THE EFFECT OF LECTURE BINGO SHARING STRATEGIES ON THE STUDENTS' ABILITY USING ADJECTIVE CLAUSE

A SKRIPSI

Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatra Medan as a Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan

By :

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FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
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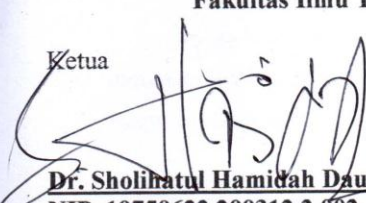
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Skripsi yang berjudul : "**The Effect Of Lecture Bingo Sharing Strategies On The Students' Ability In Using Adjective Clause** oleh **Zulfikar Noor**, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

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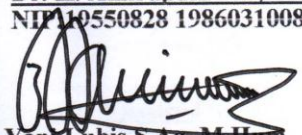
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Demikianlah kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan, 01 November 2019

Yang Membuat Pernyataan

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ABSTRACT

ZULFIKAR NOOR, THE EFFECT OF LECTURE BINGO GAME ON THE STUDENTS' ABILITY USING ADJECTIVE CLAUSE

Thesis, Medan: Department of English Education, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera, Medan 2019.

Keywords: Lecture Bingo game, Adjective Clause, Cluster Random Sampling.

This research was intended to find out the empirical evidence of the students' ability in using adjective clause through Lecture Bingo Game at SMP Swasta Mulia Kota rantang. This research used Clustering random sampling. The population of this research was all the students in class (Kelas VIII) of SMP Swasta Mulia Kota Rantang. The samples of this research were taken from 30 students of Class (Kelas VIII). The Instrument for collecting data was reading test. After using Clustering random sampling, it can be concluded that Lecture Bingo game have the effect on the students' ability. It can be proved from the following facts. The student's ability in using adjective clause by using lecture bingo strategy got the average score = 73,76 with the highest score = 100 and the lowest score = 70. Based on the statical computation t-test, it is found that the coefficient of t = 5,14.Where as the vaule t is 1,66. It shows that the hypothesis which the writer proposed that is about the student's who are taught by using lecture bingo strategy have good ability to use adjective clause.

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CHAPTER I

INTRODUCTION

A. Background of Study

In grammar "clause" is a group of words with its own subject and verb.[1] There are two kinds of clause. A dependent clause must be connected to an independent clause. A dependent clause cannot stand alone as a sentence. An adjective clause is a dependent clause.

Adjective" is a word use to discribe a noun or pronoun or to give it, more specific meaning "adjective clause" is not complete sentence that modifies a noun. It describes, identifies, or gives further information about a noun[2]

Studying structure is different from other subjects. It has many rules and axceptions. Therefore, student have to make it seriously. They may be asked by the techer to memorizing the rules. Most of students do not like to memorize its. For them memorizing the rules is boring and difficult. It is not rare in many schools during the structure lesson for student to keep quiet throughout the lesson while the teachers busily teach by herself. Students' weakness in structure and grammar may affect their ferpormace in other skill in english such as writing, reading and speaking.

Lecture bingo strategy is one type of game that invites students to learn more actively. And the purpose is not recall the material just taught by the teacher to students.[3]

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[1] UpperSaddle River, New Jersey,glen view, *Writing and Grammar Communication and Action* (prentice hall: platinum level 1, 2013),p.139

[2] Upper saddle river, new jersey,glen view, *Writing and Grammar communication and action* (prentice hall: diamond level,2014),p.386

Ideally, if the teacher uses the suitable strategy in taching, especially in teaching structure, the students would have a good ability in using adjective clause. But in fact the writer finds out that some student of SMP Swasta Mulia Kota Rantang stil have low ability in using adjectiveclause. In can be seen by the mistake they made when the make when the teacher asks them to make the example of adjective clause. some problems above appear because of some factors internally and externally. Internally there are some students feel afraid to speak in front of the class because they don't know what they should speak and they are lack of vocabulary to speak. Externally, the teacher still use the conventional strategy in teaching speaking, such as in this case, the teachers ask the students to speak and then check their pronountiation. The teacher can not make the speaking class interesting and can not develop the students' ability in speaking. Teacher have to be more creative in choosing method which can make the speaking class more interesting activities in the classroom. So, that the students can develop their vocabulary and the student audacious to perform in front of class speaking.

One of the teaching strategies that is believed to improve the students' progress in speaking is Active Learning that is Television Commercial Strategy . Television commercial are fun, persuasive, and memorable acts of communication that not only can capture the attention of language learners but also can be used to stimulate them to think critically about deeper linguistic and cultural meanings.[4] TV Commercial Strategy is a method or learning strategy in

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[3]Wina Sanjaya, Strategy Pembelajaran (Jakarta: Kencana, 2013), p.126

[4] Frank Tuzi, et. Al., *Go to commercial : Using television commercial in multilevel EFL Classroom,* Tokyo Cristian Institute : Japan. p. 69

Active Learning by packing learning materials as hard as anything becomes a "commercial advertising" language as easy as possible. Based on the exsplenation above this reserch is focus on the title The Effect of Lecture BingoSharing Strategies on The Students' ability In Using Adjective Clause At SMP Swasta Mulia Kota Rantang.

A. Identification of study

Base on the background of the study, it can identify are following:

1. The students have learn english grammar, but the students ability still in low catagory.

2. The students have studied adjective clause but stil not able to make adjective clause in sentece.

3. The students have studied clause but they are dificult to differentiate main clause and subordinate clause.

4. The teacher has use varios strategies in teaching in adjective clause but the student stil have low ability in adjective clause.

5. The teacher is used media in teacing adjective clause but most students still mhave low motivation.

B. Research Question

The problem of this study were formulated as follow :

Is there any significant effect of lecture bingo strategy on the students ability in using adjective clause ?

C. Limitation of study

Base on the identification of astudy, the writer focus on the students' ability in using adjective clause and teacher strategy. In this reserch the writer limitad by using lecture bingo sharing strategies in using adjective clause.

