

APPENDIXES

Appendix 1: Time Table of Action Research

No	Topic	Activity	Meeting	Time	Date
1	Healthy Life and animals	<ul style="list-style-type: none"> ○ Teacher distributed pre test 	First	8.05 – 8.40	12 May 2012
2	Healthy Life	<ul style="list-style-type: none"> ○ Teacher divides the learners into four groups randomly A, B, C and D. ○ Teacher gives card that contains of picture or the name of picture to each learner. For group A and B are given pictured card and group C and D are given the name of picture card. Ask the learners to look for the other learner who holds the card that match with their card. It can be called looking for the match. ○ Learners think the name of picture and the picture. ○ Learners find their match appropriates with their card they hold. Learners who can find before the time is 	Second	8.05 – 9.15	19 May 2012

		<p>given point.</p> <ul style="list-style-type: none"> ○ Then, the cards have to be shaken again and let other learner get the other card. The activity is repeated. ○ The last, each group should show and pronounce their card to check their understanding toward the lesson given. ○ Teacher gives healthy life test worksheet. 			
3	Healthy Life	<ul style="list-style-type: none"> ○ Teacher divides the learners into four groups randomly A, B, C and D. ○ Learners open the card and think the question of picture and the picture. ○ Learners find their match appropriates with their card they hold. ○ Teacher gives 5 minutes if the learners cannot find their match, they will be given punishment as the deal. ○ Then, the cards have to be 	Third	8.05 – 9.15	26 May 2012

		<p>shaken again and let other learner get the other card. The activity is repeated.</p> <ul style="list-style-type: none"> ○ The last, each group should show and pronounce their card to check their understanding toward the lesson given. ○ Teacher gives healthy life test worksheet. 			
4	Animals	<ul style="list-style-type: none"> ○ Teacher divides the learners into six groups randomly A, B, C, D, E and F. ○ Learners open the card and think the name of picture and the picture. ○ Learners find their match appropriates with their card they hold. ○ Teacher gives 5 minutes if the learners cannot find their match, they will be given punishment as the deal. ○ Then, the cards have to be shaken again and let other learner get the other card. 	Fourth	8.05 – 9.15	2 June 2012

		<p>The activity is repeated.</p> <ul style="list-style-type: none"> ○ The last, each group should show and pronounce their card to check their understanding toward the lesson given. ○ Teacher gives animals test worksheet. 			
5	Animals	<ul style="list-style-type: none"> ○ Teacher divides the learners into four groups randomly A, B, C and D. Teacher ask the students to come forward taking the card. ○ Teacher gives card that contains of picture or the clue of picture to each learner. For group A and B are given pictured card and group C and D are given the clue of picture card. Ask the learners to look for the other learner who holds the card that match with their card. It can be called looking for the match ○ Learners think the name of picture and the picture. ○ Learners find their match 	Fifth	8.05 – 9.15	9 June 2012

		<p>appropriates with their card they hold.</p> <ul style="list-style-type: none"> ○ Teacher asks the learners to stick their cards on the color paper provided by teacher constructively. Learners who can find before the time is given point. ○ The last, each group should show and pronounce their card to check their understanding toward the lesson given. ○ Teacher gives animals test worksheet. 			
6 .	Animals	○ Teacher gives post test worksheet	Sixth	8.05 – 8.40	12 June 2012
7 .	-	○ Teacher distributes the questionnaire to the learners	Seventh	8.40 – 9.00	12 June 2012








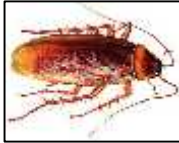


Appendix 3.1: Pre Test Items

PRE TEST





Name :
English
Class/No : V


Subject :

Choose the correct answer by crossing (X) a, b, c, d.

- | | | | |
|--|---|--|---|
| 1.  | I always ... every week. it makes our fingers look good
a. Cut tails c. Cut nails
b. Cut hair d. Cut finger | 6.  | This animal appears at night.
a. Worm c. Owl
b. Wolf d. Goat |
| 2.  | How to make our environment clean?
a. Planting the tree
b. Cleaning the room
c. Cutting the grass
d. Putting trash into rubbish bin | 7.  | This animal is strong and has wide ears.
a. Buffalo c. Cow
b. Horse d. Donkey |
| 3.  | Xena : What do you do on Sunday ?
Yahya ; Usually I have ... with my family
a. Do exercise
b. Eat fast food
c. Have a picnic
d. Do jogging | 8.  | This animal eats leaves.
a. Butterfly c. Dragonfly
b. Mosquito d. Locust |
| 4.  | If our room is dirty, we should....
a. Eat fruit
b. Wash the room
c. Plant the tree
d. Clean the room | 9.  | This animal has antenna.
a. Cockatoo c. Slug
b. Cockroach d. Locust |
| 5.  | If the grass is tall, we should
a. Plant tree
b. Throw the trash
c. Cut the grass
d. Cut the tree | 10.  | This animal brings bacteria.
a. Mosquito c. Bee
b. Fly d. Goat |

Fill the blank with correct letter.

- | | | | |
|---|---------------|--|-----------|
| 11.  | P _ _ C _ _ _ | 14.  | L _ Z _ _ |
| 12.  | L _ D _ B _ G | 15.  | GO _ _ _ |

13.  G _ R _ _ _ _ _

Answer the Questions Correctly.

