and helping-verbs (auxiliaries) within a sentence.

Examples:

- She is writing a letter.

- He has taken his annual exam.
- Students must reach in time for the class.
- They have been playing a game since morning.
- She is waiting for someone.

2). Noun Phrase

A noun phrase is used as a subject or an object for example:

- His story was interesting. His story is a noun phrase, it used as the subject of the sentence.
- I heard his story. His story is a noun phrase. It used as the object of the verb *heard*.
- I listened to his story. His story is a noun phrase. It is used as the object of the preposition *to*.

3). Adjective phrase

An adjective phrase is a group of words that describe a noun or pronoun in a sentence. The adjective in an adjective phrase can appear at the start, end, or in the middle of the phrase. The adjective phrase can be placed before, or after, the noun or pronoun in the sentence.

Examples:

- The movie was not too terrible.
- That's a lovely cake
- These flowers are wonderful.

4). Adverb Phrase

An adverb phrase consists of one or more words. The adverb is the head of the phrase and can appear alone or it can be modified by other words. Adverbs are one of the four major word classes, along with nouns, verbs, and adjectives.

5). Prepositional Phrase

A phrase comprising a preposition and object of a preposition (noun or pronoun) is called a prepositional phrase. It may also contain other modifiers. A prepositional phrase has a noun or pronoun which called the object of a preposition.

Examples:

- The kids were laughing at the joker.
- He is sleeping on the carpet.
- The teacher looked at the blackboard.
- He drives the car at a high speed.

c. Clause

According to Conghill et al (1999) the clause is a series of words that are meaningful and consist of a subject and predicate (subject + verb). In the clause, there are independent clause and a dependent clause. Independent clause (main clause) can stand alone in a sentence. It contains a subject and a verb in its smallest form, example; “ Sue lives in Tokyo”.

Dependent clause (subordinate clause) contain a subject and verb. However, they cannot stand alone as an independent thought. A dependent clause is not a complete sentence, example; " I know where Sue lives". *I know* is an independent clause and *where Sue lives* is a dependent clause.

d. Sentence

According to Conghill et al (1999) sentence is a group of words, a sentence must contain of subject, verb object, complement and adverbial. There are some kinds of sentence.

1). Declarative

A declarative sentence is a fact, arrangement and opinion. Declarative sentence end with a period.

Examples:

- I will meet you at the university.
- The sun rises in the East.
- He does not get up early.

2). Imperative

Imperative sentence is a command or a request. It ends with an exclamation mark or period.

Examples:

- Open the window!
- Finish your homework.

3). Interrogative

Interrogative sentence asks for question and end with a question mark.

Examples:

- How long have you lived in Indonesia?
- When does the bus leave?
- Do you enjoy listening to classical music?

4). Exclamatory

An exclamatory sentence expresses excitement or emotion. It ends with an exclamation mark.

Examples:

- Hurry up!
- That sounds fantastic!
- I can't believe you said that!

3. The Important of Learning Grammar

Learning grammar is necessary because grammar is the main capital and important element in language. Learning English cannot be separated from learning grammar because it always plays the central role of language. Grammar is one of the components of language besides pronunciation, spelling, and vocabulary. Grammar is the system of rules by which words are formed and put together to make a sentence or the study of composing some types of the word exactly to form a sentence.

Swan (2005) also defines grammar as the rules that show how words are combined, arranged or changed to show certain kinds of meaning. Besides that according to Richards (2008) states that structure is still important to be taught in teaching English. he furthermore says that now teaching structure has controversial issues in teaching English., but in recent years, grammar teaching has regained its rightful place in language curriculum.

Based on the expert's description above that teaching grammar is still important in teaching and learning process. Grammar is an important element in language. It is an essential mean of conducting communication, it is useless studying the English language without learning structure. The language will be acceptable if the structure or grammar is correct. In addition, definition grammar is a description of the structure of language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language.

B. Concept of Pizza Game

1. Pizza Game

According to Nathan (2005) Pizza Game is a game that was first played in one of the secondary schools in Korea. This game was created by one of the teachers in South Korea. The teacher used this game to teach English and the target language is future tense. Pizza game is a game that looks like a pizza itself. As we know that the form of pizza is round. Paper as a tool for students

to make pictures of pizza and write some sentences on the paper, and we need paperclips as a tool also. Pizza games require group collaboration and each group consists of two or three players. This is the picture of pizza game.



Figure 2.1 Pizza Game

According to Nathan (2005) the steps to play the game are:

- Students have to make a circle
- The students has to be divided in 8 sections.
- Each section has a statement like “ i am reading a book”
- Each section will have a certain amount of points.
- You put a paper clip in the center and hold it with pencil or pen in the middle of the circle.

- f. You have to rotate the paper clip and see which statement you got and how many points that you got.

2. The Kinds of Game

According to Hadfield (1999) there are two kinds of games, such as:

a. Competitive Game

A competitive game is one in which players or teams race to be first to reach the goal. The players do a competition to be the winner. The strength of this game is the players as well as possible and independently, in order to get the highest point. The weakness of this game is competition damages self-esteems, destroys relationships, and impedes the development of trust. It will lead to envy distrust, and aggression, and it can be concluded that all competition is harmful to children.

b. Cooperative Game

A cooperative game is one in which players or team work together towards a common goal. The key word of this game is team work together. Players in each team work together to reach a common goal. We can get many advantages by playing a cooperative game. In cooperative games, children work together as a team to beat some elements in a game.

Pizza game is one of the games that can be included in both competitive and cooperative game. that is why playing pizza game in the classroom will be more interesting. Pizza game can help the students to learn grammar besides that game make students become enjoy their learning. Besides, pizza

game is emphasized to encourage students' solidarity in teamwork or team discussion.

3. The Benefit of Games in Teaching Grammar

When studying at high school students just sat on the desk, wrote, corrected, and rewrote sentences in order to learn proper grammar structure and usage in most grammar lessons. Though many teachers still convey grammar lessons in this way, there is an effort in instructing grammar through games.

Some research proved the excellent value of games when teaching grammar. "Games and problem-solving activities have a purpose beyond the production of correct speech, and are examples of the most preferable communicative activities," Saricoban et al (2000), when teachers announced that it is time for games, students are very excited. In fact, teachers can use games to create motivation and enjoyment through competition or to make bonding among students in the class.

According to Richard et al (1996) states that games are not only related to fun but also have pedagogical values in second language teaching. Games have many advantages because they provide motivation, help students reduce stress, and give them the occasion to practice communication. In addition, because language learning is hard work and requires effort at every moment and over a long period of time, games support learners' interest and work. Several specific benefits of using games in language teaching and learning are elaborated as follows:

a). Game motivate learners

A game is considered one of the best solutions for teachers to motivate Students because games are amusing, interesting and challenging. Games can give shy learners more opportunities to express their opinions and feelings. In other words, many shy students forget their shyness and do not feel fear when they join fun games. Moreover, games help students find interest in the class.

b). Game promote learners' interaction

Interaction is one of the important aspects which affects the nature of classroom pedagogy and classroom behavior. Teachers can use many games played in pairs or small groups in order to provide the environment for their learners to work together. In many games, students must play in small groups and take the turn or encourage their partners to take a turn and complete the game. They are competitive while playing since they want to have a turn to play, to score points and to win. In the class, learners will definitely participate in the activities. Therefore, that is a good chance for them because they are more willing to ask or answer questions, communicate and discuss the topic with their partners and think creatively about how to use language to achieve the goal.

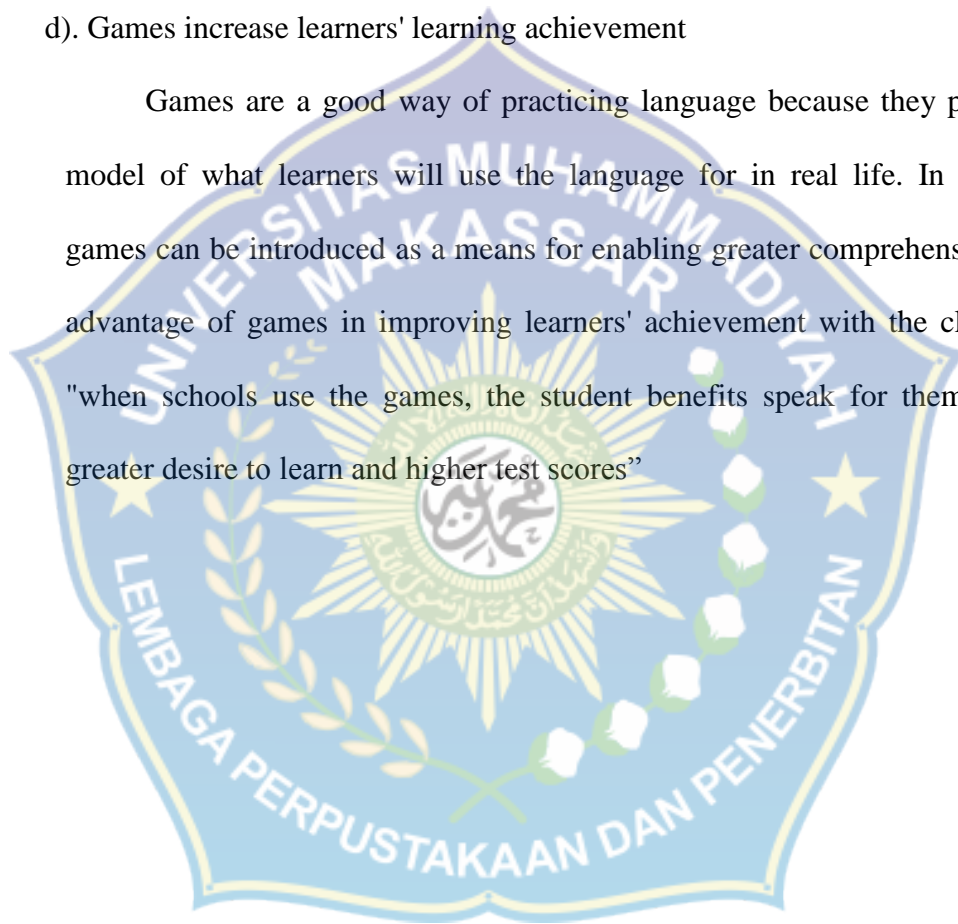
c). Games improve learners' language acquisition

Besides the motivation and interaction created by games, the lessons can be acquired better because of games. When playing games, students are stimulated and encouraged to use new knowledge from the lessons. They can learn and have fun at the same time. Then students can acquire a new

language and realize that students must use the language to communicate with their partners. In addition, Richard-Amato emphasizes "Games can lower anxiety, thus making the acquisition of input more likely." Similarly, The students can remember grammar knowledge faster and better in an easy and relaxing atmosphere.

d). Games increase learners' learning achievement

Games are a good way of practicing language because they provide a model of what learners will use the language for in real life. In addition, games can be introduced as a means for enabling greater comprehension. The advantage of games in improving learners' achievement with the claim that "when schools use the games, the student benefits speak for themselves a greater desire to learn and higher test scores"