D. The purpose of the study.

The purpose of this study cab be formulated as follow

To find out the effect of lecture bingo strategy on the student ability in using adjective clause.

E. Significances of the study

The results of this study ere expected to be useful in terms of theoretically and practically, it is described as follows :

1. Theoretically.

Hopefully, the finding of this research can open and add new horizons in theories of language learning, and the finding can be use as references for further study.

2. Practically.

The significances in practically terms as follows :

a. For the teacher, teacher can choose new alternative in teaching grammatical and learning process of grammatical using adjective clause by lecture bingo strategy one students ability in adjective clause

b. For the student to add their knowledge of learning through lecture bingo strategy and this strategy can help them easler especially in adjective clause.

c. For the researcher, to use the result of this study as a reference a further research in the same interest.

CHAPTER II

A. Review of literature.

In doing the research the theory of the study should be made clearly from the beginning it is needed to convey the ideas and prevent possible misunderstanding between the writer and the reader some concepts and terms are used and needed to be theorically explained the concepts and term used will be presented in the following parts

1. Definition of strategy

Strategy is the important way for the teacher improving their ability in teaching their student, to make the student more active and easy to understand about the subject. There are various opinions about the subject. There are: dick and carey (1990) explains that learning strategy is comprised of all component of teaching materials and procedures or stages of learning activities used by teachers in order to halp student achive specific learning objective. [5] and according to gropper (1990) said that learning strategy is the selection of various types of specific excercises that match learning objectives to be achieved. He asserted that any behavior is fexpected to be achieved by learners in learning activities should be practiced.[6]

(J.R. David, 1976) in the word of education, the strategy is difined as a plan, method, or series of activities desingned to achives a particular educational

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[5] Hamzah B.Uno, Model Pembelajaran (Jakarta:Bumi Aksara, 2014), p.1

[6] Ibid, p.2

goal.[7] According to Nana Sudjana in the book Dasar-Dasar Proses Belajar Mengajar, that in the act of teaching strategies of teachers in implementing lesson plans using several varieble suchas teaching objectives, materials, and evaluation methods and tools to influence the student achive those objectives.[8]

From the text above, we can conclude that strategy is a decision action using the skill of teachers here sued as menegers of learning which required his expertise in disingning, selecting and implementing various strategies that mach there interest, telents and level and developmentof student including the use of various sources of learning media to ensure effective learning.

So whith this learning strategy can be defined as plans that contain a series of acctives designed to achive specific educational goals. There are two things we should look at the above understanding. First, the learning strategy as action plan (a series of activities) and the utilization of various resource/strenght in learning. The scond strategy is sturucture is achive cartain goals.

According to Newman and Logan four basics of strategy in learning are as follows:

      a. To identify, to determine of specification and qulification of the behavior of chang.

      b. To choose the approach of system in teaching learning.

      c. To choos the procedure, method and the tehnique in teaching learning process.

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[7] Wina Sanjaya, Strategy Pembelajaran (Jakarta: Kencana, 2013), p.124

[8] Ahmad Sabri Strategi Mengajar (Ciputat: Quantum Teaching, 2015), p.2

      d. To apply of form and the activity successful of criteria in teaching learning.[9]

Strategy is also general method from all teacher activities and students in learning process whichnis homely can motivate the students to study more. And learning is trying to make a change in the situation of the development process it self to achive the goal[10]learning is a process activity and a fundamental element in every organization of the type and level of education[11]Robert F. Mager(1962) argued that the purpose of learning is to be achieved or behavior that can be done by student in cartain conditions and level of competance[12] its means that the success or failure of educational achievement is highly depend on the learning process experinced by student, both when he was at school and home environment or his own family.

In Islam, using strategy in teaching process. It said in Al-Qur'an An-Nahl: 125

اذْعُ إِلَـىٰ سَـبِيلِ رَبِّـكَ بِالْحِكْمَـةِ وَالْمَوْعِظَـةِ الْحَسَـنَةِ ۖ وَجَـادِلْهُمْ بِـالَّتِي هِـيَ أَحْسَـنُ ۚ إِنَّ رَبَّـكَ هُـوَ أَعْلَـمُ بِمَـنْ ضَـلَّ عَـنْ سَـبِيلِهِ ۖ وَهُـوَ أَعْلَـمُ بِالْمُهْتَـدِينَ

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[9] Ahmad Sabri,op.cit.,, p.2

[10] H. Abu Ahmad, Didaktik Metodik (Toha Putra: 1987),p.23

[11] Varia Winansi and Tarmizi, Diktat Pisikologi Pendidikan (IAIN Sumatera Utara : 2013), p.10

[12]Robert F. Mager. 2014. *The Practice of English Language Learning.* London: Longman.

The meaning : "invite (all) to the way of the lord with wisdom and beautiful preaching; and argue whit them in ways that are best and most gracious" (Q.S An-Nahl: 125)[13]

e. From that verse, Allah asked man to give a lesson by wisdom, wisdom means instrument or strategy. By choosing right strategy, it can help the teachers to make teacing learnig processrun well. Both of strategy here using lecture bingo to sharing strategies. **Assesment of speaking**

Assesment is an ongoing process that encompasses a much wider domain whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of students'performance.written work-from a jotted down phrase to a formal essay is performance that ultimately is assessed by self,teacher and possibly other students.[14]

As proverb says' practice makes perfect'. Thereore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know well people speak English. Here is the component of assessment of speaking skill.

Speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.[15]

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[13]Haji Abdullah Yusuf Ali. English translation of al quran, (Yokyakarta 2018)

[14]Brown, D. (2003). *Language Assessment: Principles and Classroom Practice*. San Francisco: Longman, p. 4

[15] Syakur. (1987) *Language Testing and Evaluation*. Surakarta : Sebelas Maret University Pers,p.5

1) Grammar

It is needed for stuents to arrange a correct sentence in conversation. Student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. They utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one connot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary lerning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

3) Pronouncation

Pronouncation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronouncation, phonemes and supra segmental features. A speker who constanly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language

learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". There signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message

It said in Al Quran Al-baqarah 157

أُولَٰئِكَ عَلَيْهِمْ صَلَوَاتٌ مِنْ رَبِّهِمْ وَرَحْمَةٌ ۖ وَأُولَٰئِكَ هُمُ الْمُهْتَدُونَ

Those are the ones upon whom are blessing from their lord and mercy. And it is those who are the {rightly} guided. Q.S Al. Baqarah 2:157[16]

عن انس رضي الله عنه انّ النّبي صلّي الله عليه وسلّم كان اذ تكلم بكلمة لعاده ثلاث حتّي تفهم عنه, واذا اتي علي قومٍ فسلامٌ عليهم ثلاثا. (رواه البخاري)

In Hadist also explains adjective clause from Muslim r.a that sounding:Meaning : Whoever ablors and wipes his abloring, it will come out of the sins of his body, so that the will come out from under his nails. (Narated by muslim in kitab at-thaharah)[17]

Structure or grammar is what you use top dicide how to talk to your pepernts versus hoew to talk to your friendsl; the rules of writing correcly; the system by which we have chosen to write and speak[18]its mean structure handle all aspect in english such writing and speaking. Speaking or comunication very

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[16] Kulliyatul-mua'aliminal islamiyah. ENGLISH Grammar (Darussalam: Gontor Ponorogo: 2015),

[17] Ibid P. 20

[18]Swan Michael, Walter Catherine, how English, how English works, (oxford, oxford university press, 2013),p.,2

importent to be mastered. Because every time and anywhere we are, make communication to some one. Even in informal or formal forum, always remains to be claimed is good communication , especially in english if we make a lot of mistake you may be more difficult to understand and some kind people may look down on your or not take you seriously [19] because good comunication is communications that able to be arrested and comprehended by people who hear our spelling . when our knowledge about structure is good. Better we arraged the words when we talk or communicate with other people.

The prophet Muhammad SAW has also have a strategy to communicate to other people, Rasulullullah in submit his mission is always use the good language and suitable for another people. It is described in Al-Quran.

وَمَا أَرْسَلْنَا مِنْ رَسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ ۖ

فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ ۚ وَهُوَ الْعَزِيزُ الْحَكِيمُ

" We have sent no apostle but in the language of his own people, so that he might make plain to them (his message). But Allah leaves in error whom he will and guides whom he pleases. He is the might, the wise one". (Q.S Ibrahim)[20]

The verses above is a affirming that Rasulullah submit his mission by using arabic language. Because his peaple are arabian, this matter conducted to effectivel and facilitates the forwarding of his mission to human being.

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[19] Riley Kathryn, parker frank, English grammar, prescriptive, descriptive, generative, performance, (USA Pearson education company, 2015), p.1

[20]Haji Abdullah Yusuf Ali. English translation of al quran, (Yokyakarta 2018)

Hadits above is clearly mentioned that Rasulullah in deliering of his mission cope to ossify to understand what submitting to his people so that underastand his utterance, he must repeated until people understand what submit by Rasulullah.

Therefor, in teaching need comunication in delivering something. One of the good communication is the corecly in grammar or structure colection subtable for the audience that faced tobe comprehanded.

In this reserchwoll be applied two strategies, there are lecture bingo game sharinng. To know more about the two strategies can show as below:

1. **Game strategy.**

In general game" is use to discribe a range of activities, including such unstructured ones as the rough and tumble young animals and thr ad hoc improvisation of children's make belive.[21]as we know game is also a one kind set of activities that played by one person or more, by people or animal. Game are identically with fun and laugh. Even though not all games are need laugh. Games can develop social skill, such as how to share, life togather, talking a part, each other. Games also make fresh, fun and giving satisfied to the students.

2. **Lecture bingo strategy.**

Bingo" is a game most popular in western contry. Bingo game should be applied to post-session activity. Because the purpose of this game is to recall the

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[21]Cook Guy, language play language learning (oxford: Oxford University press,2013), p.127.

material just taught.[22]The number of player not restricted and we can apply individually or in grups.

Using bingo game in teaching structure more enjoyable and the student more intresting in the understanding the lesson. When games were playing, the student have to care about there friends that played the games, so it can decrease egoistic attitude. In the games students learn how to play honestly, sportive and care. Emotions woll relation with the games such as happy, sad, angry, afrraiid and anxious. Therefore, games are one tool to flow the emotion and relaxation.

a. Procedure

I. Cread a lecture with up to nine key point

II. Develop a bingo card that contain these key points on a 4x4 grid. Place a diferent point in each of the boxes. If you have fewer than nine key point, leave some boxes empty.

III. Create additional bingo cards with the same key points but place the poitn in differnt boxes. The result should be that few, if any, bingo cards are alike.

IV. Ditribute the bingo cards to the student. Also provide student with a strip of nine self-sticking colored dots (apptiximarely, $^1/_2$" to $^3/_4$ in diameter). Instruct the learners that as your lecture proceeds from point to point, they should place a dot on their cards for each point that you discuss. (note: emty boxes cannot be covered with a dot.)

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[22]Ayu Rini, exellen English games (Jakarta: Kesaint Blance, 2013),p.32.

V.   As participants collect three vertical, horizontal, or diagonal dots in a row, they yell "bingo"

VI.   Complate the lecture. Allow participats to obtain bingo as many times as they can.[23]

b.   **Variations.**

    I.   Use key terms or names mentioned in your lecture (rather than key points) as the basis for the bingo cards. When the term or name is first mentioned, participat can place a sticker in the appropriate box.

    II.   Create a 2 x 2 bingo grid. Continue to discuss several key points, terms, or names in your lectere. Indicate only four of these on any one bingo card. Try to make few, if any, cards alike by including different information on each card.[24]

    c.Sample of bingo card.