16. What must you do at night after working?



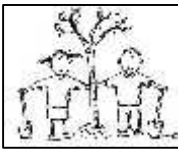
T _ K _ A R _ _ _ _

17. What must we do every Sunday morning?



D _ E _ _ R C _ _ E

18. What must we do to avoid flood?



PL _ _ _ T _ _ _

19. What must we always have before activities?



E _ _ N _ TR _ _ _ _ F _ _ _

20. What must you do after eating?



W A _ _ P L _ _ _

Appendix 3.2: Answer Keys of Post Test**ANSWER KEYS**

1. C
2. D
3. C
4. D
5. C
6. C
7. D
8. D
9. B
10. B
11. PEACOCK
12. LADY BUG
13. GIRAFFE
14. LIZARD
15. GOOSE
16. TAKE A REST
17. DO EXERCISE
18. PLANT TREE
19. EAT NUTRIENT FOOD
20. WASH PLATE

Appendix 4.1: Post Test Items

POST TEST

Name :
English
Class/No : V

Subject :

Choose the correct answer by crossing (X) a, b, c, d.



I always ... every week. it makes our fingers look good
c. Cut tails c. Cut nails
d. Cut hair d. Cut finger



This animal appears at night.

c. Worm c. Owl
d. Wolf d. Goat



How to make our environment clean?
e. Planting the tree
f. Cleaning the room
g. Cutting the grass
h. Putting trash into rubbish bin

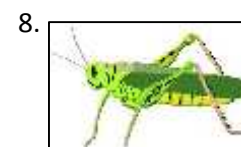


This animal is strong and has wide ears.

e. Buffalo c. Cow
f. Horse d. Donkey



Xena : What do you do on Sunday ?
Yahya ; Usually I have ...with my family
e. Do exercise
f. Eat fast food
g. Have a picnic
h. Do ioooino



This animal eats leaves.

c. Butterfly c. Dragonfly
d. Mosquito d. Locust



If our room is dirty, we should....
e. Eat fruit
f. Wash the room
g. Plant the tree
h. Clean the room

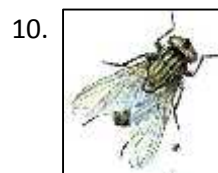


This animal has antenna.

g. Cockatoo c. Slug
h. Cockroach d. Locust



If the grass is tall, we should
e. Plant tree
f. Throw the trash
g. Cut the grass
h. Cut the tree



This animal brings bacteria.

c. Mosquito c. Bee
d. Fly d. Goat

Fill the blank with correct letter.



P _ _ C _ _ _



L _ Z _ _ _



L _ D _ B _ G



GO _ _ _ _

16.



G _ R _ _ _ _

Answer the Questions Correctly.

21. What must you do at night after working?



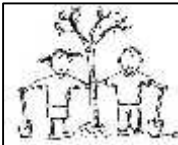
T _ K _ A R _ _ _

22. What must we do every Sunday morning?



D _ E _ _ R C _ _ E

23. What must we do to avoid flood?



P L _ _ _ T _ _ _

24. What must we always have before activities?



E _ _ N _ T R _ _ _ _ F _ _ _

25. What must you do after eating?



W A _ _ P L _ _ _

Appendix 4.2: Answer Keys of Post Test**ANSWER KEYS**

1. C
2. D
3. C
4. D
5. C
6. C
7. D
8. D
9. B
10. B
11. PEACOCK
12. LADY BUG
13. GIRAFFE
14. LIZARD
15. GOOSE
16. TAKE A REST
17. DO EXERCISE
18. PLANT TREE
19. EAT NUTRIENT FOOD
20. WASH PLATE

Appendix 5: The Analysis of the Result of Pre Test and Post Test











No.	Name	Score	Note	Score	Note
		Pre Test		Post Test	
1	CASA	50	Failed	90	Successful
2	SR	40	Failed	80	Successful
3	APW	65	Failed	95	Successful
4	CHFJ	85	Successful	100	Successful
5	DAAR	80	Successful	100	Successful
6	FGP	35	Failed	85	Successful
7	FFA	75	Successful	100	Successful
8	HMAG	80	Successful	100	Successful
9	IFA	65	Failed	95	Successful
10	LRNI	70	Successful	100	Successful
11	MIM	65	Failed	100	Successful
12	MSAK	70	Successful	90	Successful
13	SM	55	Failed	90	Successful
14	SSP	40	Failed	90	Successful
15	YZ	60	Failed	100	Successful
16	AIZ	55	Failed	95	Successful
17	ANR	75	Successful	100	Successful
18	BR	45	Failed	80	Successful
19	DFH	55	Failed	95	Successful
20	HAQ	75	Successful	100	Successful
21	IUM	85	Successful	100	Successful
22	LA	60	Failed	90	Successful
23	MS	75	Successful	100	Successful
24	NR	60	Failed	90	Successful
25	NPR	55	Failed	90	Successful
26	PK	65	Failed	100	Successful
27	PR	85	Successful	100	Successful
28	RNA	70	Successful	95	Successful
29	RPPD	60	Failed	95	Successful
30	SRS	55	Failed	85	Successful
31	STM	50	Failed	85	Successful
32	MRH	85	Successful	100	Successful
	Average	63,75		94,22	

Appendix 6.1: Worksheet Items 1

WORKSHEET

Name :
 Class : V
 English
 Fill in the blank!

Absen Number :
 Subject :

- | | | | |
|-----|---|-----------------------|-------------------------|
| 1. |  | <input type="radio"/> | a. Cooking healthy food |
| 2. |  | <input type="radio"/> | b. Draining bath tub |
| 3. |  | <input type="radio"/> | c. Taking a bath |
| 4. |  | <input type="radio"/> | d. Gardening |
| 5. |  | <input type="radio"/> | e. Cutting hair |
| 6. |  | <input type="radio"/> | f. Jogging |
| 7. |  | <input type="radio"/> | g. Washing clothes |
| 8. |  | <input type="radio"/> | h. Drinking water |
| 9. |  | <input type="radio"/> | i. Washing hair |
| 10. |  | <input type="radio"/> | j. Eating vegetables |











Appendix 6.2: Worksheet Items 2

WORKSHEET

Name :
Class : V

Absen Number :
Subject : English

Answer the question by filling the blank!