C. Conceptual Framework

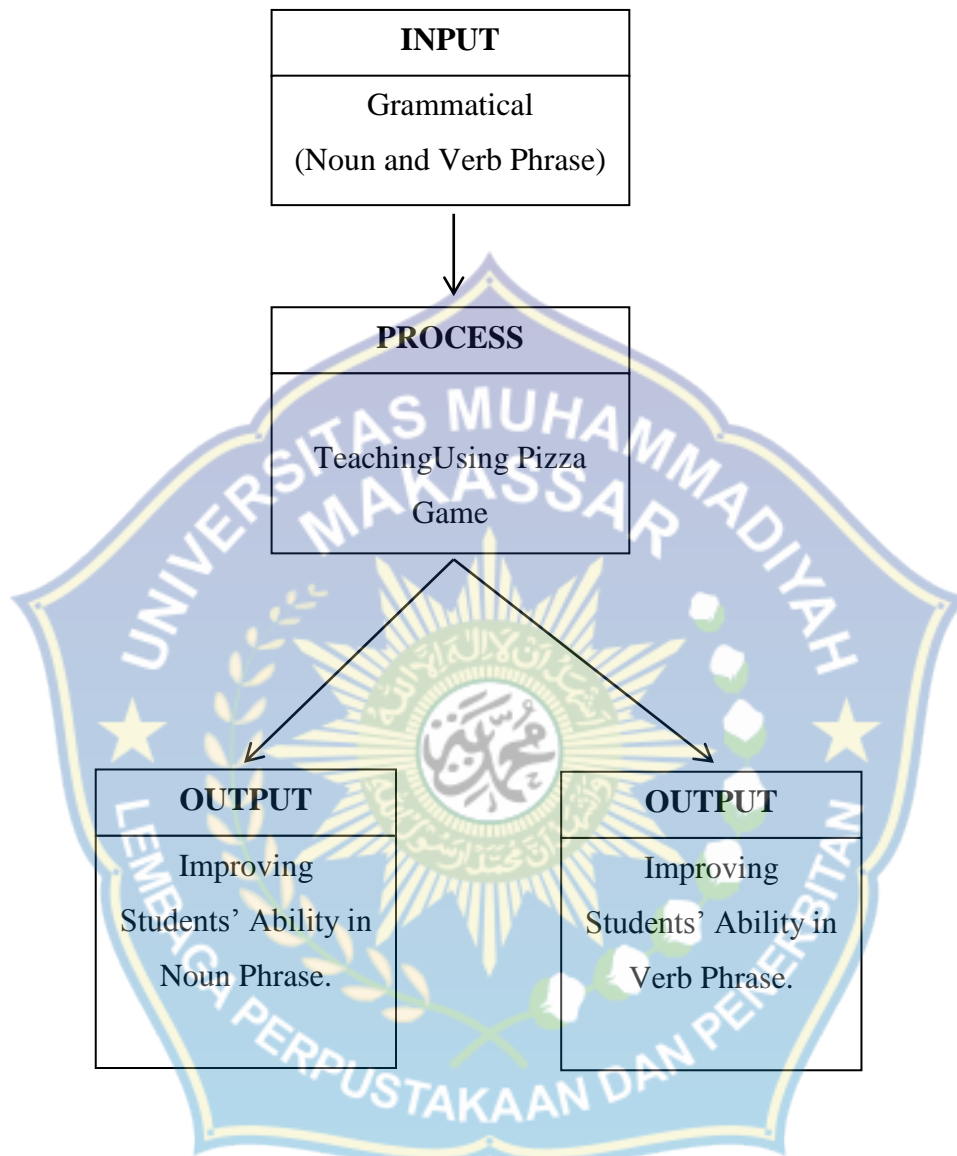


Figure 2.2 Conceptual Framework

Based on the conceptual framework above, the first step the researcher will do is teach the material by the material in the lesson plan. and after students receive the material, the researcher will give a game to students to find out the students' understanding of the material they have learned. this game is played in

groups. in this game the researcher will tell students to make sentences by the material that has been studied on the paper that has been drawn. in this game there will be two first outputs: In improving students 'grammatical and In improving students' ability in a noun phrase and verb phrase.

D. Hypothesis

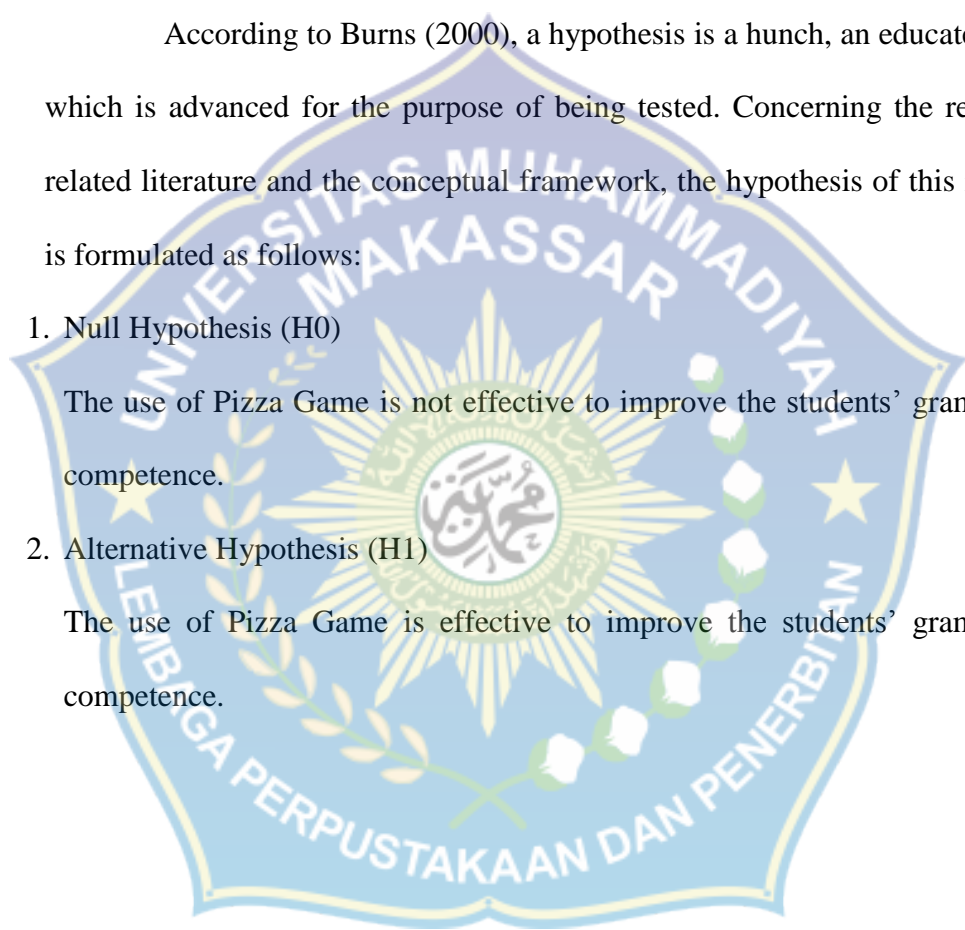
According to Burns (2000), a hypothesis is a hunch, an educated guess which is advanced for the purpose of being tested. Concerning the review of related literature and the conceptual framework, the hypothesis of this research is formulated as follows:

1. Null Hypothesis (H0)

The use of Pizza Game is not effective to improve the students' grammatical competence.

2. Alternative Hypothesis (H1)

The use of Pizza Game is effective to improve the students' grammatical competence.



CHAPTER III

RESEARCH METHOD

This chapter presents the research design, population, and sample, variable, an instrument of research, the procedure of data collection, treatment and the technique of data analysis.

A. Research Design

In this research, the researcher used Pre-experimental Research. This method consists of three steps namely pre-test, treatment, and post-test. It aims to know whether the use of pizza game in learning grammar was able to improve students' grammatical competence.

Table 3.1
Design of Pre-test and Post-test

Pre-test	Treatment	Post-test
O ₁	X	O ₂

(Independent variable) (Dependent variable)

The procedures of the pre-experimental research with one-group pre-test and post-test design in this research was described as follows:

1. Administering a pre-test (O1) which proposed to measure students' grammar achievement before given a treatment.
2. Applying an experimental that is using a pizza game (X) to teach grammar.
3. Administering a post-test (O2) which proposed to measure students' grammar achievement after given a treatment.

B. Research Variables and Indicators

1. Research Variables

There were two variables in this research, namely the independent variable and dependent variable. Independent variable was the variable influenced the object, while the dependent variable was the variable which influenced by the object. They were:

- a. Independent variable: The use of Pizza Game to improve students' grammatical competence.
- b. Dependent variable: The students' mastery of grammatical.

2. Research Indicators

The indicator of the research was the students grammatical competence.

It focused on the ability of the students in the use of noun phrase and verb phrase in a sentence.

C. Population and Sample

1. Population

The population of the research was the Eighth-Grade students of MTs Syekh Yusuf in the Academic Year 2018-2019. The total populations were of two classes. The first class called A class consists of 40 students, and Class B consists of 39 students. So, The total number of populations were 79 students.

2. Sample

The researcher selected one class as the sample. The researcher used a purposive sampling technique, because the sample was selected based on the researcher observation and the researcher determines the sample from the class that has the lowest value in English. The researcher conducted class VIII.A as the sample, and students who were given the treatment consisted of 28 students from 40 students.

D. Research Instrument

The researcher used pre-test and post-test as an instrument. The form of the test there were 15 multiple-choice, in this test the researcher divided it into three parts questions. Part A students must determine the subject (np) in the sentence. And part B the students must choose and determine the verb (vp), and the last part c the students should choose or determine object (np) in the questions. this research would focus on improving students' ability to make

sentence correctly, covering noun phrase (subject), verb phrase (verb), and noun phrase (object).

E. The procedure of the Data collection

Data of this research was collected by a test. The data were collected using two tests; pre-test and post-test. The technique of collecting the data was clarified as follows:

1. Pre-test

Before giving the treatment, the researcher gave a pre-test. A pre-test was given before treatment. In the pre-test, the researcher gave multiple choice as a test to the students. The test of pre-test consists of 15 questions.

2. Post-test

Post-test was carried out in the last meeting. The aim of this post-test was to find out and to know the result of treatments have an improvement or not to the students' listening ability by comparing pre-test and post-test.

E. The technique of Data Analysis

The data was collected in line with instruments and analyzed by using the following procedures:

1. Scoring the students' correct answer by using the following formula:

$$\text{Score} = \frac{\text{Students correct answer}}{\text{Total number of items}} \times 100$$

2. Classifying the score of the students into the following measurement scale:

Table 3.2 Classifying Score of the Students

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
36-55	Poor
0-35	Very poor

3. Data description was used to analyze the students' score. The data description consisted of mean, median, mode, and standard deviation. The researcher applied IBM Statistic SPSS 20 Software to analyze the students' score.

4. T-test

The significant difference (t-test) between the students' pre-test and post-test, the researcher applied IBM Statistic SPSS 20 Software. The criteria of hypothesis testing are if Sig (2-tailed) lower than the level of significance, $\text{Sig} < \alpha$ ($0,000 < 0,05$), so it indicates that the students score between pre-test and post-test is significantly different and surely improve.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of findings and discussion. Findings show description of result from the data that had been collected through the test in pre-test and post-test which are described in table form. Then, discussion contains an explanation of findings which reflect the result of the data. In this discussion, the researcher uses their own word to explain it.

A. Research Findings

The finding of the research is expressed in this part by showing students grammatical competence in pre-test and post-test. The competence is showed by students competence in a structuring noun phrase as a subject and object, and verb phrase.

1. Students' Grammatical Competence in Pre-test and post-test

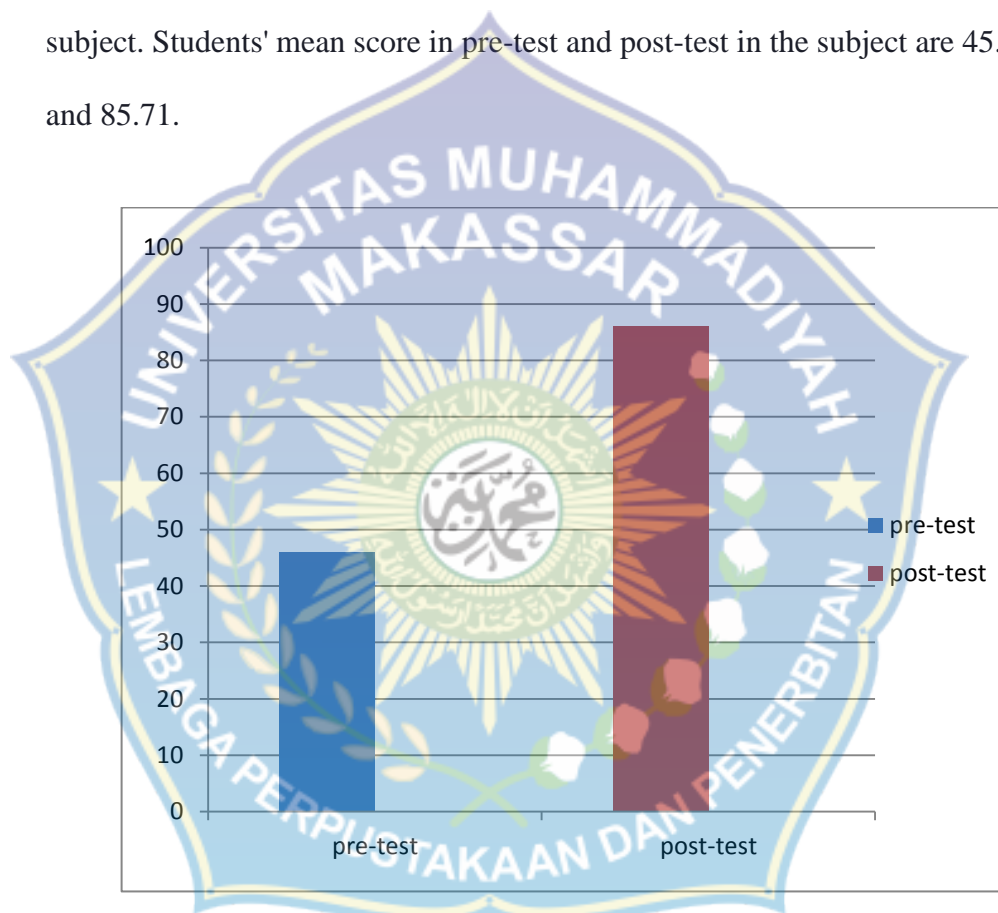
a. Students' Score in Noun Phrase as Subject and Object

The students competence in noun phrase as subject and object is determined by the mean score of pre-test and post-test, it can be seen clearly in the table 4.1

Table 4.1 Students' Mean Score in Noun Phrase

NO	Noun Phrase	The Students Mean Score	
		Pre-Test	Post-Test
1	Subject	45.71	85.71

Table 4.1 shows that the mean score of the students in noun phrase as the subject. Students' mean score in pre-test and post-test in the subject are 45.71 and 85.71.