Adjective	Adjective clause	Kindof Adjective clause	Relative pronoun
Relative adverb	Using who/that relative adverb	Using whom/that	Using whose in relative

[23]Mel Silberman, active learning 101 strategi pembelajaran aktif (YAPPENDIS: Yogyakarta, 2013),p.111.

[24]Ibid,p.111.

		relative pronoun	pronoun
Using which, that. In relative pronoun	Using when in relative adverb	Using where in relative adverb	Using where in relative adverb
Main clause	Subordinate clause	Noun	Pronoun

d. Positive Effect of Using Games in Teaching Learning

There are many effects in using games as media in teaching learning. In thin thesis the writer want to explain the positive effect in teaching by using games.There are some fuction or effect in teaching learning:

I.   Attack cognitive skill.

Through games the students can estimate the rules, structure and logical.

II.   Solve the problem.

In the games student will face problems. So that games give change to them there are some solution and idea to solve the problem. Games also posibility make the student survive to face the dificult before the problem gat the way.

III.   Build the cognitive structure.

A long the play games, student will gate information more, their intelligence richer and deeper.

IV.   Improve concentration.

There is relation between imagination and concentration skill. Imagination help the student improve their concentration.

V. Negative Effect of Games in Teaching Learning.

There are some negative effects when games are use in teaching learning process. Nevertheless, this effect is depending on kind of student or teachers in the school. There are:

I.   Student was not sportive

When the student playing the games the usually make a team or individually. And when the y found some problems and did not know the way, some student where not honest and not sportive. They were cheating or do another false way to solve the problem. This case could make the other angry and the games became not anjoylable anymore.

II.   Feel unhappy for looser.

There are winners will feel happily because they can finished the game well and the looser will be angry or sad and jealous woth the winner because they loosed the change in the games.

III.   Addicted

Game make students fresh and enjoylable, and it like adventure when the game are starting. When they get they way in the games, they will feel statisfied. And this case will contiuous with other subject are opened. So the teachers have to control the use of games in teaching learning process.

A.   Definition of ability

According to martin H. Maser in oxford learners pocket dictionary state the ability is skill or power t.[25]in addition, the ability is (potential) capacity of power (to do something physical of mental)[26]

Besides that, robert N Singer says that ability is thought to be some thing that is generally end enduring and other qualities that are needed in order to do something.[27]base on the quatation above, the writer conclude that ability is telent, interest, and power to do something. In this case students ability in using adjective clause means that students know to make english sentence well by using their capability in using adjective clause. And the Prophet Muhammad SAW said in hadist:Translate : every human being born in a state of fitrah (candidly) (HR. Abu A,La, Baihaqy, at-thabrany)

1.   Adjective Clause

a.   Grammar Terminology

A clause is a group of words with is own subject and verb.[28] there are two kind of clause : independent and dependent. An independent clause is a main clause it can stand alone as a sentence. A dependent clause must be connected to

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[25]Martin, oxford learner's pocket dictionary,(new York: oxford university press, 2014),

[26]A.S.Horby. Oxford learner's pocket dictionary of current English, (London Oxford University, 1663),p.2

[27]Robert N Singer, learning and movement behavior, (NEW YORK: The Florida State University, 1980),p.31

[28]Upper Saddle River, op.cit.,p.139

an independent clause. A dependent clause cannot stand alone as a sentence. An adjective clause is a dependent clause.[29]

I met a man = an independent clause

Who is kind to every body= a dependent clause

An adjective is a word used to describe a noun or pronoun or to give it more specific meaning.[30] adjective clause : is not complate sentence that modifies a noun. It describes, identifies, or give further information a bout a noun. (an adjective clause also called a relative clause)[31]

Example : of **adjective** :

I met a <u>kind man</u>

Adj noun

I met a <u>famous man</u>

Adj noun

Axample of **adjective clause**

I met a <u>man who is kind to everybody</u>

Adj adj clause

I met a <u>man is famous poet</u>

Adj adj clause

[29]Betty Schrampfer Azar, fundamental of English grammar second

[30]Upper Saddle River op.cit,p.386

[31] Kulliyatul-mua'aliminal islamiyah. ENGLISH Grammar (Darussalam: Gontor Ponorogo: 2015),p.32

I met a man : an independent clause/ main clause

Who is kind every body: a dependent clause / relative clause.[32]

I met a man   : an independent clause/ main clause

Who is kind every body: a dependent clause / relative clause.

1.   The use of adjective clause

a.   Using who and whom

1. The man is friendly. **He** live next to me. 2. The man **who** live next to me is friendly.	In (a) he is subject pronoun. He refers to "the man" to make an adjective clause we can change he to who, who is a subject pronoun. Who is a subject pronoun. Who refers to the man. In (b) : an adjective clause immediatly follows the noun madifies. Incorrect: *the man is friendly who live next to me.*

[32]Ibid, p.32

3. The man is friendly
 	
    I met **him**.
 	
4. The man **whom** i met
 	
    was friendly.
	In (c) **him** is an subject pronoun.
	
	Him refers to "the man".
	
	To make an adjective clause, we
	
	can change **him** to **whom**.
	
	Whom is an object pronoun.
	
	Whom refers to man.
	
	Whom comes at beginning of an
	
	adjective clause.
	
	In (d) an adjective clause
	
	immediatly folows the noun
	
	modifies. **Incorrect:** the man
	
	was friendly whom i met

In informal english, whom is often used as an object pronoun instead of whom. Formal : the man whom i met was friendly. Informal : the man whom i met friendly.[33]

2.Using who, whom, that

a. The man was friendly. **He** live next to me . b. The man **who** live next to	In addition to who, we can use that as subject of an adjective clause. (b) and (c) has the same

[33]Ibid.m,p.33

me is friendly.	meaning.
c. That man **that** lives next to me is friendly.	A subject pronoun cannot be omitted.
d. The man was friendly, i met **him**	**Incorrect:** the man live next to me is friendly. **Correct:** the man who/that lives next to me friendly.
e. The man **whom** i met was friendly.	
f. The man **that** i met was friendly.	In addition to whom, we can use the that as the object in adjective clause.
g. The man.....I met was friendly.	(e) and (f) have the same meaning.
	An object pronoun can be omitted from an adjective clause. (e), (f) and (g) have the same meaning.