1.  What must you do to make your teeth clean?
B__U__ _ _ T__ _ _ H
2.  What must we do with our family to be fresh?
H _ V _ A P _ _ N _ _
3.  What must you do before and after eating food?
W _ _ H H _ _ D
4.  What must we do to avoid flood?
P _ _ TR _ S _ I _ T _ R _ B _ _ SH B _ N
5.  What must you do to our house everyday?
C _ E _ _ T _ E HO _ _ _
6.  What must we always have before activities?
E _ T N _ TR _ _ NT F _ _ D
7.  What must you do after eating?
W _ SH PL _ _ _
8.  What must we do every Sunday morning?
D _ E _ _ RC _ _ E
9.  What must you do at night after working?
T _ K _ A R _ _ _
10.  What must we do to avoid flood?
P _ _ N _ T _ _ E

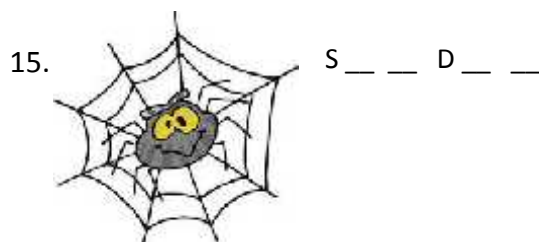
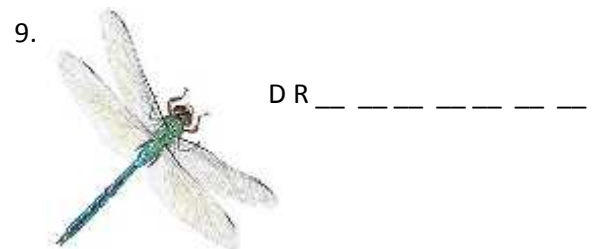
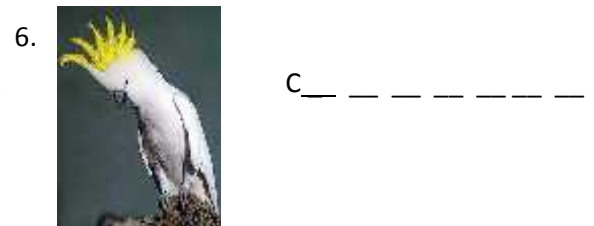
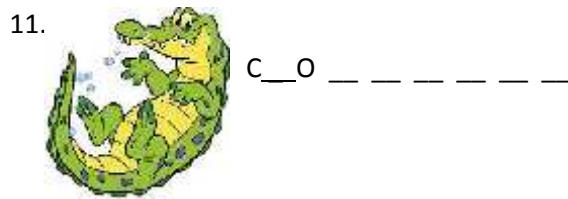
Appendix 6.3: Worksheet Items 3

WORKSHEET

Name :
Class : V

Absen Number :
Subject : English

Answer by filling the blank!



Appendix 6.4: Worksheet Items 4**WORKSHEET**

Name : Absen Number :
Class : V Subject :
English

Stick the picture appropriate with the clue.

1. This animal is kind of bird and has very beautiful fur.
PEACOCK
2. This animal bites our skin to get blood.
MOSQUITO
3. This animal lives in desert.
CAMEL
4. This animal is very strong and can run fast
HORSE
5. This animal has long ears and likes jumping
RABBIT
6. This animal likes rain.
FROG
7. This animal is the king of jungle.
LION
8. This animal is long and poisoned
SNAKE
9. This animal can fly and its wings are colorful.
BUTTERFLY
10. This animal likes banana and peanut.
MONKEY

Appendix 7: Analysis of the Result of Worksheet 1, 2, 3, and 4

No	Name	Score				Average	Note
		Ws 1	W 2	Ws 3	Ws 4		
1	CASA	80	70	90	100	85	Successful
2	SR	-	70	80	80	76,7	Successful
3	APW	70	80	80	80	77,5	Successful
4	CHFJ	100	90	90	100	95	Successful
5	DAAR	100	90	100	100	97,5	Successful
6	FGP	80	100	90	80	87,5	Successful
7	FFA	100	80	90	100	92,5	Successful
8	HMAG	100	90	100	100	97,5	Successful
9	IFA	100	80	80	80	85	Successful
10	LRNI	80	90	80	100	87,5	Successful
11	MIM	100	100	90	100	97,5	Successful
12	MSAK	100	80	70	80	82,5	Successful
13	SM	70	70	-	100	80	Successful
14	SSP	100	70	100	100	92,5	Successful
15	YZ	80	90	100	80	87,5	Successful
16	AIZ	100	80	100	100	95	Successful
17	ANR	80	80	100	100	90	Successful
18	BR	100	70	90	80	85	Successful
19	DFH	80	90	90	100	90	Successful
20	HAQ	100	90	100	100	97,5	Successful
21	IUM	100	100	90	100	97,5	Successful
22	LA	-	80	90	100	90	Successful
23	MS	100	90	100	100	97,5	Successful
24	NR	100	90	100	100	97,5	Successful
25	NPR	70	80	90	80	80	Successful
26	PK	100	90	100	100	97,5	Successful
27	PR	100	80	90	100	92,5	Successful
28	RNA	80	80	90	80	82,5	Successful
29	RPPD	70	70	70	100	77,5	Successful
30	SRS	80	100	80	80	85	Successful
31	STM	70	80	90	80	80	Successful
32	MRH	100	90	100	100	97,5	Successful
	Average	89,67	84,1	90,65	93,75		