Graphic 4.1 Mean Score in Noun Phrase as Subject

Graphic 4.1 shows that there is improvement of the students in noun phrase as subject in pre-test the mean score is 45.71 and Post-test which to be 85.71. It can be seen clearly in the table below.

Table 4.2 Frequency of the Students' Scores in Noun Phrase as subject

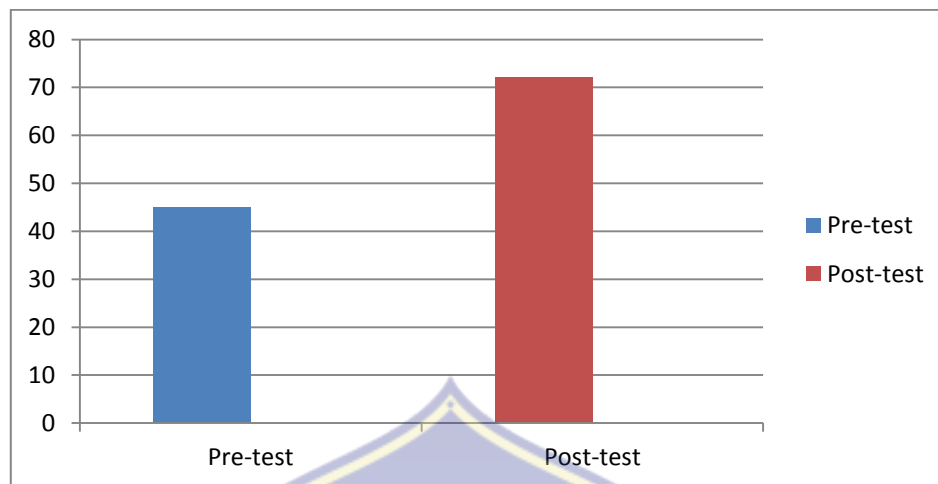
No	Frequency	Score	Pre-test		Post-test	
			F	%	F	%
1	Excellent	96-100	-	-	9	32
2	Very Good	86-95	-	-	-	-
3	Good	76-85	1	3,5	18	64
4	Fairly Good	66-75	-	-	-	-
5	Fairly	56-65	14	50	1	3,5
6	Poor	36-55	7	25	-	-
7	Very Poor	00-35	6	21	-	-
Total			28	100	28	100

Table 4.2 shows that none of the students get excellent score in pre-test while in post-test there are 9 (32%) students get excellent, and none of the students get very good score in pre-test and post-test, there is 1 (3,5%) student get good score in pre-test while in post-test there are 18 (64%) students, and none of the students get fairly good score in pre-test and post-test, there are 14 (50%) students get score fairly in pre-test while in post-test only 1(3,5%) student. There are 7 (25%) students get a poor score in pre-test while in post-test none of student get a poor score, and the last there are 6 (21%) students get very poor score while in post-test none of student get a very poor score.

Table 4.3 Students' Mean Score in Noun Phrase as Object

NO	Noun Phrase	The Students Mean Score	
		Pre-Test	Post-Test
1	Object	45.00	71.43

Table 4.3 shows that the mean score of the students in noun phrase as object. Students' mean score in pre-test and post-test in object are 45.00 and 71.43. It can be seen in the graphic below.



Graphic 4.2 Students' Skill in Noun Phrase as Object

Graphic 4.2 shows that there is improvement of the students in noun phrase as object from pre-test with the mean score are 45.00 and Post-test which to be 71.43. It can be seen clearly in the table below.

Table 4.4 Frequency of the Students' Scores in Noun Phrase as Object

No	Frequency	Score	Pre-test		Post-test	
			F	%	F	%
1	Excellent	96-100	-	-	1	3,5
2	Very Good	86-95	-	-	-	-
3	Good	76-85	-	-	14	50
4	Fairly Good	66-75	-	-	-	-
5	Fairly	56-65	14	50	13	46
6	Poor	36-55	8	28	-	-
7	Very Poor	00-35	6	21	-	-
Total			28	100	28	100

Table 4.4 shows that none of the students get an excellent score in pre-test while in post-test only 1 (3,5%), and none of the student get a very good score in pre-test and post-test. Next, there is not student get good score in pre-test while in post-test there are 14 (50%) students, and none of the students get

fairly good score in pre-test and post-test, in fairly there are 14 (50%) students in pre-test while in post-test there are 13 (46%) students. There are 8 (28%) students get poor score while in post-test none of student get a poor score, and the last there are 6 (21%) get a very poor score in pre-test while in post-test none of student get a very poor score.

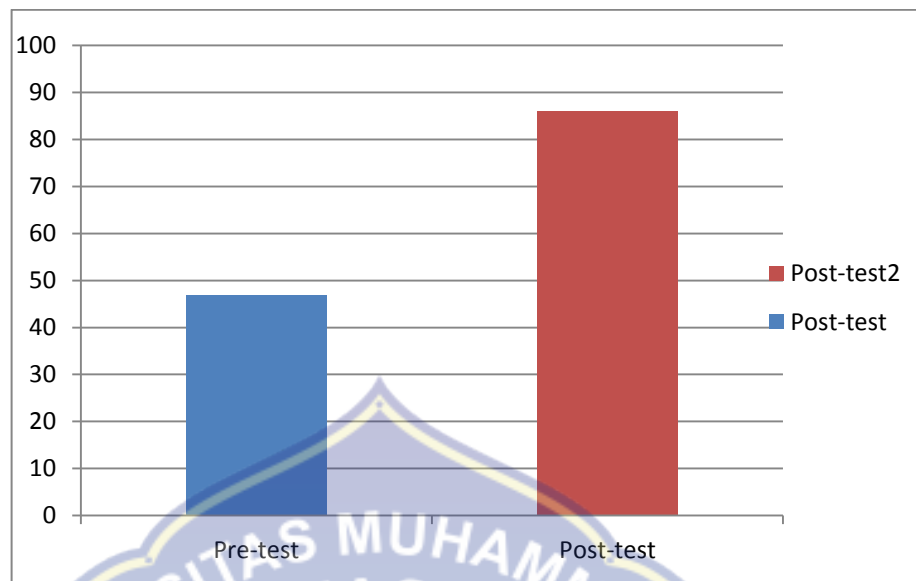
b. Students' Score in Verb Phrase

The students competence in verb phrase is determined by the mean score of pre-test and post-test, it can an be seen clearly in the table 4.5

Table 4.5 Students' Mean Score in Verb Phrase

NO	Verb Phrase	The Students Mean Score	
		Pre-Test	Post-Test
	Verb	46.79	85.71

Table 4.5 shows that the mean score of verb phrase in pre-test are 46.79 and students' mean score in post-test are 85.71 it can be seen in the graphic below.



Graphic 4.3 The Mean Score of The Students' in Verb Phrase

Graphic 4.3 shows that there is improvement of the students in verb phrase from pre-test with the mean score are 46.79 and Post-test which to be 85.71. It can be seen clearly in the table below.

Table 4.6 Frequency of the Students' Scores in Verb Phrase

No	Frequency	Score	Pre-test		Post-test	
			F	%	F	%
1	Excellent	96-100	-	-	9	32
2	Very Good	86-95	-	-	-	-
3	Good	76-85	2	7,1	18	64
4	Fairly Good	66-75	1	3,5	-	-
5	Fairly	56-65	10	35	1	3,5
6	Poor	36-55	10	35	-	-
7	Very Poor	00-35	5	17	-	-
Total			28	100	28	100

Table 4.6 shows that none of students get excellent score in pre-test while in post-test there are 9 (32%) students, and none of student get very good score

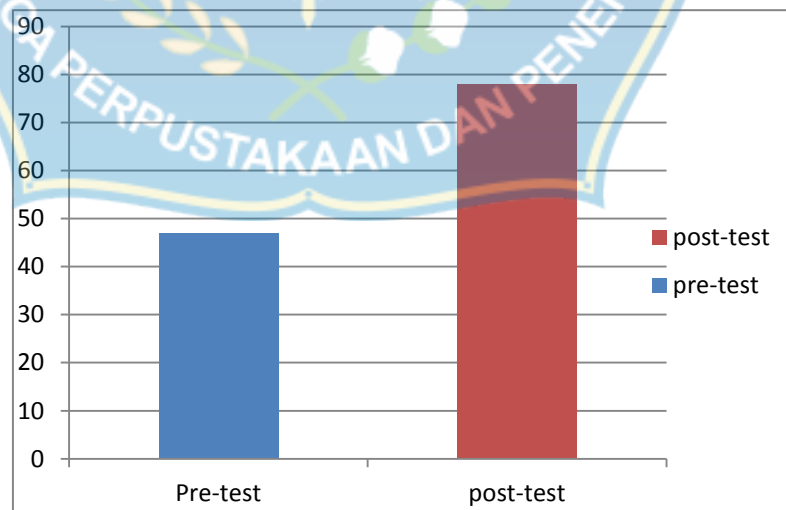
in pre-test and post-test, there are 2 (7,1%) students get good score in pre-test while in post-test there are 18 (64%) students, and only 1 (3,5%) student get fairly good score in pre-test and post-test there is not student get fairly good score, there are 10 (35%) students get fairly score in pre-test while in post-test only 1 (3,5) student, and in poor there are 10 (35%) students in pre-test while in post-test none of students, and the last there are 5 (17%) students get very poor score in pre-test and in post-test none of student.

c. The Students' Mean Score in Pre-Test and Post Test

Table 4.7 Classification of the Students' Grammatical Using Pizza Game

NO	Item	Mean score	
		Pre-test	Post-test
	Grammatical Competence	47.25	78.11

Table 4.7 shows that the mean score of students in pre-test are 47.25, and students mean score in post-test are 78.11. It can be seen in the graphic below.



Graphic 4.4 Students' Mean Score of Pre-test and Post-test

Graphic 4.3 shows that there is improvement of the students in verb phrase from pre-test with the mean score are 47.25 and Post-test which to be 78.11. It can be seen clearly in the table below.

Table 4.8 Frequency of the Students' Score in Pre-test and Post-test

No	Frequency	Score	Pre-test		Post-test	
			F	%	F	%
1	Excellent	96-100	-	-	-	-
2	Very Good	86-95	-	-	4	14
3	Good	76-85	-	-	11	39
4	Fairly Good	66-75	-	-	13	46
5	Fairly	56-65	4	14	-	-
6	Poor	36-55	20	71	-	-
7	Very Poor	00-35	4	14	-	-
Total			28	100	28	100

Table 4.8 shows that none of the students get excellent score in pre-test and post-test, in very good score none of the students get to score in pre-test while in post-test there are 4 (14%) students, there is not student get good score in pre-test while in post-test there are 11 (39%) students, in fairly good none of student get to score in pre-test while in post-test there are 13 (46%) students, there are 4 (14%) students get fairly score in pre-test while in post-test none of student, there are 20 (71%) students get poor score in pre-test while in post-test there is not student get score, and the last there are 4 (14%) students get very poor score in pre-test while in post-test none of students get score.

2. Hypothesis Testing

The hypothesis is tested by using T-test analysis. In this case, the researcher used t-test (test of significance) for paired sample test, that is a test to know the significant difference between the result of students' mean scores in pre-test and post-test before and after giving treatment. The hypotheses as follows:

H1: The used of pizza game is effective to improve the students' grammatical competence at eighth grade of MTs Syekh Yusuf Sungguminasa.

H0: The use of Pizza Game is not effective to improve the students' grammatical competence at eighth grade of MTs Syekh Yusuf Sungguminasa.

While the criteria acceptance or rejection of t-test is:

H1 is accepted if $sig < a = 0.05$

H0 is accepted if $sig > a = 0.05$

Table 4.9 Paired Sample Test of Noun Phrase as Subject
Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretestsubject – posttestsubject	-40.000	21.773	4.115	-48.443	-31.557	-9.721	27	.000

Table 4.9 shows that sig. (2-tailed) $0.00 < 0.05$. It means that there is a significant difference in the students' noun phrase as the subject. So, H1 is

accepted and H0 is rejected. It can be assumed that there is a significant influence of using pizza game in improving students' grammatical competence. The result of t-test in noun phrase as object can be seen in Table 4.10.