3. Using which and that in adjective clause

a. The river is polluted. **It** flows through town.	**We can change it to which** or that. It, which, and that all refer
b. The river, **which** flows through town is polluted.	to a thing (the river) and (c) have the same meaning. When, which
c. The river **that** flows through	andthat are used as the subject of an

town is polluted.	adjective, the cannot be ommited.
d. The books were expensive. I bought **them.** e. The book **which** I bought were expensive. f. The books **that** I bought were expensive. g. The books i bought were expensive.	**Which or that** can be used as an object in an adjective clause, as in (e) and (f). An object pronoun can be omitted from an adjective clause, as in (g). (e) (f) and (g) have the same meaning.

4.   Singular and plural verbs in adjective clause.

I know the man **who** is sitting over there **a. U**	In (a): the verb in the adjective clause (is) is singular because who refers to a singular noun, "man"
I know the people **who** are sitting offer there. **i** **n** **g**	In (b): the verb in the adjective clause (are) is plural be cause who refers to a plural noun, "people"

Propositions in adjective clauses

a. The man was helpful. I talk **to him**. b. The man **whom** I talked to was helpful.	**Whom, which** and **that** can be used as the object of a proposition in an adjective clause. Remainder: an object pronon can be
c. The man **that** I talked to was helpful. d. The man ...... I talked to was helpful. e. The man **to whom** I talked to was helpful.	Omitted from an adjective clause, as in (d) and (I) In every formal English, a proposition aften comes at the beginning of and adjective clause, as in (e) and (j). The proposition is followed by either whom , or which, (not that) and the pronoun can not be omitted.
f. the chair is hard. I am sitting **in it.** g. The chair **which** Iam sitting in is hard. h. The chair **that** Iam sitting is hard	(b), (c), (d) and (e) have the same meaning. (g), (h), (i) and (j) have the same meaning.

i. The chair .... Iam sitting **in** is hard. j. The chair **in which** Iam sitting is hard	

5. **Using whose in adjective clause.**

a. The man called the police. **His car** was stolen. b. The man **whose** car was stolen called police.	Whose shows possesion. In (a) we can change is car to make an adjective clause. In (b) : whose car was Stolen= adjective clause.
c. I know a grild. **Her brother** is a movie star. d. I know a girld **whose brother** is a movie star.	In (c): we can change **her brother** to **whose brother** to **whose brother** to make an adjective clause.
e. The people were friendly. We bought **their house**. f. The people **whose house** we bought we friendly.	In (e): we can change **their house** to **whose house** to make an adjective clause.

6. Using were

Where is used in adjective clause to modify a place (city, country, room house, etc) if whwre is used, a preposition is not.

Example :

- the building is very cold.

- He live there (in that building)

- The building where he lives is very cold.

- The building in which he lives, is very cold.

- The building that he lives is very cold.[34]

7. Using when

The use proposition in an adjective clause that modifies a noun of time is some that diferent from that in other adjective clause : A proposition is used preceding which, as in (d), otherwise, the proposition is omitted.[35]

Example :

- I'II never forget the day.

- I met you then (on the day)

- I'II never forget the they on which I meet you.

B. **Releted Study.**

[35]Ibid,p.45

This thesis relevance with thesis under the title:

1. This research is relevant to three previous researchs. They are ahmad syarif. Hanifah lestyawati and rina wahyu andriani.

   First study. Ahmad syarif in this research an analysis of student errorsin using adjective clause 2011 which conducted at the scond years student year student of MAN 4 Cijeruk Bogor. The objective of his study are to know the students' errors in using adjective clause. He used analysis by using descriptive method he found that mostof student made error on whom with the average of error is 82.80% on the other hand, the lowets one is who with the average 30.11% and the causes of the student difficulties in using adjective clause came from internal and external factor[36]

   Afterwards, hanifah lestyawati conducted a case study about an analysis on student error in using adjective clause (who,whose, whom). The objective or he study his to identify wheather the student make errors in using adjective clause with relative pronoun who, whose, whom in second grade of Madrasah Aliyah Pembangunan UIN. He used qualitative research with research disn was a case study. The finding shows that the totals of errors produced by the learner was 175 times and misformation which recurred 107 times or 60% and misorder was commited by

2. Thesis intan sri wahyuni (2008), entitled: perbandingan hasil belajar siswa dengan metode permainan bingo dan metode konfensional pada materi pokok sistem indra manusia dikelas VIII SMP Swasta Y.P

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[36]Ahmad Syarif. An Analysis of Students' errors in Using Adjective Clause.

Pahlawan Nasional Medan.T.P 2007-2008. It was exsperimental study that was conducted with two namely, Exsperimental group and control Group. In carrying out this study, SMP Swasta Y.P Pahlawan Nasional Medan. Were taken as population that consisting of 15 Classes. The total number of population is 600 students and 80 students were taken as the sample through cluster random sampling. This study is carried on using quantitative method. The instrument of collecting data was writing test. The data was using t-test. And found that Ha as accepted it means there is significant between bingo game and conventional method in mastering sistem indra manusia.[37]

3. Conceptual Framework.

Grammer is what you use to decide how to talk your versushow to talk to your friends. Its means structure handle all aspectnin english. But the problem is most of student did not like this lesson because it has many rule and some of them must be memorized.

Therefor, in teaching need strategy in delivering something, it is logical way to relating betwen variebles that is the effect lecture bingo with the ability of students is using adjective clause and this can be connecting varieble. The conceptual frame work of this reserch in strategy can influence the students' in using adjective clause. It is supposed that is a teacher need to have a good strategy in teach their student.