Kosong analysis questionnair

Appendix 10: The Form of Observation on Learners' Performances

Subjects : The fifth grade of SD Muhammadiyah 2 Gresik

Cycle/Meeting : I, II, III dan VI

Day/ date : 19th, 26th May, 2th, and 9th June 2012

Time : 08.05 – 09.15

Lesson Plan	Descriptors	Meeting			
		I	II	III	VI
Pre Activity	1. Pay attention on the teacher's explanation	3	4	4	4
	2. Answer teacher's question orally in brain storming stage.	3	4	3	4
Whilst Activity	3. Learners are interested and motivated in teaching learning process.	4	4	4	4
	4. Understand how to find their match to answer their card	2	3	4	4
	5. Ask teachers' help when necessary.	3	3	3	4
	6. Listen to the teacher's review about the materials.	3	3	4	4
	7. Pay attention on teacher's instruction about how to do the exercise on the worksheet	3	3	3	3
	8. Do the exercise on the worksheet enthusiastically.	3	3	4	4
	9. The learners participate in the whole activities	3	4	4	4
Post Activity	10. Respond question from teacher.	3	4	4	4
Total Point		30	35	37	39

The percentage of the learner's involment :

Meeting 1 : $30 : 40 = 75\%$

Meeting 2 : $35 : 40 = 88\%$

Meeting 3 : $37 : 40 = 93\%$

Meeting 4 : $39 : 40 = 98\%$

Note:

0: No learners do

1: A few learners do

2: A half of learners do

3: Most of the learners do

4: All of the learners do

Categories:

0 % - 40% : Very poor

41% - 55% : Poor

56% - 70% : Fair

71% - 85% : Good

86% - 100% : Very good

Teacher,
Machmudah

Observer,
Rufqotuz Zakhiroh, S.Pd

Appendix 11: Diary Journal of Teacher

Cycle 1

The diary journal was used to record all the activities in the classroom during the implementation of *make a match* strategy to improve learners' vocabulary mastery at fifth grade of SDM 2 Gresik. The researcher wrote all the things that happened, problems and all the activities in the class. It was written in every after meeting in the class on a piece of paper which was started from the first cycle on 19th May 2012 it was started from the first meeting up to the fourth meeting in cycle 1. Here are the data of the researcher's observation during the implementation of *make a match* strategy in the class which was written in the diary journal. The result of the researcher's observation will be presented as follows:

First Meeting (May, 19th 2012)

In the first meeting, when I came to the classroom the situation was noisy. In the pre activity of teaching learning process, I greeted the learners and asked about their conditions. Then, I checked the attendance list. There were two learners absent that day. After that, to open learners' prior knowledge, I asked some questions to them related to the material. Then, I asked the learners to guess what they would learn about, but only five learners could guess the material about healthy life. The conversation was described as follows:

Teacher	: Students, if we want to be healthy what we should do?
Learners	: (all learners were silent)
Teacher	: <i>Kalian mengerti pertanyaan saya?</i> (Do you understand my question?)
Learner 1	: <i>Tidak</i> miss. (No, miss)
Learner 2	: I understand miss.

- Teacher : Ok. What's your name? And what do you understand?
- Learner 2 : My name is Javier. *Jika kita ingin sehat seharusnya kita ngapain, gitu miss.* (if we want to be healthy what we should do?)
- Teacher : Well, thank you Javier. That is good. *Baik karna tidak semua paham pertanyaan dalam bahasa Inggris* so I will try to use Indonesian Language. *Jika kita ingin sehat apa yang harus kita lakukan?* (Well, thank you Javier. That is good. It is because you do not understand the question in English, so I will try to use Indonesian Language. If we want to be healthy what we should do)
- Learner 3 : *Hidup sehat* miss. (healthy life miss)
- Teacher : Good job. What is *hidup sehat?* (What is living healthy)
- Learner 3 : I don't know miss.
- Teacher : *Hidup sehat itu sama dengan healthy life. Jadi jika kita tidak ingin sakit kita harus hidup dengan sehat.* Well guys, can you give example of healthy life? (living healthy is same as healthy life. So, if we do not want getting sick, we must live healthy. Well guys, can you give example of healthy life?)
- Learner 2 : Not smoking.
- Teacher : Very good. What else? *Apalagi?* (What else?)
- Learner 2 : *Makan makanan bergizi* miss. (eating nutrient food miss)
- Teacher : *Ya. and masih banyak others example. So, today we will study about healthy life. hari ini kita akan belajar tentang healthy life.* (Yes. And there are still many other examples. So, today we will study about healthy life.)
- Learners : Yes miss.

After that, I told to the learners that I would apply *make a match* strategy.

I explained about *make a match* strategy. The explanation was about what *make a match* was, the steps or procedure and the purpose of it. The conversation was described as follows:

- Teacher : *Ok students. If you have understood about healthy life. We will use a new strategy to learn it. Kita akan memakai strategi baru. Don't worry this strategy is very nice. Jangan khawatir kita strategi ini sangat menyenangkan seperti game. Ada yang tau?* (Ok students. If you have understood about healthy life. We will use a new strategy to learn it. Don't worry this strategy is very nice like doing game. Who knows)
- All learners : No miss.

- Teacher : We will use *make a match*. What is *make a match*?
- All learners : (are silent)
- Teacher : *Make a match adalah strategy belajar dengan mencari pasangan menggunakan kartu. (make a match is strategy for study using card by finding the match)*
- Learner 1 : *Kartu apa miss? (what card miss?)*
- Teacher : *Kartu yang berisi gambar dan kartu yang berisi nama dari gambar tersebut. Nanti kalian akan dibagi kelompok. Setiap kelompok akan mendapatkan kartu yang beda misalnya kelompok A mendapat kartu bergambar dan kelompok B mendapat kartu nama-nama dari gambar tersebut. Lalu kelompok A dan B membagikan kartu kepada anggota masing-masing dan setelah ada intruksi dari saya kalian boleh mencari pasangan yang cocok sesuai dengan kartu yang kalian pegang masing-masing. Misalnya, jika mendapat gambar apple kalian harus mencari tulisan yang berbunyi apple, dan seterusnya. Apa kalian sudah paham apa itu make a match? (cards which contain of picture and cards which contain of the name of picture. next, you will be divided into group. Every group will get different card, example group A will get pictured card and group B will get the name card of the picture. then, group A and B distribute the card to each member and after getting instruction from me you may find the match who has appropriate card with you. For example, if it sounds apple, you must find word apple, and so on. do you understand?)*
- All learners : *agak bingung miss. (little confused miss)*
- Teacher : *kalau gitu, kita langsung praktekan bersama ya. . (Ok. Lets practice it together.)*
- All learners : *Ok miss.*