Table 4.10 Paired Sample Test of Noun Phrase as Object
Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretestobject – posttestobject	-26.429	18.898	3.571	-33.757	-19.101	-7.400	27	.000

Table 4.10 shows that sig. (2-tailed) $0.00 < 0.05$. It means that there is a significant difference in the students' noun phrase as an object. So, H1 is accepted and H0 is rejected. It can be assumed that there is a significant influence of using pizza game in improving students' grammatical competence. For the students' t-test in a verb phrase can be seen in Table 4.11.

Table 4.11 Paired Sample Test of Verb Phrase
Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretestverb – posttestverb	-38.929	24.395	4.610	-48.388	-29.469	-8.444	27	.000

Table 4.11 shows that sig. (2-tailed) $0.00 < 0.05$. It means that there is a significant difference in the students' verb phrase. So, H1 is accepted and H0 is

rejected. It can be assumed that there is a significant influence of using pizza game in improving students' grammatical competence.

Table 4.12 Paired Sample Test Pre-test and Post-test

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pretest – posttest	-30.821	7.808	1.476	-33.849	-27.794	-20.887	27	.000

Table 4.12 shows that the hypothesis testing that is done by Using IBM Statistic SPSS 20 Software showed that Sig (2-tailed) is 0.000, because of $Sig < \alpha$ ($0.000 < 0.05$), it can be concluded that pre-test and post-test has $sig < \alpha$, and H1 is accepted and H0 is rejected. So, it indicates that the students score between pre-test and post-test is significantly different. It could be assumed that there is a significant influence of using pizza game to improve students' grammatical specially in noun phrase as subject and object, and verb phrase in a sentence.

B. Discussion

This part described the result of findings that consisted by two kinds. They are the students' grammatical in noun phrase and verb phrase in pre-test and post-test.

1. Students' Grammatical Competence in Noun Phrase

The students' mean score in noun phrase as the subject was (poor) in the pre-test. This score showed that the student's knowledge about the noun phrase

still low. For example, in the sentence "*the red dress is for sale*" mostly student choose "*the red*" as a subject in the sentence, in fact, noun phrase as a subject in that sentence is "*the red dress*". Student only focuses on the first word in the sentence as a noun phrase or subject. But after giving treatment using pizza game the students' score in post-test became (very good). This score showed that the students easily to make a sentence and the students know the position of the subject (NP) after giving a treatment. For example in the sentence "*The book is on the table*" mostly student choose "*the book*" as subject NP.

The students' mean score in noun phrase as an object in pre-test was (poor). This case, students just know the position of the object at the end of a sentence sometimes they just choose one word as an object in the sentence. For example "I'm buying a new pen" the students only choose pen as an object, in fact, the object of that sentence is a new pen. But after applied pizza game student score improved to (fairly good) in post-test. This score showed that there is an improvement after using the pizza game. For example in the sentence "*I'm buying a new pen*" mostly student choose "*a new pen*" as object NP.

2. Students' Grammatical Competence in Verb Phrase

The students score in verb phrase is low before applied pizza game. The students the mean score in pre-test was (poor). This score showed that the student still confused about the verb phrase in a sentence. It can be seen when students are told to choose the verb phrase in this sentence "*she is writing a letter*" student has difficulty choosing it. But after giving the treatment the

students' score improved become (good). That score shows that the students' knowledge of the verb phrase has increased.

From the significantly different value of the score produced by the students, indicates that students understanding in noun phrase and verb phrase can be significantly and effectively enriched through pizza game. According to Richard et al (1996) states that games are not only related to fun but also have pedagogical values in second language teaching. Games have many advantages because they provide motivation, help students reduce stress, and give them the occasion to practice communication.

According to Gunn and Ann (2005) there are some advantages from game. the first to improve students' understanding of the fundamentals of effective written communication. The second to help students learn from others through such as activities as peer review, teamwork, and group discussions. Pizza game can help the students to learn grammar besides that game make students become enjoy their learning. Besides, pizza game is emphasized to encourage students' solidarity in teamwork or team discussion.

So, it can be concluded that there is an improvement in post-test after given a treatment using the pizza game. So, the researcher concludes that 8th Grade Students at MTs Syekh Yusuf Sungguminasa have a good result in grammatical especially in the use of noun phrase as subject and object and verb phrase in the sentence after taught using pizza game. From the result of finding the researcher can be concluded that pizza game could be used as a method to teach in English. The game also gave good feedback to students. When students are

relaxed, they are able to learn better. In other words, students understand more easily about grammatical elements. Students enjoyed answering every question that teacher gave because the students learn while playing games.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusions and suggestions of this research. This chapter was concerned on what was discussed in the previous chapter.

A. Conclusion

Based on the findings and discussions of the research, the researcher concluded this research as follows:

1. The use of piza game is effective to improve the students' grammatical in noun phrase. It is proved by the mean score of noun phrase as subject in pre-test 45.71 and post-test 85.71. While in noun phrase as object 45.00 in pre-test and 71.43 in post-test with the t-test value that sig. (2-tailed) $0.00 < 0.05$. It means that there is a significant difference in the students' noun phrase as the subject. So, H1 is accepted and H0 is rejected. Noun phrase as object the t-test sig. (2-tailed) $0.00 < 0.05$. It means that there is a significant difference in the students' noun phrase as an object. So, H1 is accepted and H0 is rejected. It can be assumed that there is a significant influence of using pizza game in improving students' grammatical competence.
2. The use of piza game is effective to improve the students' grammatical in verb phrase. It is proved by the mean score of verb phrase in pre-test 46.79 while and

post-test 85.71. that the result of pre-test and post-test shows that the sig (2-tailed) was 0.000, it was lower than a 0.05, it could be assumed that H1 was accepted and H0 was rejected. Furthermore, based on the result of the research that was carried out at MTs Syekh Yusuf, the researcher concluded that there was an influence of using pizza game at eighth-grade students of Mts Syekh Yusuf in academic year 2019/2020.

B. Suggestions

Based on the conclusions above, the researcher put forward the following suggestion:

1. For the English teacher at MTs. Syekh Yusuf Sungguminas to improve the students' achievement and knowledge in grammar, the teacher can use the pizza game for English teaching. Especially to teach Junior High School students, to attract their motivation in learning English to be more fun.
2. For the next researcher who wants to investigate research related to this case, they can use this research as additional reference to improve their ability to gain their goal.

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APPENDICES

APPENDIX I

STUDENTS' SCORES OF PRE-TEST

Respondents	Pre-test		
	Noun Phrase (Subject)	Noun Phrase (Object)	Verb
Student 1	60	60	60
Student 2	60	20	60
Student 3	40	60	40
Student 4	40	60	60
Student 5	60	40	70
Student 6	20	0	40
Student 7	40	40	0
Student 8	20	40	40
Student 9	40	60	60
Student 10	20	20	20
Student 11	20	60	60
Student 12	60	40	60
Student 13	40	60	40
Student 14	40	60	40
Student 15	40	40	40
Student 16	60	20	60
Student 17	60	60	60
Student 18	80	20	60
Student 19	60	60	20
Student 20	60	60	40
Student 21	60	60	40
Student 22	60	40	40
Student 23	0	20	80
Student 24	60	60	20
Student 25	60	60	20
Student 26	60	60	40
Student 27	0	40	80
Student 28	60	40	60

APPENDIX II

STUDENTS' SCORES OF POST-TEST

Respondents	Post-test		
	Noun Phrase (Subject)	Noun Phrase (Object)	Verb
Student 1	80	60	80
Student 2	80	80	100
Student 3	80	60	80
Student 4	100	60	80
Student 5	80	60	80
Student 6	80	60	100
Student 7	80	60	100
Student 8	100	80	80
Student 9	80	60	80
Student 10	80	80	80
Student 11	100	100	60
Student 12	80	80	100
Student 13	80	80	80
Student 14	100	80	80
Student 15	100	80	100
Student 16	80	60	80
Student 17	100	80	80
Student 18	80	60	80
Student 19	80	80	80
Student 20	100	60	80
Student 21	80	80	100
Student 22	100	60	100
Student 23	80	60	80
Student 24	100	80	80
Student 25	80	60	100
Student 26	80	80	80
Student 27	60	80	80
Student 28	80	80	100

STUDENTS' SCORES OF PRE-TEST AND POST-TEST

Respondents	Scores	
	Pre-test	Post-test
Student 1	60	73
Student 2	46	86
Student 3	46	73
Student 4	53	80
Student 5	53	73
Student 6	20	80
Student 7	26	80
Student 8	33	86
Student 9	53	73
Student 10	20	80
Student 11	56	80
Student 12	50	80
Student 13	47	75
Student 14	55	80
Student 15	55	85
Student 16	50	83
Student 17	48	75
Student 18	52	70
Student 19	50	75
Student 20	45	75
Student 21	57	70
Student 22	48	79
Student 23	51	70
Student 24	46	75
Student 25	53	85
Student 26	60	90
Student 27	40	70
Student 28	50	86

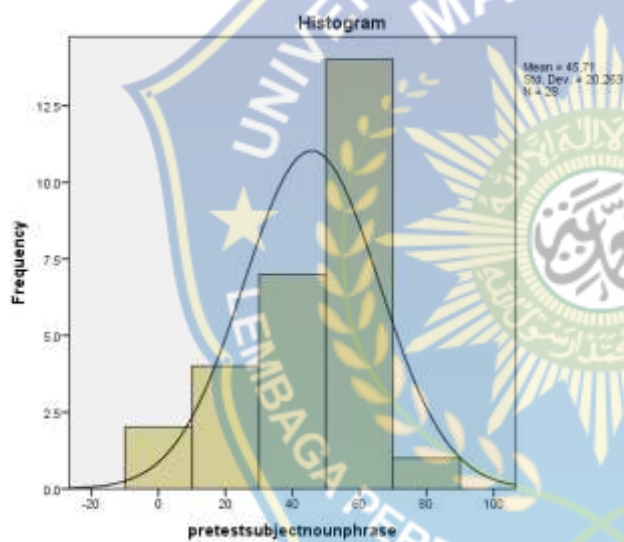
APPENDIX III

PRE-TEST SUBJECT NP

Statistics

Pre-testsubject NP

N	Valid	28
	Missing	0
Mean		45.71
Median		60.00
Mode		60
Std. Deviation		20.263
Minimum		0
Maximum		80
Sum		1280



Pre-testsubject NP

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2	7.1	7.1
	20	4	14.3	21.4
	40	7	25.0	46.4
	60	14	50.0	96.4
	80	1	3.6	100.0
Total	28	100.0	100.0	

PRE-TEST OBJECT NP

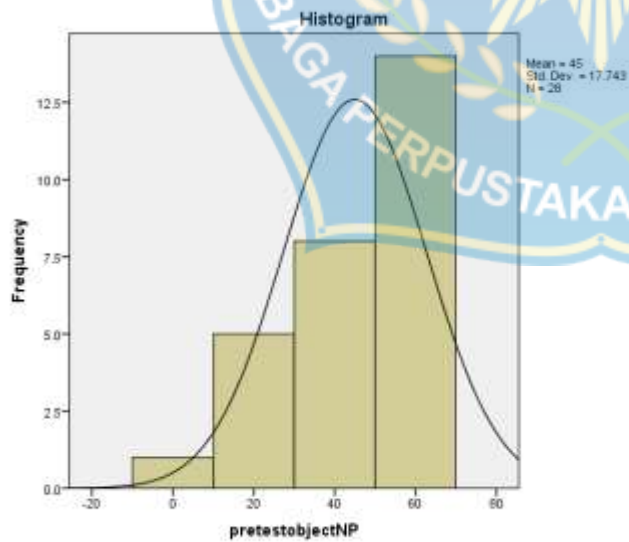
Statistics

Pre-testobjectNP

N	Valid	28
	Missing	0
Mean		45.00
Median		50.00
Mode		60
Std. Deviation		17.743
Minimum		0
Maximum		60
Sum		1260

Pre-testobjectNP

	Frequency	Percent	Valid Percent	Cumulative Percent
0	1	3.6	3.6	3.6
20	5	17.9	17.9	21.4
Valid 40	8	28.6	28.6	50.0
60	14	50.0	50.0	100.0
Total	28	100.0	100.0	