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[37]Intan Sri Wahyuni ," perbandingan hasil belajar siswa dengan metode permainan bingo dan metode konvensional pada materi pokok sistem indra manusia " thesis S1 Degree in unimed , (Medan, Perpustakaan UNIMED, 2014), p.19

Picture A.1

CONCEPTUAL FRAMEWORK

Lecture bingo game	→	The student ability in using adjective
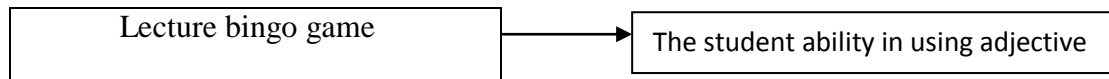
4.   HYPOTHESIS

The hypothesis of this research formulated as follows :

Ha : there is significant different of using lecture bingo and active knowledge sharing on the students' ability in using adjective clause.

Ho :there is no significant different of using lecture bingo and active knowledge sharing on the students ability in using adjective clause.

CHAPTER III

METHODOLOGY OF RESERCH

A. Location And Time

The research had conduct at SMP Swasta Mulia Kota Rantang. The location of research was on Hamparan Perak. The writer reasons chose this location are:

1. There have a problem there

2. Suitable for ability and limitation of time and finance.

3. The school was a easy to do research for purpose collecting data.

B. Population And Sample

1.Population

"Population is all of the subject that will be research. It is often called by universe[38] The population of this research was the second years student of SMP Swasta Mulia Kota Rantang 2018. It consist of 2 classes, every class of 30 and 30 student. They are VIII-1,2. They were 60 student in 3 classes. To make clear, it can be seen at the following table.

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[38]Syahrum dan salim, metodologi penelitian kuantitatif,(bandung: cipta pustaka media,2016),p.113

TABLE 3.I

Distribution of population

No	Class	Female	Male	Total
1	VIII-1	9	21	30
2	VIII-2	9	21	30
TOTAL		18	42	60

Source : data is taken from SMP Swasta Mulia Kota Rantang, academic year 2018-2019

2. Sample

Sample is small proportion of population that will be research object[39] it is understood that sample taken is consider to be represent of the population. From the explanation of population above the researcher chose VIII-I and VIII-II as sample. In this research, the samples were taken by using cluster random sampling.

From both classes that has chosen then it was random to determine experiment class and control class. Cluster sampling is used when it is more flexible or convenient to select group of individuals that it is to select individual from a defined population. It was used cluster sampling through lottery by writing the class on a slip of paper or placed them in a container. The container was shaken and the slips were selected until the desired number of individual was gained.

[39]Ibid,p.113

Then the sample divided into to group. They the experimental group and control group which consist about 30 and 30 student in each group. The experimental group was taught by using active knowledge sharing strategy. This study was conducted by using and experimental design. There were two groups of student namely experimental group. The design of the study is as the following :

Procedure of treatment

Table 3.2

No	Class	Male	female	Sample
1	Experimental VIII-1	9	21	30
2	Control VIII-2	9	21	30
3	TOTAL			60

C. **Operational Definition**

The dependent variable is student ability in using adjective clause. In this case, the student ability in answering the test that was gave to them in a set of written test a structure test. And their achievement was measured according to their mark. Such as 100, 90,80,70,60….etc

Lecture bingo is one type of game that invites student to learn more actively. Purpose of the sport is the recall the material just taught by teachers to students. The number players are not restricted and is applied

individually or in groups.

D.   Instrument of Collecting Data

1. Test

Test is sequence of questions or practice and others that will be used for survey the skill, intelligent knowledge, ability or trail that is hat by individual or group"[40]

In this research, it will be used pre-test, treatment and post test. The test were used is multiple choise. The test is a list question of multiple choices from. Each question has 10 score and the maximum score is 100, while the minimum score is 0.

E. Teaching Procedure

Lecture Bingo Game

Table 3.3

Meeting	Teacher's and activities	Students' activities
first	The teacher gave the test before beginning of the lesson.	Student listened to the teachers introduction
second	Teacher introduced about the use of adjective clause. Teacher applied the bingo strategy to	

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[40]Arikunto, prosedur penelitian suatu pendekatan praktek (Jakarta bina aksara, 1993),p.107

	students. The steps of lecture bingo strategy that applied in teaching and learning process as the following	
	1. Send information: the teacher send information what is bingo strategy and why it meters. From the topic, that above the use of adjective clause	
	2. Group discussion:	
	Teacher divided the student into five groups by choosing their name from the attendance list.	Student did the teacher's instruction
	Before starting bingo game, the teacher asked each group to make the big boxes that are divided into 16 boxes.	
	Then assign them to fill each box whit a classification hat has been determined within 10 minutes.	
	The teacher read out a list of word that have been prepared in accordance with the material that has been described.	
	Students crossed the words on	

	The same box as the teacher read. If there is a group of players who managed to make 4 a cross in one line (horizontal, declining, or diagonal), then these groups should say "bingo" and the groups winner. Teacher observed the students' activities are the student enjoy leble to this strategy or not.	
third	3. Present the result: The teacher repeated the game in the next round. If time still allows 4. Encourage the students to reflect about activity Teacher observed the problem found and give solution to them. Finally, both teacher and student do a reflection on what they have just done on that day	Student did the teacher's instruction Student did the test

F.   Technique Collecting Data

In collecting data, the writer used following techniques:

1. Interviewed, the writer made interview whit headmaster, English teacher and the chief of administration office.

2. The writer gave some questions to the student and answer direcly at the time. The test is make by the teacher which consists of 10 items, each correct answer is score 10, and false is score 0. In this test the writer tried to use technique of the test.

The clue of the technique of collecting data as follow:

a. Distributing the question and answer sheet to the student.

b. They are writing they name.

c. Giving instructions that the test in directly done on the test papers.

d. Specifying the time for the students to do the test.

e. Reading the test directions and how the test should be done.

f. Collecting the answer sheet from the students when the time is up.

g. The next step that should be done by the writer is scoring the student answer.