In whilst activity, I explained what *make a match* strategy was and also how to apply it. I gave example and asked help from a learner to practice the procedure. I holded a card that consisted picture and asked a learner to hold another card that consisted the name of the picture. I and learner must meet each other to find the match. I gave ilustration clearly about what should do, in order the learners were not confused. During socialization of this program, the learners looked interested to this strategy. Having been sure that the learners understood

how *make a match* work, I continued to the second activity and started the strategy.

I divided the learners into two groups, but the teacher partner gave suggestion to make four groups randomly, group A, B, C and D. Then, I asked them to make a line as their group. This stage took too long time because the learners were noisy gathered with their partner. The learner who stood in the first as the chief of each group, then I gave group A and B cards that consisted of picture to the chief and asked them to distribute to their members. After that, I gave the chief of group C and D cards that consisted of the name of the picture and asked them to distribute to their members. After each learner held the card, I explained the allotment time, who did not find the match in five minutes they would be given punishment, but if they were the first they would get reward. I counted one to three to start the strategy in order to make the learners more spirit. After one minute, there was one group which succeeded find the match first time, and I did not forget to give them reward. If the learners finished and could find their match, I asked learners to show their card and pronounce it to check their pronunciation. Then, the cards were submitted again and shaken. This part would be repeated two times more in order each learner got chance to hold another card. After three times, I brought the learners into review section. Review section meant that I would show the learners the right name of each picture, so every learner would know all the material. I also asked the learners to repeat what I read aloud as the card. It was also to correct their pronunciation. After review section finished, I

distributed the worksheet to each learner. I gave allotment time only 10 minutes to finish the worksheet.

In the post teaching, I asked the learners about the material that they learnt on that day and also asked learners' opinion about the implementation of *make a match* strategy. Some of them just kept silent, but most of them said that they liked worked together with friends. I motivated learners to memorize many vocabularies and use it in daily activity in order they did not forget the new vocabulary easily. Last word, I closed the class by greeting and salam to the learners.

Second Meeting (May, 26th 2012)

On this second meeting, I came with teacher partner again. The class was still noisy again but it less than before. I opened the class by greeting and salam to the learners and asked the learners' condition. Then, I checked the attendance list. No one was absent that day. They looked good than the first meeting. I gave them some question related to material last meeting. Most of them tried to answer my questions enthusiastically.

Teacher : *Students, do you have any question about the material last meeting? Apakah ada pertanyaan tentang materi pertemuan yang lalu?* (Students, do you have any question about the material last meeting?)

All learners : No miss.

Teacher : *So, I think all of you have understood well. Jadi saya pikir kalian sudah paham. Now, answer my question. Mention what are the example of healthy life?* (So, I think all of you have understood well. Now, answer my question. Mention what are the example of healthy life?)

Learner 3 : Taking a bath

Learners : Draining bath tub, jogging, cutting hair

Teacher : That's very good.

Then I socialized the materials and the targets of teaching and learning to the learners. I also socialized the procedure of *make a match* again.

- Teacher : Students, today we will still study about healthy life using *make a match* strategy. *Hari ini kita masih akan belajar tentang hidup sehat memakai make a match strategi. But there are differences between last meeting and this meeting. Perbedaanannya adalah kartu yang digunakan tidak sama dengan yang kemaren. Kartu yang sekarang berisi gambar dan pertanyaan mengenai ciri-ciri gambar tersebut. Jadi jika kalian yang mendapat kartu yang berisi pertanyaan tentang ciri-ciri dari gambar tersebut maka kalian harus mencari pasangan yang memiliki kartu yang bergambar sesuai ciri-ciri yang disebutkan dalam kartu yang kalian pegang. It is easy like last meeting mencari pasangan. Do you understand?* (Students, today we will still study about healthy life using *make a match* strategy. But there are differences between last meeting and this meeting. The difference is the card we will use is different with last meeting. The recent cards contains of picture and question about the characters of the picture, we call question of picture. so if you get the question of picture about the characteristics of the picture, so you must look for your match who has the appropriate card with the card you hold. It is easy like last meeting mencari pasangan. Do you understand?)
- Learners : *Cukup mengerti miss, tapi agak bingung.* (understand enough miss, but stil little confused)
- Teacher : Ok, I give example. *Saya pegang kartu yang bunyinya what must you do to make your teeth clean? Kira-kira saya akan mencari kartu yang bergambar apa?* (Ok, I give example. I hold the card sounds what must you do to make your teeth clean? Approximately, what picture card will I look for?)
- Learner 2 : Washing teeth miss.
- Teacher : Very good. Do you understand?
- Learners : Yes miss.
- Teacher : *Oke. Langsung dipraktikkan ya.. Lets do it now. (Ok. Lets practice it.)*

Then I entered to the whilst teaching. When I applied *make a match* strategy to the learners, I saw the situation of the classroom changed. The learners

already understood what they did. The learners could give attention more than at the meeting before. Most of the learners enjoyed the lessons. The time was managed well. Pre activity worked well and whilst activity took time as procedure in the lesson plan.

In the first, I reviewed explanation about the implementation of *make a match* strategy to the learners.