PRE-TEST VERB VP

Statistics

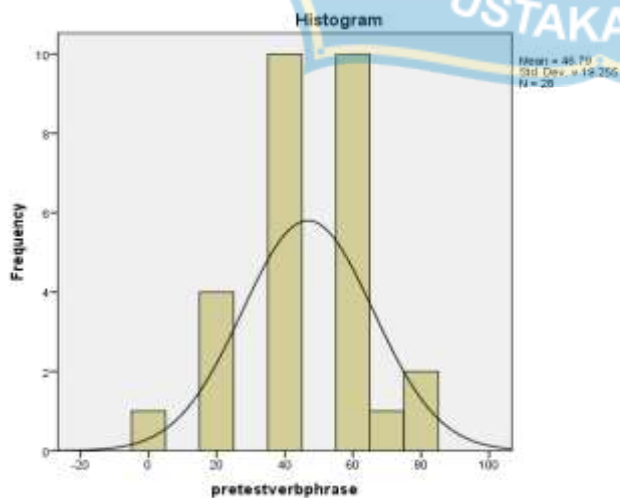
Pre-testverbphrase

N	Valid	28
	Missing	0
Mean		46.79
Median		40.00
Mode		40 ^a
Std. Deviation		19.255
Minimum		0
Maximum		80
Sum		1310

a. Multiple modes exist. The smallest value is shown

Pre-testverbphrase

	Frequency	Percent	Valid Percent	Cumulative Percent
0	1	3.6	3.6	3.6
20	4	14.3	14.3	17.9
40	10	35.7	35.7	53.6
Valid 60	10	35.7	35.7	89.3
70	1	3.6	3.6	92.9
80	2	7.1	7.1	100.0
Total	28	100.0	100.0	



POST TEST SUBJECT NP

Statistics

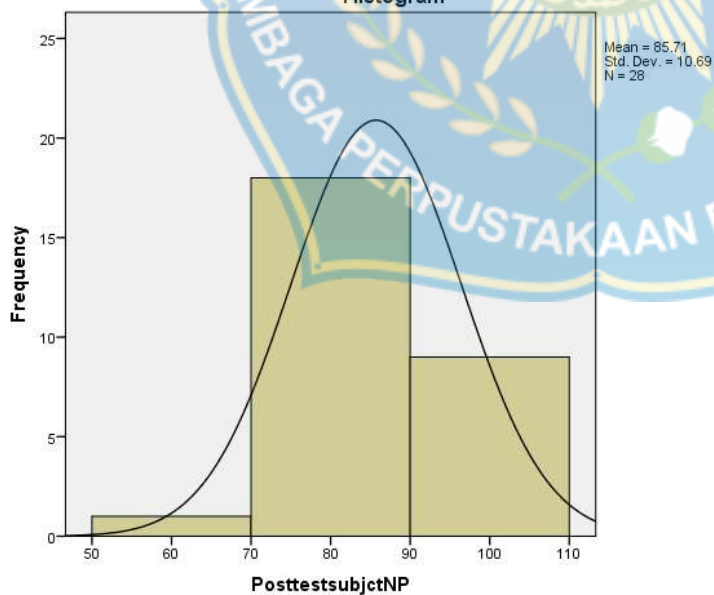
Post-testsubjectNP

N	Valid	28
	Missing	0
Mean		85.71
Median		80.00
Mode		80
Std. Deviation		10.690
Minimum		60
Maximum		100
Sum		2400

Post-testsubjectNP

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	1	3.6	3.6	3.6
Valid 80	18	64.3	64.3	67.9
Valid 100	9	32.1	32.1	100.0
Total	28	100.0	100.0	

Histogram



POST TEST OBJECT NP

Statistics

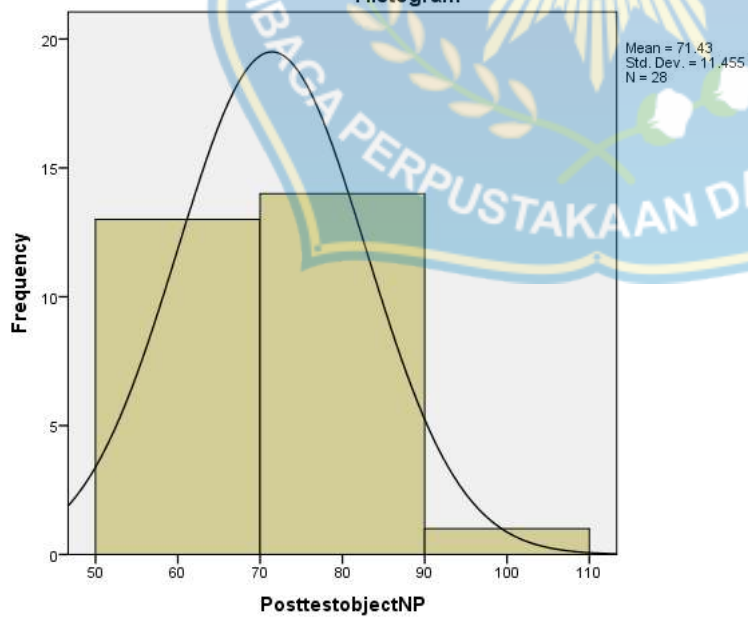
PosttestobjectNP

N	Valid	28
	Missing	0
Mean		71.43
Median		80.00
Mode		80
Std. Deviation		11.455
Minimum		60
Maximum		100
Sum		2000

PosttestobjectNP

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	13	46.4	46.4	46.4
Valid 80	14	50.0	50.0	96.4
Valid 100	1	3.6	3.6	100.0
Total	28	100.0	100.0	

Histogram



POST TEST VERB VP

Statistics

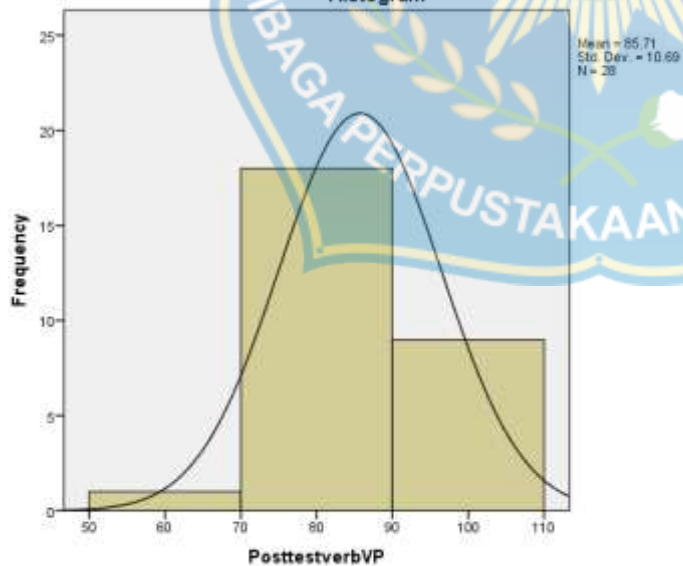
Post-testverbVP

N	Valid	28
	Missing	0
Mean		85.71
Median		80.00
Mode		80
Std. Deviation		10.690
Minimum		60
Maximum		100
Sum		2400

Post-testverbVP

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	1	3.6	3.6	3.6
Valid 80	18	64.3	64.3	67.9
Valid 100	9	32.1	32.1	100.0
Total	28	100.0	100.0	

Histogram



The last result of pre-test and post-test

Statistics

		PRETEST	POSTTEST
N	Valid	28	28
	Missing	0	0
Mean		47.25	78.11
Median		50.00	79.50
Mode		50 ^a	80
Std. Deviation		10.575	5.737
Range		40	20
Minimum		20	70
Maximum		60	90
Sum		1323	2187

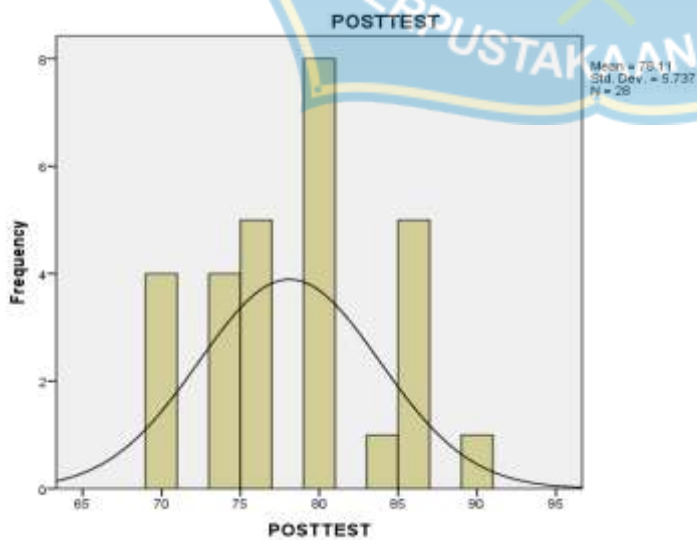
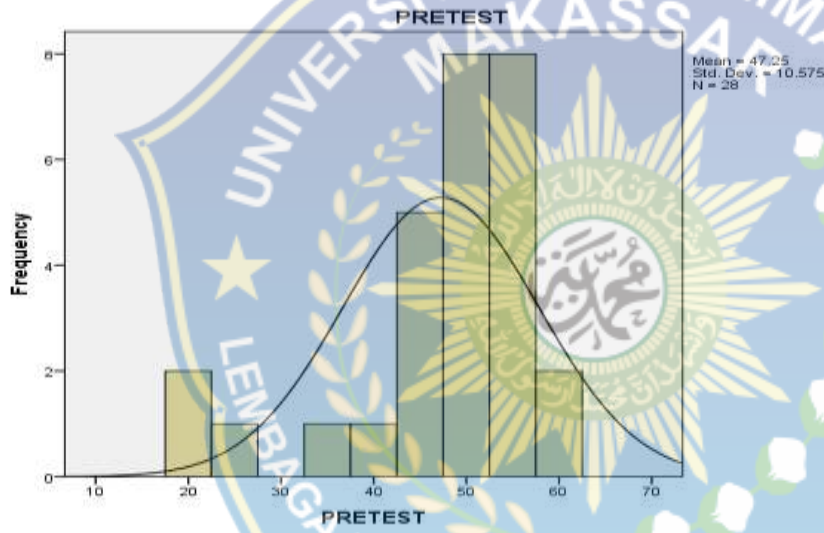
a. Multiple modes exist. The smallest value is shown

PRETEST

	Frequency	Percent	Valid Percent	Cumulative Percent
20	2	7.1	7.1	7.1
26	1	3.6	3.6	10.7
33	1	3.6	3.6	14.3
40	1	3.6	3.6	17.9
45	1	3.6	3.6	21.4
46	3	10.7	10.7	32.1
47	1	3.6	3.6	35.7
48	2	7.1	7.1	42.9
Valid 50	4	14.3	14.3	57.1
51	1	3.6	3.6	60.7
52	1	3.6	3.6	64.3
53	4	14.3	14.3	78.6
55	2	7.1	7.1	85.7
56	1	3.6	3.6	89.3
57	1	3.6	3.6	92.9
60	2	7.1	7.1	100.0
Total	28	100.0	100.0	

POSTTEST

	Frequency	Percent	Valid Percent	Cumulative Percent
70	4	14.3	14.3	14.3
73	4	14.3	14.3	28.6
75	5	17.9	17.9	46.4
79	1	3.6	3.6	50.0
80	7	25.0	25.0	75.0
83	1	3.6	3.6	78.6
85	2	7.1	7.1	85.7
86	3	10.7	10.7	96.4
90	1	3.6	3.6	100.0
Total	28	100.0	100.0	



APPENDIX IV

T-TEST SUBJECT

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
pretestsubject	45.71	28	20.263	3.829
Pair 1 posttestsubject	85.71	28	10.690	2.020

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pretestsubject & posttestsubject	28	.117	.552

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretestsubject - posttestsubject	-40.000	21.773	4.115	-48.443	-31.557	-9.721	27	.000

T-TEST OBJECT

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
pretestobject	45.00	28	17.743	3.353
Pair 1 posttestobject	71.43	28	11.455	2.165

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pretestobject & posttestobject	28	.219	.264

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretestobject - posttestobject	-26.429	18.898	3.571	-33.757	-19.101	-7.400	27	.000

T-TEST VERB

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretestverb	46.79	28	19.255	3.639
	posttestverb	85.71	28	10.690	2.020

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretestverb & posttestverb	28	-.267	.169

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretestverb - posttestverb	-38.929	24.395	4.610	-48.388	-29.469	-8.444	27	.000

T-TEST PRE-TEST AND POST-TEST

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	47.25	28	10.575	1.998
	POSTTEST	78.11	28	5.737	1.084

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRETEST & POSTTEST	28	-.088	.657