G. Technique of Analyzing Data

We had done requirement test at first by using normality test and homogeneity test before dong hypothesis test.

1. To test the normality of data, it is used lilliefors test by doing some steps as following[41]

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[41] indra jaya, statistic penelitian untuk pendidikan (Medan: Cipta pustaka, 2013),p.98

- Observation xi x2,…xn are made as standard value z1z2,…zn with formula: zi= where the average x= and the standard deviation

- For this each standard coefficient, use absolute normal standard distribution, then count the frequency f(z)

- The next count the proportion zi z2,…z3 which is smaller equals to zi

- Count   the difference f(z)- s(zi), then determine   the absolute values. Say that the   value is lo.if lo l which is got from the critical value of the lilliefors test at real level a=0,05 the data distribution is normal.

2. Homogeneity test

To test that the variants of the both samples were homogeny, I was used two variants homogeneity test.

F= the biggest variant

The smallest variant

The next is by comparing it to table f

The next is by comparing it to table F

The criteria, if F_{count} F_{table}, the both samples were homogeneity.

The statistic which was used to test the hypothesis was by using the formula:

t=

notes :

the average score of the group of sample which has the highest score

the average score of the group of sample which has the lowest score

multiple standard deviations.[42]

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[42]Ibid,p.188

CHAPTER IV

FINDING AND DISCUSSION

A. The Description of Data

A.1. The Student's ability in using adjective clause by using lecture bingo strategy

The student's ability in using adjective clause by using lecture bingo strategy shows that lowest score was70 and the highest score is 100. The complete data about the students' ability in using adjective clause by using lecture bingo strategy can be seen in the following table:

Then, to know the average (mean), the variant and the standard deviation of the variable data of the students' ability in using adjective clause by using lecture bingo strategy can be seen on the following work table.

Table 4.2

Worktable for getting Mean, Variant, and standard deviation of the variable data of the students' ability in using adjective clause by using lecture bingo strategy

NO	Score (X_i)	f_i	f_ix_i	X_i^2	$F_ix_i^2$
1	50	8	400	2500	20.000
2	60	5	300	3600	18000
3	70	6	420	4900	29400
4	80	5	400	6400	32000
5	90	7	630	8100	56700
6	100	5	500	10000	50000
	Total	36	2650	-	206100

Based on the table above, it can be computed:

B. Test Of The Analysis Requirements

The requirements test include: (1) Normality test and (2) Homogeneity test.

Normality test uses Liliefors test whereas homogeneity test uses F-test. Both tetss are:

1. Normality test

To test the data normality of the students' ability in using adjective caluse by using lecture bingo strategy and the students' ability in using adjective clause by using active knowledge sharing strategy are by using liliefors test.

a. The computation of data normality of the students' ability in using lecture bingo strategy is:

Table 4.4

The normality test of the data of the students' ability in using adjective

clause by using lecture bingo sharing strategy

No	Score	F	Fk	Fk	z_i	$S(z_i)$	$[FS(z_i)-F(z_i)]$
1	50	8	8	-1,33	0,0918	0,22	0,1282
2	60	5	13	-0,76	0,2236	0,36	0,1364
3	70	6	19	-0,20	0,4207	0,52	0,0993
4	80	5	24	0,36	0,6772	0,66	0,0172
5	90	7	31	0,92	0,8212	0,86	0,0388
6	100	5	36	1,49	0,9319	1	0,0681

From the table above, it can be seen that lilefors observation or Lo= 0,1364 with n=36 and atreal level n=0,05 from the list of critical value of liliefors table, Lt= 0,147. It ia known that the coefficient of Lo (0,136) < Lt (0,147) that can be included that the data distribution of the studnts' ability in using adjective clause who were taught by using lecture bingo strategy was normal.

a. The computation of data normality of the students' ability in using adjective clause by using active knowledge strategy can be seen on the following tanle:

Table 4.5

The Normality Test Of The Data Of The Students' Ability In Using

Adjective Clause Not By using lecture bingo sharing strategy

No	Score	F	Fk	z_i	$S(z_i)$	$F(z_i)$	$[FS(z_i)-F(z_i)]$
1	40	10	10	-1,59	0,2776	0,28	0,0024
2	50	9	19	-0,14	0,4443	0,54	0,0957
3	60	7	26	0,31	0,6217	0,74	**0,1188**
4	70	5	31	0,76	0,7764	0,88	0,1036
5	80	3	34	0,21	0,8869	0,97	0,0831
6	90	1	35	1,66	0,9513	1	0,0487

From the table above, it can be seen that the liliefors observation or Lo=0,1188 with n=35 and at real level α=0,05 from the list of critical value of liliefors table, Lt=0,147. It was known that coefficient of Lo (0,1188) < Lt (0,147) that can be included that the data distribution of the students' ability in using adjective clause by using lecture bingo Strategy was normal.

2. Homogeneity test

Homogeneity test of the data student's ability in using adjective clause by using lecture bingo and that of student's ability in using active knowledge sharing strategy is done by using F-test (Two variants homogeneity test) with the following

From the former computation, it is known that:

1. The variant of data of the student's ability in using adjective clause by using lecture bingo strategy is 315,1

2. The variant of data of the student's ability in using adjective clause who taught by using active knowledge strategy is 489,8.

So, the coefficient F count is:

$$=\frac{489,8}{315,1}$$

$$=1,55$$

Then, the coefficient of F_{count} =1,55 id compared with table. Where F table is determined at real a=1,80 and the same numerator dk= N-1=36-1=35 and determinator dk N-1=35-1=34. So, by using the same list of critical vaule at F distribution is got $F_{0,05(35,34)}$ =1,80. It shows that $F_{count}(1,55)<F_{table}(1,80)$.

So, it can be concluded that the variant form the data of the student's ability in building up compound sentence at second year student's Cerdas Murni

who are taught by using lecture bingo and that of the student's ability in using adjective clause at second year student's ability Cerdas Murni who are taught by using active knowledge sharing is homogeny.