I divided the learners to be four groups again as the first meeting, but the different was learners could take the card by themselves. After open their card, each learner stayed in line while waiting the instruction from I. I let them start and find their match. As usual, if the first winner would get reward. The reward was point or score and the punishment was singing and dancing as the deal before. As the first meeting, learners would find their match, after the allotment times up, I asked each match to read their card to check their pronunciation. I also gave point and punishment to who was the winner and the looser. The learners looked enthusiastic and happy. Before stepping to the next, I asked the learners, if they did not understand about the difficult words they could ask I directly or they could open the dictionary. Then, the cards had to be shaken again and the learners repeated again twice more.

After three times playing, I brought the learners to review section. In review section, I read all the card and asked learners to repeat after her to correct their pronunciation. Then, I gave worksheet to them. They should finish in 10 minutes only. After finishing worksheet, learners must submit to I. Time was up, I gave conclusion about what learners learnt that day. I also still gave motivation to

them, because giving motivation was very important to the learners. The last was greeting and salam.

I could say that in the second meeting, the cooperation between I and the learners had done well. I could explained clearly and the learners could enjoy the process and do the worksheet enthusiastically.

Third Meeting (June, 2th 2012)

It was the third meeting of the cycle one. I was surprised that all learners sat neatly when I came to the class. I greeted them by asking their condition. After checking the attendance list, I prepared the cards. I gave some question related to the material last meeting.

- Teacher : *Students, do you still remember about the material last meeting? Tentang apa?* (Students, do you still remember about the material last meeting? What about?)
- Learners : *Yes miss. Tentang healthy life.* (about healthy life)
- Teacher : Very well. If I have question “what must we do every Sunday morning?”
- Learner : Do exercise miss.
- Teacher : Yes alright.

I saw that the learners looked motivated. As usual, I asked some question as the warming up stage. All of them gave attention to me. I gave some question related to the material. The material was about animals.

- Teacher : Students, we have finished our material about healthy life. *Kita telah menghabiskan materi healthy life. Now we will go to the next topic.* (Students, we have finished our material about healthy life. Now we will go to the next topic.)
- Learner 1 : What is that miss?
- Teacher : Guess my question. What can we see in the zoo?
- Learners : Monkey, snake, elephant, giraffe dan lain-lain miss.
- Teacher : Alright. What are they called? *Disebut apa mereka?* (Alright. What are they called?)
- Learner 2 : Animal miss.

- Teacher : Yes. They are animals. So today, we will study about animals. Who likes animals? Siapa yang suka binatang??
(Yes. They are animals. So today, we will study about animals. Who likes animals?)
- Learners : I like miss.
- Teacher : Oke. We will use *make a match* strategy again to learn animals. Kita akan menggunakan *make a match strategy* lagi. Tapi permainannya seperti pada pertemuan pertama ada kartu bergambar dan ada kartu nama gambar tersebut. Do you agree?? (We will use *make a match* strategy again to learn animals. But the game is like the first meeting, any pictured card and name card of the picture. Do you agree??)
- Learners : Yes miss.

I also explained the time allotment. Then, I asked them to make six groups by appointing them randomly and directly the learners who had the same number would gather in the same line. The learners did it orderly, they were not so noisy anymore. After that, I gave them card, and let them start. Before applying the strategy, I gave time to the learners who wanted to ask the difficult words or they could check it in the dictionary. After that, it could be started. The procedure was almost the same with the second meeting and the different was the material. After applying every procedure of *make a match* three times, I gave reward in the last before review section. In review section, I showed the picture and read them aloud and asked the learners to repeat as usual, to correct their pronunciation. Then, I gave worksheet to the learners as usual. After finishing the worksheet, the learners submitted to me.

In the last, I asked the difficulty to the learners. Then, as usual giving motivation was not forgotten. I closed the meeting by greeting and salam.

Fourth Meeting (June, 9th 2012)

This meeting was the last meeting I came to the class. the situation was not very noisy. The learners were very happy of I's coming. Few learners asked I to use *make a match* again. I was surprised and smiled to the learners. I greeted and asked the condition of the learners. Then as usual, I checked the attendance list, and asked the learners who did not come that day. They answered that there were not learners absent that day.

Before starting the lesson, I said to the learners that the day was the last day applying *make a match* strategy with me as teacher. They also would make a project which would be useful for them. Then, I opened learners' prior knowledge by asking question related to the material. The material was about animal, the same material with the third meeting but it was the continuation of that.

- Teacher : Today is the last day, so I want to make the strategy different from the meetings before. *Hari ini saya ingin membuat strategi yang akan kita pakai berbeda dari yang sebelumnya tapi kita masih mempelajari animals.* (Today is the last day, so I want to make the strategy different from the meetings before.)
- Learner 1 : *Strategi apalagi miss?* (what else of strategy miss?)
- Teacher : *Strateginya tetap make a match tapi nanti kita akan mengulang hanya dua kali saja. Terus setelah itu kita akan membuat proyek.* (The strategy is still using make a match, but we will repeat only twice enough. Then, we will make a project.)
- Learners : *Proyek apa miss?* (What project miss?)
- Teacher : *Proyek nya akan dibuat dari kartu yang akan kalian pegang masing-masing lalu semuanya ditempel menjadi satu di kertas manila yang sudah tersedia, waktunya singkat hanya 10 menit jadi harus dikerjakan dengan cepat dan setelah itu bisa dipasang di tembok agar kalian bisa melihat dan belajar setiap saat.* (the project will be made from the card which you hold, then all will be glued on manila paper which prepared, the time is short only 10

- minutes so you must do it quickly and then it can be stuck on the wall in order you can see and learn everytime.)
- Learner 2 : *Wow, itu sangat menarik miss.* (Wow. That is amazing miss)
- Teacher : Well, now lets do it.