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST - POSTTEST	-30.857	12.465	2.356	-35.691	-26.024	13.099	27	.000

APPENDIX V

PRE-TEST

Name :

Class :

A. Read each question and answer choice carefully and choose the ONE best answer.

1. The red dress is for sale
a. the red dress b. red dress c. the red d. dress
2. The beautiful girl writes a letter
a. the beautiful girl b. girl c. the beautiful d. writes
3. _____ kicks the ball at my house
a. boy b. the boy c. we d. they
4. *The cat eats a fish in my house.*
a. *the cat* b. *cat* c. *eat a fish* d. *in my house*
5. _____ *is on the table.*
a. *book* b. *the books* c. *books* d. *the book*

B. Read each question and answer choice carefully and choose the ONE best answer.

1. The girl wants to go home
a. the girl b. to go home c. the girl wants d. wants to go
2. The girl denied yelling her friend
a. The girl denied b. Yelling her friend c. Denied yelling d. Her friend
3. Andi speaks many words in the difficult language.
a. speaks b. the difficult language c. difficult language d. andi speaks
4. I listened to _____
a. he story b. him story c. his story d. she story
5. I wish to see the teacher.
a. Wish to see b. to see the teacher c. the teacher d. see

C. Read each question and answer choice carefully and choose the ONE best answer.

1. I am jogging in the park at this time
 - a. am jogging
 - b. Jogging
 - c. In the park
 - d. at this time
2. They will go to Mamuju, west Sulawesi
 - a. Will go
 - b. go
 - c. go to Mamuju
 - d. they will go
3. She is waiting for someone
 - a. is waiting
 - b. for
 - c. waiting
 - d. for someone
4. She _____ her dog in the garden
 - a. to feed
 - b. feed
 - c. feeds
 - d. is feeding
5. I _____ with my family in the house at this moment.
 - a. am eating
 - b. to eat
 - c. eat
 - d. eaten



POST-TEST

Name :

Class :

A. Read each question and answer choice carefully and choose the subject in every sentences.

1. A handsome boy reads a book in the library
a. boy b. a handsome boy c. handsome boy d. a handsome boys
2. My books are very expensive
a. my books b. my books are c. very expensive d. expensive
3. The book is on the table
a. the book b. the book is c. book d. on the table
4. _____ is a football player.
a. they b. bayu and andy c. my brother d. we
5. English teacher teaches in my class every monday.
a. English teacher b. English teacher teaches c. teaches d. class

B. Read each question and answer choice carefully and choose the object in every sentence.

1. Lisa gives the little boy a candy.
a. the little boy b. a candy c. lisa d. gives
2. should we buy the yellow dress?
a. Dress b. the yellow dress c. yellow dress d. the yellow
3. Bayu lives in the blue house.
a. Blue house b. in the blue house c. the blue house d. house
4. I'm buying a new pen
a. Pen b new pen c. a new pen d. buying
5. My broher goes to the book store every Monday
a. The book store b. book store c. every Monday d. book

C. Read each question and answer choice carefully and choose the verb in every sentences.

1. Sinta _____ a whiteboard in the class
a. Erase b. Erased c. Is erasing d. Eraser
2. Tika and I are going to visit our college friend tomorrow
a. are going to visit b. are going c. going d. visit
3. They will go to madura, east java.
a. go b. they will go c. will go d. go to madura
4. She is walking down the hill now.
a. walking b. is walking down c. is walking d. the hill now
5. we will visit our grandmother's house
a. we will visit b. visit c. grandmother's house d. will visit



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs Syekh Yusuf Sungguminasa
Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Pertemuan : 1-3

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

K1	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3	3.6 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan	3.6.1 Mengidentifikasi teks lisan/tulis menyatakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum 3.6.2 Mengidentifikasi teks lisan/tulis menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum

	unsur kebahasaan <i>simple present tense</i>)	
4	4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	4.7.1 Menyusun teks lisan/tulis menyatakan tindakan/kejadian yang dilakukan/terjadi secara rutin dan berhubungan dengan <i>noun phrase</i> 4.7.2 Menyusun teks lisan/tulis menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin dan berhubungan dengan <i>noun phrase</i>

C. Tujuan Pembelajaran

Pertemuan 1

Setelah menyelesaikan kegiatan pembelajaran, siswa diharapkan dapat :

1. Menjelaskan tata bahasa penggunaan *simple present tense*
2. Menjelaskan tentang *noun phrase as subject*
2. Menggunakan tata bahasa penggunaan *simple present tense*
3. Memahami kosakata *simple present tense*
4. Menjelaskan letak *noun phrase* pada kalimat *simple present tense*
5. Mengartikan kosakata pada kalimat
6. Melakukan ucapan yang benar pada kalimat

Pertemuan 2

1. Menjelaskan tentang penggunaan *adverb of frequency: always, often, sometimes, never, ususally, every...*
2. menggunakan tata bahasa *adverb of frequency* dalam sebuah kalimat.
3. Memahami kosa kata *adverb of frequency*

Pertemuan 3

Setelah menyelesaikan kegiatan pembelajaran, siswa diharapkan dapat :

1. Menjelaskan penggunaan *simple present tense* dan *noun phrase* sebagai *object*
2. Menggunakan *noun phrase as object* untuk membuat sebuah kalimat

3. Memahami kosakata pada kalimat
4. Menuliskan kalimat yang menggunakan *noun phrase*
5. Membacakan kalimat yang telah dibuat.

D. Materi Pembelajaran

1. Materi pertama

Simple Present Tense

a. Structure of Simple Present Tense

To form the Present Simple Tense we use the verb's base form (go, work, speak, study). In 3rd person singular (he, she, it), the base form of the verb takes -s/es.

Contoh kalimat verbal

1) Affirmative form

Example:

- Mr. Wanto works at his office everyday.
- Bagas learns English everyday.
- My brother goes to school everyday
- My mother goes to market every Monday

2) Negative form

Example:

- My brother doesn't go to school everyday
- We don't get up early at the school holiday.
- They don't speak Japanese very well.

3) Interrogative form

Example:

- Do they speak Sundanese?
- Do you want a banana juice?
- Does your sister play guitar well

Contoh kalimat nominal

Rumus: S + am is are + Complement

Example:

- *I am a student*
- *My brother is football player*
- *The book is mine*

2. Materi Kedua

Adverb of Frequency

- Always = selalu
- Often = sering
- Usually = biasanya
- Every day = setiap hari
- Every month = setiap bulan

Example :

- I **always** come on time
- I **often** go to the library every Monday

- She sends much money to her parents in the village **every month**.
- we go to school **every day**
- Riko gets up at 5 o'clock **every morning**.

3. Materi Ketiga

Menjelaskan penggunaan *simple present* dan *noun phrase as object*

- *Lisa gives me a candy every day*
- *My brother goes to the book store every sunday*

E. Metode Pembelajaran

Metode Saintifik

F. Media dan Bahan

- Media : Pizza Game
- Alat/Bahan: Kertas dan Paper Clip

G. Sumber Belajar

- Buku
- Internet
- Kamus Bahasa Inggris

H. Langkah-langkah Pembelajaran

Pertemuan ke-1 (2x40 menit)	Waktu
<p>Kegiatan Pendahuluan Guru : Orientasi</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Apersepsi</p> <ul style="list-style-type: none"> • Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya. • Mengingat kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. <p>Pemberian Acuan</p> <ul style="list-style-type: none"> • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. 	<p>5 menit</p>

<ul style="list-style-type: none"> • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 	
Kegiatan Inti	
Model Pembelajaran	Kegiatan Pembelajaran
Mengamati (Observing)	<ol style="list-style-type: none"> 1. Peserta didik mengamati gambar yang berisi berbagai kegiatan dan berbagi pikiran tentang pendapat mereka mengenai gambar tersebut 2. Peserta didik diminta membaca dan memahami instruksi untuk kegiatan berikutnya. 3. Peserta didik mengamati gambar yang berisi percakapan terfokus pada materi tentang <i>simple present tense</i> Materi sebagai berikut: Nominal sentence Rumus: <ul style="list-style-type: none"> - <i>She is a student</i> - <i>She is not a student</i> - <i>Is she a student</i> Kalimat verbal positif S + v₁ (s/es) + c <ul style="list-style-type: none"> - <i>Mr. Wanto works at his office everyday.</i> - <i>Bagas learns English everyday.</i> - <i>My <u>brother</u> goes to school everyday</i> - <i>My <u>mother</u> goes to market every Monday</i> kalimat verbal negatif S+ do/does+not+V1+c <ul style="list-style-type: none"> <i>i do not work every day</i> <i>he does not sleep at ten</i> <i>they do not study every night.</i> kalimat tanya do/does+s+verb I+ c <ul style="list-style-type: none"> <i>do you work every day?</i> <i>does he sleep at ten?</i> <i>do they study every night?</i> 4. Peserta didik menirukan ujaran dan intonasi yang

	dicontohkan oleh guru.	
Menanyakan (Questioning)	<ol style="list-style-type: none"> 1. Peserta didik mengajukan pertanyaan terkait dengan materi yang belum dipahami. 2. Peserta didik merumuskan pertanyaan tentang bagaimana cara membuat kalimat <i>simple present</i> 3. Peserta didik memperhatikan jawaban dari guru terkait dengan pertanyaannya. 	60 Menit
Mencoba (experimenting)	<ol style="list-style-type: none"> 1. Peserta didik mencoba membuat kalimat yang sesuai dengan <i>simple present</i> 2. peserta didik menjelaskan tentang kalimat yang mereka buat. 3. Peserta didik menjawab pertanyaan yang diajukan guru berkaitan dengan <i>simple present tense</i>. <i>Guru: "do you go to school every monday?"</i> <i>Siswa: "yes, i go to school every monday"</i> 	
Menalar (Associating)	<ol style="list-style-type: none"> 1. Peserta didik menyiapkan diri untuk mengikuti permainan. 2. Peserta didik dibagi menjadi beberapa kelompok dan setiap kelompok di berikan <i>paper</i> 3. Peserta didik di berikan kesempatan untuk menggambar dan menulis setiap kegiatan yang dilakukan oleh teman-temannya sesuai dengan materi yang dipelajari yaitu <i>simple present</i> dan <i>noun phrase as subject</i> di kertas yang telah dibagikan dan di gambar.. 	
Mengkomunikasikan (Networking)	<ol style="list-style-type: none"> 1. Peserta didik diminta memainkan permainan tersebut. 2. Peserta didik harus mengucapkan kosa kata yang ditulis dengan <i>spelling, pronunciation, dan meaning</i> dengan tepat dan <i>correct sentence</i>. 3. Peserta didik yang lain dapat memberikan masukan terkait <i>spelling, pronunciation, dan meaning</i> dan mengoreksi kalimatnya. 4. Peserta didik bergantian memaparkan hasil kerjanya. 	
Kegiatan Penutup		
	<ol style="list-style-type: none"> 1. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; 2. Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; 3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; 4. Guru merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; seperti memberikan tugas di rumah dengan membuat kalimat yang berkaitan dengan <i>simple present tense</i> 5. menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	10 Menit

Catatan : Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)		
2. Pertemuan Ke-2 (2 X 40 menit)		
Kegiatan Pendahuluan		
Guru :		
Orientasi		
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 		
Apersepsi		
<ul style="list-style-type: none"> • Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, pada kegiatan sebelumnya yaitu <i>present continuous tense</i>. • Mengingat kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. 		
Motivasi		
<ul style="list-style-type: none"> • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. 		
Pemberian Acuan		
<ul style="list-style-type: none"> • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 		
Kegiatan Inti		
Kegiatan Pembelajaran		
Model Pembelajaran		
Mengamati (Observing)	<ol style="list-style-type: none"> 1. Peserta didik mengamati materi terkait <i>adverb of frequency in simple present</i> 2. Peserta didik menuliskan hal yang belum diketahui berkaitan dengan materi <i>adverb of frequency in simple present</i> 3. Peserta didik menuliskan informasi mengenai materi <i>adverb of frequency in simple present</i> 4. Peserta didik menuliskan informasi mengenai materi <i>adverb of frequency in simple present</i> 5. Peserta didik menirukan ujaran dan intonasi guru dengan benar 	
Menanyakan (questioning)	<ol style="list-style-type: none"> 1. Peserta didik mengajukan pertanyaan terkait dengan materi yang belum dipahami. 	

	<ol style="list-style-type: none"> 2. Peserta didik merumuskan pertanyaan tentang bagaimana cara membuat kalimat <i>adverb of frequency in simple present</i> 3. Peserta didik memperhatikan jawaban dari guru terkait dengan pertanyaannya. 	60 Menit
Mencoba (experimenting)	<ol style="list-style-type: none"> 1. Peserta didik mengidentifikasi ungkapan-ungkapan dalam bentuk <i>adverb of frequency</i> 2. Peserta didik mencoba membuat kalimat yang sesuai dengan <i>adverb of frequency in simple present</i> 3. peserta didik menjelaskan tentang kalimat yang mereka buat. 4. Peserta didik diberikan kesempatan untuk bertanya tentang kegiatan teman sebangkunya terkait dengan materi yang dipelajari. 	
Menalar (Associating)	<ol style="list-style-type: none"> 1. Peserta didik menyiapkan diri untuk mengikuti permainan. 2. Peserta didik dibagi menjadi beberapa kelompok dan setiap kelompok di berikan <i>paper</i> 3. Peserta didik di berikan kesempatan untuk menggambar dan menulis setiap kegiatan yang dilakukan oleh teman-temannya sesuai dengan materi yang dipelajari yaitu <i>adverb of frequency in simple present</i> di kertas yang telah dibagikan dan di gambar.. 	
Mengkomunikasikan (Networking)	<ol style="list-style-type: none"> 1. Peserta didik diminta memainkan permainan tersebut. 2. Peserta didik harus mengucapkan kosa kata yang ditulis dengan <i>spelling, pronunciation, dan meaning</i> dengan tepat dan <i>correct sentence</i>. 3. Peserta didik yang lain dapat memberikan masukan terkait <i>spelling, pronunciation, dan meaning</i> dan mengoreksi kalimatnya. 4. Peserta didik bergantian memaparkan hasil kerjanya. 	
Kegiatan Penutup		
	<ol style="list-style-type: none"> 1. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; 2. Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; 3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; 4. Guru merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; seperti memberikan tugas di rumah dengan mencari vocabulary yang berhubungan materi yang sudah dipelajari dan membuat <i>dairy activities</i> tentang materi tersebut. 5. menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	10 menit

Catatan: Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggung jawab, rasa ingin tahu, peduli lingkungan)	
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3. Pertemuan ke-3 (2x40 menit)		Waktu
Kegiatan Pendahuluan		
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Apersepsi</p> <ul style="list-style-type: none"> • Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya. • Mengingat kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. <p>Pemberian Acuan</p> <ul style="list-style-type: none"> • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar <p>Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran</p>		5 menit
Kegiatan Inti		
Model Pembelajaran	Kegiatan Pembelajaran	Waktu
Mengamati (Observing)	<ol style="list-style-type: none"> 1. Peserta didik diminta membaca dan memahami instruksi. 2. Peserta didik memperhatikan materi yang berkaitan dengan materi <i>simple present tense</i> dan <i>noun phrase as object</i> 	

	<p><i>Example:</i></p> <ul style="list-style-type: none"> - Lisa gives me <u>a candy</u> every day - My brother goes to <u>the book store</u> every sunday - I buy <u>a new dress</u> every month 	60 menit
Menanyakan (questioning)	<ol style="list-style-type: none"> 1. Peserta didik mengajukan pertanyaan terkait dengan materi yang belum dipahami. 2. Peserta didik merumuskan pertanyaan tentang bagaimana cara membuat kalimat <i>noun phrase in simple present</i> 3. Peserta didik memperhatikan jawaban dari guru terkait dengan pertanyaannya. 	
Mencoba (Experimenting)	<ol style="list-style-type: none"> 1. Peserta didik mencoba membuat kalimat yang sesuai dengan <i>noun phrase</i> 2. peserta didik menjelaskan tentang kalimat yang mereka buat. 3. Peserta didik menjawab pertanyaan dari guru tentang aktivitas yang berkaitan dengan noun phrase 	
Menalar (Associating)	<ol style="list-style-type: none"> 1. Peserta didik menyiapkan diri untuk mengikuti permainan. 2. Peserta didik dibagi menjadi beberapa kelompok dan setiap kelompok di berikan <i>paper</i> 3. Peserta didik di berikan kesempatan untuk menggambar dan menulis setiap kegiatan yang dilakukan oleh teman-temannya sesuai dengan materi yang dipelajari yaitu <i>simple present and noun phrase as object</i> di kertas yang telah dibagikan dan di gambar.. 	
Mengkomunikasikan (Networking)	<ol style="list-style-type: none"> 1. Peserta didik diminta memainkan permainan tersebut. 2. Peserta didik harus mengucapkan kosa kata yang ditulis dengan <i>spelling, pronunciation, dan meaning</i> dengan tepat dan <i>correct sentence</i>. 3. Peserta didik yang lain dapat memberikan masukan terkait <i>spelling, pronunciation, dan meaning</i> dan mengoreksi kalimatnya. 4. Peserta didik bergantian memaparkan hasil kerjanya. 	
Kegiatan Penutup		
	<ol style="list-style-type: none"> 1. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; 2. Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; 3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; 	10 menit

4. Guru merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; seperti memberikan tugas di rumah dengan membuat kalimat yang sesuai dengan materi.
5. menyampaikan rencana pembelajaran pada pertemuan berikutnya

Catatan :

Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)

Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor = 3
2. Jumlah skor maksimal x 3 = 15
3. Nilai maksimal = 10
4. Nilai siswa = $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 10$

Uraian	Skor
Isi benar, tata bahasa benar	3
Isi benar, tata bahasa kurang tepat	2
Isi dan tata bahasa kurang tepat	1
Tidak menjawab	0



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs Syekh Yusuf Sungguminasa
Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Pertemuan : 4-6

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

K1	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.	3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.	7.1 Mengidentifikasi teks lisan/tulis menyatakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini 7.2 Mengidentifikasi teks lisan/tulis menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. 7.3 Mengidentifikasi teks lisan/tulis menanyakan penggunaan tata bahasa object pronoun 7.4 Mengidentifikasi teks lisan/tulis menanyakan

		penggunaan tata bahasa although dan even thought
4	4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.8.1 Menyusun teks lisan/tulis menyatakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini 4.8.2 Menyusun teks lisan/tulis menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini

C. Tujuan Pembelajaran

1. Siswa mengidentifikasi teks/lisan menyatakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.
2. Mengidentifikasi teks lisan/tulis menanyakan penggunaan tata bahasa object pronoun
3. Menyusun teks lisan/tulis menyatakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.

D. Materi Pembelajaran

1. Materi Pembelajaran

Present Continuous Tense

Present Continuous Tense merupakan salah satu bentuk tenses yang dipakai untuk menyatakan kegiatan atau kejadian yang sedang berlangsung saat itu (seputar waktu pembeciraan). Ciri utama dari bentuk tenses ini adalah adanya to be (is, am, are) diikuti oleh kata kerja (verb) yang diakhiri dengan -ing (v-ing/).

Berikut aturan umumnya:

RUMUS:

a. Positive sentence

subject	+	auxiliary verb be	+	main verb base + ing
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b. Negative sentence

subject	+	auxiliary verb be	+	NOT	main verb base + ing
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c. Interrogative sentence

auxiliary verb be	+	subject	+	main verb base + ing
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- *My father is cooking spaghetti* (Ayahku sedang memasak spageti)
- *I am cleaning my room.* (Aku sedang membersihkan kamarku).
- *They are watching football match* (Mereka sedang menonton pertandingan sepakbola).

b). Dalam kalimat negatif (negative sentence), strukturnya masih sama dengan kalimat positif hanya saja ada penambahan “not” setelah to be. Berikut merupakan beberapa contohnya:

- *My father is not cooking spaghetti.* (Ayahku tidak sedang memasak spageti).
- *I am not cleaning my room.* (Aku tidak sedang membersihkan kamarku).
- *They are not watching football match.* (mereka tidak sedang menonton pertandingan sepak bola).

c) Dalam kalimat tanya (interrogative sentence), sebagaimana layaknya konstruksi kalimat sebuah kalimat pertanyaan dalam tata bahasa Inggris, urutan yang pertama kali muncul adalah to be diikuti oleh subjek lalu verb ing dan terakhir objek/ pelengkap. Berikut contohnya:

- *Is my father cooking spaghetti?* (apakah ayahku sedang memasak spageti?)
- *Am i cleaning my room?* (apakah aku sedang membersihkan kamarku?)
- *Are they watching football match?* (apakah mereka sedang menonton pertandingan bola).

Kosa Kata

Mengajarkan tentang kosa kata yang berhubungan dengan kata benda (noun), kata kerja (Verb), dan kata sifat (kata sifat).

- **Kata benda (noun)**

Ada beberapa kata benda dalam bahasa Inggris diantaranya:

Book: Buku

Veil : Kerudung

Example:

- I am reading a book
- I am wearing a blue veil

- **Kata kerja (verb)**

- Walk: Berjalan - sweep: menyapuh - wear: memakai
- Brush: Menyikat - cook: memasak - erase: menghapus

Example:

- I am walking with my friends

- she is brushing her teeth
- my mother is cooking a cake in the kitchen
- siti is sweeping on the floor
- i am wearing a blue dress
- Teacher is erasing the whiteboard .
- **Kata sifat (adjective)**

Ada beberapa kata sifat dalam bahasa inggris diantaranya adalah:

Happy: Bahagia

Angry: Marah

Example:

- I am feeling happy
- My mom is getting angry to me
- **Object Pronoun**

Pada materi selanjutnya akan dibahas mengenai perubahan kata objek (object pronoun).

Dayu : Is the wman talking to the boys?

Edo : Yes, she is talking to them.

Dalam percakapan di atas terdapat perubahan kata ganti “the boys” menjadi “them” pada kalimat berikutnya.

Berikut merupakan tabel perubahan kata ganti objek yang sering terjadi.

Subject	Object	Object Pronoun
I	Me	Me
You	You	You
We	Us	Us
They	Them	Them
He	Him	Him
She	Her	Her
It	It	It

E. Metode Pembelajaran

Metode Saintifik

F. Media dan Bahan

- Media : Pizza Game
- Alat/Bahan: Kertas dan Paper Clip

G. Sumber Belajar

- Buku

- Internet
- Kamus Bahasa Inggris

H. Langkah-langkah Pembelajaran

Pertemuan ke-1 (2x40 menit)		Waktu
<p>Kegiatan Pendahuluan</p> <p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Apersepsi</p> <ul style="list-style-type: none"> • Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya. • Mengingat kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. <p>Pemberian Acuan</p> <ul style="list-style-type: none"> • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 		5 menit
Kegiatan Inti		
Model Pembelajaran	Kegiatan Pembelajaran	
Mengamati (Observing)	<ol style="list-style-type: none"> 1. Peserta didik mengamati materi terkait dengan <i>present continuous</i> 2. Peserta didik menuliskan hal yang belum diketahui berkaitan dengan materi <i>present continuous tense</i>. 3. Peserta didik menuliskan informasi mengenai materi <i>present continuous tense</i>. 4. Peserta didik menuliskan informasi mengenai materi kalimat <i>positive, negatif, dan interrogative sentence</i> dalam <i>present continuous</i>. <p>Materi sebagai berikut:</p>	