After reviewing *make a match* at glance, I asked the learners to make a group. Then, I stuck the list of difficult words on white board. It was different with the way before, where the learners were given time to ask the difficult words. It was to ease the learners understanding the content of the card and made them to be independent without wasting time looking for in the dictionary.

- Teacher : *The model of the card is different from last meeting. Model kartunya beda dengan kartu minggu lalu. Ada dua jenis kartu, satu yang berisi gambar, dua yang berisi clue dari gambar tersebut. Kalian disuruh mencari pasangan kartu yang memegang jawaban dari kartu kalian. Do you get it?* (The model of the card is different from last meeting. There two kind of card, first cards contain of picture, second cards contain of the clue of the picture. you must look for the match who holds the answer of your card. Do you get it?)
- Learners : Yes miss.
- Teacher : *You can check jika ada kata sulit silakan lihat daftar word bank yang ditempel dipapan tulis.* (you can check if there are different words, please see the word bank on the whiteboard)
- Learner : *Apa arti blood miss?* (what is blood miss?)
- Teacher : *Blood is darah.*

Then, I asked the learners to make group by counting one until four, then they should gather with who said the same number. After grouping, I was going to the next step by giving them folded card to each group. After each learner holding the card, I explained the procedure to play *make a match* at glance and also about the reward and punishment in order they would be careful. I did not only give point, but also some souvenir for who could be the first finding their match, and

the punishment was I asked the learners to mention about ten or more vocabularies. This punishment was also useful for them to enrich their vocabulary. After that, each learners might open the card. In counting one, two and three, the learners started finding their match. Because of that was the last meeting, the procedure was repeated only twice. I prepared the material for making the project as said in the beginning, the material were the cartoon paper, glue, and the cards. After doing the procedure playing *make a match* twice, I gave reward and punishment, but at that day there were no learners got punishment. Then, I brought the learners to make the project. I explained how to make the project clearly to the learners. The project was made by all the cards holder. I asked the learners to stick the card which they holded on the paper, it must be well organized. It meant that who stick the picture its side should be suitable with other card proper with the description of the picture. After that, I stuck the project on the wall. The learners looked happy and impressed. I distributed the worksheet to the learners. I only give 8 minutes. Then, I asked the learners to submitted their worksheet.

In the post teaching, I reminded the learners about the material that they learned on that day and gave motivation to them to be bored memorizing many vocabulary. In the end of meeting, I greeted and salam to the learners and closed the meeting.

Appendix 12: Field Notes of Teacher Partner's

Cycle 1

The field note was a note written by the teacher partner to notice and write down all the activities which were not mentioned in the observation list. The teacher partner used it to give comments and suggestions for the teacher. The teacher partner wrote the field notes when the teacher applied the strategy in the class. The teacher partner always joined the class and wrote all the incidents that happened in the class during the learning process by the teacher. The field notes started to be written on 19th May 2012.

Before conducting the research, the teacher conducted a pre-test for fifth grade learners at SDM 2 Gresik. That was conducted on 12th May 2012, the description of the implementation of the pre-test was drawn below:

I came to the class with the teacher. All the learners had recognized me because I was their real teacher. I saw the teacher greet the students and check the attendance list. At that time, the learners were so noisy but they looked enthusiastic to learn English. The teacher explained that she would like to know the score of their vocabulary achievement. Before the teacher distributed the worksheet to each learner, she told the allotted time for the test was 35 minutes. The test was about healthy life and animals. After finishing the test, the teacher asked the learners to submit the worksheet. Then, she told that she would like to teach them using *make a match* strategy in some meeting. Finally, the teacher closed the class and motivated them to study hard and like English.

The data below was the result of teacher partner's observation during the implementation of *make a match* strategy in the class which was written in field notes. The result of teacher partner's field notes will be presented as bellow:

First Meeting (May, 19th 2012)

The teacher partner came to the class with the teacher at first time. The teacher partner saw that the class was so noisy because the learners knew that the day they would be taught by a new teacher. I saw the first thing that the teacher did in the pre teaching was greeting the learners and checking the attendance list then the teacher asked the learners about the material on that day to open the prior knowledge of the learners before going to the point of material.

In whilst activity, the teacher explained about the procedure of *make a match* strategy as the socizlization. The learners looked interested toward the strategy. The teacher gave example what they should do in the implementation of the strategy.

The time for pre activity was not managed well, it should be 10 minutes but she spent 15 minutes. The explanation was well. The teacher gave example about the steps of the strategy clearly and as simple as possible, so the learners had already understood what they should do. Having been sure that the learners knew how *make a match* strategy worked, the teacher continued to the second activity and started the strategy.

The teacher divided the learners become two groups, but I suggested to the teacher to make four groups in order easily to be controlled. This stage took so long time because the learners were very noisy gathering with their group

partners. The teacher asked them to make a line each group and told them who stood in the first line would be the chief of group. After the group was formed, the teacher gave each chief of the group the cards and asked them to give the cards to their members. The members of group A and B got picture cards and the members of group C and D got the names of picture cards. Then, the strategy was started. During the strategy had been doing by the learners, the learners found some difficult words, but teacher made it kept running. After the learners played a round, teacher asked the difficult words to the learners. Then, the next round was running well.

After the strategy running three times, the teacher gave review by showing the picture and reading all the name of the picture in order all the learners knew all the materials about. Then, teacher distributed the worksheet to each learner. It was to measure learners' understanding. After finishing their worksheet, the learners should submit to the teacher. Time was up so the teacher asked the difficulties during the implementation of the strategy to the learners. Teacher also gave the motivation to the learners to study hard and memorize many vocabulary, because it was important to them. Last word, the teacher closed the class by greeting and salam to the learners.

Second Meeting (May, 26th 2012)

It was the second meeting when the teacher partner came to the class with the teacher. She observed the situation in the classroom. They learners were not so noisy like in the first meeting. As usual, the teacher started the learning by greeting and salam to the learners. Then, teacher asked the learners condition and

checked the attendance list. The learners answered enthusiastically. The teacher gave question related to the material that they would learn. They were very excited to answer it. After that, the teacher told about the material that was going to teach on that day.

In whilst teaching, when the teacher applied *make a match* strategy to the learners. I saw the situation of the classroom changed. The learners already understood what they would do. The learners were more quiet and attention to the lesson. Most of the learners enjoyed the lessons. The time was managed well. Pre activity worked well and whilst activity took time as procedure in the lesson plan.

The teacher reviewed some previous material and socialized the strategy of *make a match* to the learners. The teacher divided the learners into four groups. This stage did not take so long time anymore because the learners had already understood in being gathering with their group partners. The teacher asked them to make a line each group and told them who stood in the first line would be the chief of group. After the group was formed, the teacher gave each chief of the group the cards and asked them to give the cards to their members. The members of group C and D got picture cards and the members of group A and B got the names of picture cards. The teacher asked the difficult words to the learners before, in order the strategy running well as not in the first meeting. Then, the strategy was started. The strategy was done well by the learners.

After the strategy running three times, the teacher gave review by showing the picture and reading all the name of the picture in order all the learners knew all the materials about. Then, teacher distributed the worksheet to each

learner. It was to measure learners' understanding. After finishing their worksheet, the learners should submit to the teacher. Time was up so the teacher asked the difficulties during the implementation of the strategy to the learners. Teacher also gave the motivation to the learners to study hard and memorize many vocabulary, because it was important to them. Last word, the teacher closed the class by greeting and salam to the learners.

Third Meeting (June, 2th 2012)

It was the third meeting when the teacher partner came to the class with the teacher. She observed the situation in the classroom. They learners were so excited. As usual, the teacher started the learning by greeting and salam to the learners. Then, teacher asked the learners condition and checked the attendance list. The learners answered enthusiastically. The teacher gave question related to the material that they would learn. They were very excited to answer it. After that, the teacher told about the material that was going to teach on that day.

In whilst teaching, when the teacher applied *make a match* strategy to the learners. I saw the situation of the classroom changed. The learners already understood what they would do. The learners were more quiet and attention to the lesson. Most of the learners enjoyed the lessons. The time was managed well. Pre activity worked well and whilst activity took time as procedure in the lesson plan.

The teacher reviewed some previous material and socialized the strategy of *make a match* to the learners. The teacher divided the learners become six groups, by appointing them randomly and directly the learners who had the same number would gather in the same line. This stage did not take so long time

anymore because the learners had already understood in being gathering with their group partners. The teacher asked them to make a line each group and told them who stood in the first line would be the chief of group. After the group was formed, the teacher gave each chief of the group the cards and asked them to give the cards to their members. The members of group D, E and F got picture cards and the members of group A, B and C got the names of picture cards. The teacher asked the difficult words to the learners before, in order the strategy running well as not in the first meeting. Then, the strategy was started. The strategy was done well by the learners.

After the strategy running three times, the teacher gave review by showing the picture and reading all the name of the picture in order all the learners knew all the materials about. Then, teacher distributed the worksheet to each learner. It was to measure learners' understanding. After finishing their worksheet, the learners should submit to the teacher. Time was up so the teacher asked the difficulties during the implementation of the strategy to the learners. Teacher also gave the motivation to the learners to study hard and memorize many vocabulary, because it was important to them. Last word, the teacher closed the class by greeting and salam to the learners.

Fourth Meeting (June, 9th 2012)

It was the last meeting when the teacher partner came to the class with the teacher. She observed the situation in the classroom. They learners were so cooperatively with the teacher. As usual, the teacher started the learning by greeting and salam to the learners. Then, teacher asked the learners condition and

checked the attendance list. The learners answered enthusiastically. The teacher gave question related to the material that they would learn. They were very excited to answer it. After that, the teacher told about the material that was going to teach on that day.

In whilst teaching, when the teacher applied *make a match* strategy to the learners. I saw the situation of the classroom changed. The learners already understood what they would do. The learners were more quiet and attention to the lesson. Most of the learners enjoyed the lessons. The time was managed well. Pre activity worked well and whilst activity took time as procedure in the lesson plan.

The teacher reviewed some previous material and socialized the strategy of *make a match* to the learners. The teacher divided the learners become four groups. This stage did not take so long time anymore because the learners had already understood in being gathering with their group partners. The teacher asked them to make a line each group and told them who stood in the first line would be the chief of group. After the group was formed, the teacher gave each chief of the group the cards and asked them to give the cards which were folded rolling to their members. The members of group A and B got picture cards and the members of group C and D got the names of picture cards. The teacher stuck some difficult vocabulary from the card written on white paper on the white board in order the learners could see it and the strategy could run well. Then, the strategy was started. The strategy was done well by the learners.

In this meeting, the strategy was repeated only two times because the teacher would ask the learners to make project. The materials of making project

were prepared well by the teacher. After the strategy running two times, the teacher gave explanation and instruction to the learners to make the project. Then the teacher gave review by showing the picture and reading all the name of the picture in order all the learners knew all the materials about. Then, teacher distributed the worksheet to each learner. It was to measure learners' understanding. After finishing their worksheet, the learners should submit to the teacher. Time was up so the teacher asked the difficulties during the implementation of the strategy to the learners. Teacher also gave the motivation to the learners to study hard and memorize many vocabulary, because it was important to them. Last word, the teacher closed the class by greeting and salam to the learners.

In the post teaching, the teacher reminded the learners about the material that they learned on that day and gave motivation to them to be bored memorizing many vocabulary. In the end of meeting, the teacher greeted and salam to the learners and closed the meeting.

DOCUMENTATIONS