	<p>a. <i>Positive sentence</i></p> <table border="1" data-bbox="549 264 1198 315"> <tr> <td>subject</td> <td>+</td> <td>auxiliary verb</td> <td>+</td> <td>main verb</td> </tr> <tr> <td></td> <td></td> <td>be</td> <td></td> <td>base + ing</td> </tr> </table> <p>b. <i>Negative sentence</i></p> <table border="1" data-bbox="549 371 1198 423"> <tr> <td>subject</td> <td>+</td> <td>auxiliary verb</td> <td>+</td> <td>NOT</td> <td>main verb</td> </tr> <tr> <td></td> <td></td> <td>be</td> <td></td> <td></td> <td>base + ing</td> </tr> </table> <p>c. <i>Interrogative sentence</i></p> <table border="1" data-bbox="549 479 1198 530"> <tr> <td>auxiliary verb</td> <td>+</td> <td>subject</td> <td>+</td> <td>main verb</td> </tr> <tr> <td>be</td> <td></td> <td></td> <td></td> <td>base + ing</td> </tr> </table> <p><i>Example:</i> + <i>he is listening to the radio</i> - <i>he is not listening to the radio</i> ? <i>is he listening to the radio?</i></p> <p>5. Peserta didik menirukan ujaran dan intonasi yang dicontohkan oleh guru.</p>	subject	+	auxiliary verb	+	main verb			be		base + ing	subject	+	auxiliary verb	+	NOT	main verb			be			base + ing	auxiliary verb	+	subject	+	main verb	be				base + ing	
subject	+	auxiliary verb	+	main verb																														
		be		base + ing																														
subject	+	auxiliary verb	+	NOT	main verb																													
		be			base + ing																													
auxiliary verb	+	subject	+	main verb																														
be				base + ing																														
Menanyakan (Questioning)	<ol style="list-style-type: none"> 1. Peserta didik mengajukan pertanyaan terkait dengan materi yang belum dipahami. 2. Peserta didik merumuskan pertanyaan tentang bagaimana cara membuat kalimat <i>present continuous</i>. 3. Peserta didik memperhatikan jawaban dari guru terkait dengan pertanyaannya. 																																	
Mencoba (experimenting)	<ol style="list-style-type: none"> 1. Peserta didik mencoba membuat kalimat yang sesuai dengan <i>present continuous</i>. 2. peserta didik menjelaskan tentang kalimat yang mereka buat. 3. Peserta didik menjawab pertanyaan dari guru tentang aktivitas yang berkaitan dengan <i>present continuous</i>. <i>Guru: "what are you doing?"</i> <i>Siswa: "i am writing now"</i> 4. peserta didik diberikan kesempatan untuk bertanya tentang kegiatan teman sebangkunya. <i>Siswa 1: what are you doing lisa?</i> <i>Siswa 2: i am reading English book.</i> 	<p style="text-align: right;">60 Menit</p>																																
Menalar (Associating)	<ol style="list-style-type: none"> 1. Peserta didik menyiapkan diri untuk mengikuti permainan. 2. Peserta didik dibagi menjadi beberapa kelompok dan setiap kelompok di berikan <i>paper</i> 3. Peserta didik di berikan kesempatan untuk menggambar dan menulis setiap kegiatan yang dilakukan oleh teman-temannya sesuai dengan materi yang dipelajari yaitu <i>present continuous</i> di kertas yang telah dibagikan dan di gambar.. 																																	
Mengkomunikasikan (Networking)	<ol style="list-style-type: none"> 1. Peserta didik diminta memainkan permainan tersebut. 2. Peserta didik harus mengucapkan kosa kata yang 																																	

	<p>ditulis dengan <i>spelling, pronunciation, dan meaning</i> dengan tepat dan <i>correct sentence</i>.</p> <p>3. Peserta didik yang lain dapat memberikan masukan terkait <i>spelling, pronunciation, dan meaning</i> dan mengoreksi kalimatnya.</p> <p>4. Peserta didik bergantian memaparkan hasil kerjanya.</p>	
Kegiatan Penutup		
<ol style="list-style-type: none"> 1. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; 2. Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; 3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; 4. Guru merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; seperti memberikan tugas di rumah dengan membuat kalimat yang berkaitan dengan <i>present continuous..</i> 5. menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	10 Menit	
<p>Catatan : Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)</p>		
2. Pertemuan Ke-2 (2 X 40 menit)		
Kegiatan Pendahuluan		
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Apersepsi</p> <ul style="list-style-type: none"> • Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, pada kegiatan sebelumnya yaitu <i>present continuous tense</i>. • Mengingat kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. <p>Pemberian Acuan</p> <ul style="list-style-type: none"> • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung 		

- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti

Model Pembelajaran

Kegiatan Pembelajaran

Mengamati
(Observing)

1. Peserta didik mengamati materi terkait dengan kosa kata: *noun, verb, dan adjective*. Yang masih berkaitan dengan *present continuous*.
2. Peserta didik menuliskan informasi berkaitan dengan kosa kata: *noun, verb, dan adjective*. Yang masih berkaitan dengan *present continuous*.

60 Menit

Materi sebagai berikut:

Noun (kata benda)

book: buku
veil: kerudung
whiteboard: papan tulis
marker: spidol

Examples:

I am reading a **book**
I am wearing a blue **veil**
she is erasing the **whiteboard**
marker: Dian is using my **marker**

Verb (kata kerja)

Walk: Berjalan
sweep: menyapu
wear: memakai
brush: Menyikat
cook: memasak
erase: menghapus

Example:

I am **walking** with my friends
she is **brushing** her teeth
my mother is **cooking** a cake in the kitchen
siti is **sweeping** on the floor
i am **wearing** a blue dress
Teacher is **erasing** the whiteboard .

Adjective (kata sifat)

Happy: bahagia

	<p>Angry: marah</p> <p>Example:</p> <p>I am feeling happy</p> <p>My mom is getting angry to me</p> <p>3. Peserta didik menirukan ujaran dan intonasi guru dengan benar</p>	
Menanyakan (questioning)	<p>1. Peserta didik mengajukan pertanyaan terkait dengan materi yang belum dipahami.</p> <p>2. Peserta didik merumuskan pertanyaan terkait dengan materi yang berhubungan dengan <i>noun</i>, <i>verb</i>, dan <i>adjective</i>.</p> <p>3. Peserta didik memperhatikan jawaban dari guru terkait dengan pertanyaannya. Guru memberi pertanyaan terkait dengan materi yang berhubungan dengan <i>noun</i>, <i>verb</i>, dan <i>adjective</i>.</p> <p>4. Peserta didik menjawab contoh pertanyaan dari guru.</p> <p><i>Guru: are you feeling bored now?</i></p> <p><i>Siswa : yes, i am feeling bored now.</i></p>	
Mencoba (experimenting)	<p>1. Peserta didik mengidentifikasi ungkapan-ungkapan dalam bentuk <i>verb</i>, <i>adjective</i> dalam kalimat <i>present continuous</i>.</p> <p>2. Peserta didik mencoba mengungkapkan ungkapan-ungkapan mengenai <i>noun</i>, <i>verb</i>, <i>adjective</i> dalam kalimat <i>present continuous</i>.</p>	
Menalar (Associating)	<p>1. Peserta didik menyiapkan diri untuk mengikuti permainan.</p> <p>2. Peserta didik dibagi menjadi beberapa kelompok dan setiap kelompok di berikan <i>paper</i></p> <p>3. Peserta didik di berikan kesempatan untuk menggambar dan menulis setiap kegiatan yang dilakukan oleh teman-temannya sesuai dengan materi yang dipelajari yaitu <i>noun</i>, <i>verb</i>, <i>adjective</i> dalam bentuk kalimat <i>present continuous</i>. di kertas yang telah dibagikan dan di gambar..</p>	
Mengkomunikasikan (Networking)	<p>1. Peserta didik harus menjelaskan setiap kalimat yang mereka buat.</p> <p>2. Peserta didik harus bergantian dalam memainkannya <i>pizza game</i> dan menjelaskan setiap kalimat yang telah mereka tulis di <i>paper</i>.</p>	
Kegiatan Penutup		
	<p>1. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;</p>	

<ol style="list-style-type: none"> 2. Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; 3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; 4. Guru merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; seperti memberikan tugas di rumah dengan mencari vocabulary yang berhubungan materi yang sudah dipelajari dan membuat <i>dairy activities</i> tentang materi tersebut. 5. menyampaikan rencana pembelajaran pada pertemuan berikutnya. <p>Catatan: Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggung jawab, rasa ingin tahu, peduli lingkungan)</p>	10 menit
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3. Pertemuan ke-3 (2x40 menit)	Waktu
<p style="text-align: center;">Kegiatan Pendahuluan</p> <p>Guru : Orientasi</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Apersepsi</p> <ul style="list-style-type: none"> • Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya. • Mengingat kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. <p>Pemberian Acuan</p> <ul style="list-style-type: none"> • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar <p>Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran</p>	10 menit

Kegiatan Inti																										
Model Pembelajaran	Kegiatan Pembelajaran	Waktu																								
Mengamati (Observing)	<ol style="list-style-type: none"> 1. Peserta didik membaca dan memahami instruksi. 2. Peserta didik memperhatikan materi yang berkaitan dengan materi <i>object pronoun</i>. <table border="1"> <thead> <tr> <th>Subject</th> <th>Object</th> <th>Object Pronoun</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>Me</td> <td>Me</td> </tr> <tr> <td>You</td> <td>You</td> <td>You</td> </tr> <tr> <td>We</td> <td>Us</td> <td>Us</td> </tr> <tr> <td>They</td> <td>Them</td> <td>Them</td> </tr> <tr> <td>He</td> <td>Him</td> <td>Him</td> </tr> <tr> <td>She</td> <td>Her</td> <td>Her</td> </tr> <tr> <td>It</td> <td>It</td> <td>It</td> </tr> </tbody> </table> <ol style="list-style-type: none"> 3. Peserta memerhatikan percakapan yang ada yang menekankan pada perubahan <i>object pronoun</i>, contoh: <ul style="list-style-type: none"> • Dayu : Is the woman talking to the <i>boys</i>? Edo :Yes, she is talking to <i>them</i>.Beni is sweeping the floor. • Lina : Are you telling Udin the story? Beni : Yes, i am telling <i>him</i> the story. 	Subject	Object	Object Pronoun	I	Me	Me	You	You	You	We	Us	Us	They	Them	Them	He	Him	Him	She	Her	Her	It	It	It	60 menit
Subject	Object	Object Pronoun																								
I	Me	Me																								
You	You	You																								
We	Us	Us																								
They	Them	Them																								
He	Him	Him																								
She	Her	Her																								
It	It	It																								
Menanyakan (questioning)	<ol style="list-style-type: none"> 1. Peserta didik mengajukan pertanyaan terkait dengan materi yang belum dipahami. 2. Peserta didik merumuskan pertanyaan terkait dengan materi yang berhubungan dengan <i>object pronoun</i>. 3. Peserta didik memperhatikan jawaban dari guru terkait dengan pertanyaannya. Guru memberi pertanyaan terkait dengan materi yang berhubungan dengan <i>object pronoun</i>. 4. Peserta didik menjawab contoh pertanyaan dari guru. 																									
Mencoba (Experimenting)	<ol style="list-style-type: none"> 1. Peserta didik mengidentifikasi ungkapan-ungkapan dalam bentuk <i>object pronoun</i> dalam kalimat <i>present continuous</i>. 2. Peserta didik untuk maju ke depan dan menguji sejauh mana pemahamannya dengan materi tentang <i>object pronoun</i>. 3. Peserta didik mencoba mengungkapkan ungkapan-ungkapan mengenai <i>object pronoun</i> dalam kalimat <i>present continuous</i>. 4. Peserta didik menjawab pertanyaan terkait dengan <i>object pronoun</i>. Contohnya: 																									

	<p><i>Guru: is the woman talking to the boys?</i> <i>Siswa: yes, she is talking to them.</i></p>	
Menalar (Associating)	<ol style="list-style-type: none"> 1. Peserta didik menyiapkan diri untuk mengikuti permainan. 2. Peserta didik dibagi menjadi beberapa kelompok dan setiap kelompok di berikan <i>paper</i> 3. Peserta didik di berikan kesempatan untuk menggambar dan menulis setiap kegiatan yang dilakukan oleh teman-temannya sesuai dengan materi yang dipelajari yaitu <i>object pronoun</i> dalam bentuk kalimat <i>present continuous</i> di kertas yang telah dibagikan dan di gambar.. 	
Mengkomunikasikan (Networking)	<ol style="list-style-type: none"> 1. Peserta didik harus menjelaskan setiap kalimat yang mereka buat. 2. Peserta didik harus bergantian dalam memainkannya <i>pizza game</i> dan menjelaskan setiap kalimat yang telah mereka tulis di <i>paper</i>. 	
Kegiatan Penutup		
	<ol style="list-style-type: none"> 1. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; 2. Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; 3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; 4. Guru merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; seperti memberikan tugas di rumah dengan membuat kalimat yang sesuai dengan materi. 5. menyampaikan rencana pembelajaran pada pertemuan berikutnya 	10 menit
<p>Catatan : Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)</p>		

Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor = 3
2. Jumlah skor maksimal x 3 = 15
3. Nilai maksimal = 10
4. Nilai siswa = $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 10$

Uraian	Skor
Isi benar, tata bahasa benar	3
Isi benar, tata bahasa kurang tepat	2
Isi dan tata bahasa kurang tepat	1
Tidak menjawab	0

APPENDIX VII

DOCUMENTATIONS OF RESEARCH



CURRICULUM VITAE



Nurul Aeni is the second child of Muhammad Said and Siti Rakmah. She was born on February 11th, 1996 in Toabo, Mamuju, West Sulawesi. She has one sister (Fatimatuz Zahra) and two brothers (Muhammad Khairil Anam And Nasrullah). She began her study at SD Toabo II and graduated in 2008. Then, he joined at MTs Darul Abrar NW and graduated in 2011. Afterwards, she continued her study at MA Darul Abrar NW and graduated in 2014. In the year, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. In 2015 she was joined in Excellent Islamic generation (EXIT) English Meeting Club. At the end of her study, She could finish her thesis with the title “The Use of Pizza Game to Improve Students’ Grammatical Competence (A Pre-Experimental Research at the Eighth Grade Students of MTs Syekh Yusuf Sungguminasa).”