C. Hypothesis Test

After finished doing data processing above, that next step is by doing hypothesis test. Hypothesis test is aimed to give the answer which is proposed by the writer whether the hypothesis accepted or rejected.

Based on the analysis of the found the data shows that both group those are the data the student's ability in using adjective clause by using lecture bingo and that of the data of the student's ability in using adjective clause by using active knowledge sharing strategy have qualified the requitments of statistical hypothesis t, those have done normality test and homogeneity test. So, to test the hypothesis in this research, it is used two average similarity test by using statistic t, as follow:

$$t = \frac{\overline{x}1 - x2}{n\sqrt{\frac{1}{n_1} + \frac{1}{n2}}}$$

Notes:

$\overline{x}1$ = The average of group of sample which hasthe highests scorecard

$\overline{x}2$ = The average of group of sample which has the lowest score

S= Multiple standard deviations

$$s2 = \frac{\sum fixi\ 2 - (\sum fix)^2}{n(n-1)}$$

From the last computation have been found:

1. For the group of sample data of the student's ability in using adjective clause by using lecture bingo strategy have got the average score= 73,76

2. For the group of sample data of the student's ability in using adjective clause by using active knowledge sharing strategy have got the average= 53,1

3. The standard deviation ia computed as follow:

$$s^2 = \frac{(n_1-1)s_1^2 + (n_2-2)s_2^2}{n_1 + n_{2-2}}$$

$$= \frac{(36-1)315,1 + (35-1)489,8}{36+35-2}$$

$$= \frac{35.315,1 + 34.489,8}{36+33}$$

$$= \frac{11028,5 + 16653,2}{69}$$

$$= \frac{27681,7}{69}$$

$$= 401,1$$

From the coefficient of multiple variants was 401,1 the Multiple standard deviation is the root of the multiple variants square, that is 20,0

So, to test the hypothesis in this research, it is used two averages similiar test by using statistic, as follow:

$$t = I\frac{73,6-53,1}{20\sqrt{\frac{1}{36}+\frac{1}{35}}}$$

$$= \frac{20,5}{4}$$

$$= 5,12$$

From the computation above, it can be seen that the coefficient of t cont was 5,14. Then, the t-count was compared with t-table, where the coefficient of t-table at real level a=0,05 with dk=36+35-2 gained the coefficient of $t_{0,05(69)}$ =1,66

In fact, the coefficient of t_{count} (5,12) >t_{table} (1,66). It shows that t_{count} is in zero hypothesis rejection (Ho). This alternative hypothesis (Ha) is accepted.

It means that the alternative hypothesis which is proposed by the writer about the student's who are taught by using lecture bingo strategy will have better ability in using adjective clause than those by using active knowledge sharing, was accepted.

D. Discussion

The main problem of this research is the student's ability in using adjective clause. The result of the research shows that the average result of the which was given to the student's in the selected class who are taught by using lecture bingo strategy is higher than the student's test result by using active knowledge sharing strategy.

The fact above indicates that the application of lecture bingo strategy is proven more effective to increase the student's ability in using adjective clause. It can be accepted because lecture bingo strategy activity. The student's can be construct and find their own understanding by them.

As Syaiful Bahri Djamarah& Aswan Zain said that generally, strategy means a great lines (rule) to acto achieve the certain target. Correlated with teaching-learning processing, strategy is as a general design of teacher's activity and learner to realize taeching process to achieve a certain goal.

Form Saiful Bahri Djamarah statement we know that by using strategy can achieve the certain target in teaching learning process, especially teaching by using lecture bingo strategy can increase the student's ability in using adjective clause.

And then, to get objective from the application of lecture bingo especially about the student's ability in using adjective clause, the theme or topic of discussion which is given by the teacher should be selected so the learning activity by using lecture bingo can increase activity by using lecture strategy can increase the student's understanding and mastery adjective clause.

This problem a how that the as cing by using lecture bingo strategy is the important supporting factor especially in teaching English. Nevertheless, it is not the only lecture bingo strategy which determines student's ability in using adjective clause, but also there many factor which can influence it. For instance, the level of student's intelligences, learning tools and facilities, other factor which influence it and the student's factor itself.

The writer realizes that human being is never missing from mistake and weak needs. So, in this research there are also limitedness and weakness which cannot be avoided. Generally, the main cause of error in doing a research is two thongs; those are sampling or analysis subject and the research instrument. These both things become the main point' to identify the research's limitedness which are described below:

Firstly, quantitative research approach gets difficulty in measuring qualitatively things, for instance, all aspects of student's ability in using adjective clause have not been approach by qualitative approach especially the implication of adjective clause strategy on the student's ability in using adjective clause which become the main point is very influenced by many things which are not discussed in this research like the level of the student's intelligent, interest and motivation study.

CHAPTER V

CONCLUSION AND SUGESSTION

A. Conclusions

In the final part of this thesis writing, the researcher gives some conclusion as such as:

1. The student's ability in using adjective clause by using lecture bingo strategy got the average score =73,76 with the highest score=100 and the lowest score=70

2. Based on the statistical computation t-test, it is found that the coefficient of t = 5,14.Where as the value t is 1,66. It shows that the hypothesis which the writer proposed that is about the student's who are taught by using lecture bingo strategy have good ability to use adjective clause.

B. Suggestion

In relation to the research findings, the researcher suggests to:

1. The principal of SMP Swasta Tanjung Mulia Kota Rantang, to motivate the teachers, especially English teacher to teach as well as possible by maximizing lecture bingo strategy in teaching, because through this research, it is significantly proven that this strategy is good to increase the student's ability in using adjective clause at Cerdas Murni.

2. The English teacher, to increase the student's ability in learning Grammar, especially will be increasing the student's ability in using adjective clause and pleasant teaching-learning process. One of the ways is using lecture bingo strat

3. Other researchers, the findings of this research are subject matters which can be developed largely and deeply by adding other variables or enlarge the Samples.

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APPENDIXES

Appendix I

Rencana Pelaksanaan Pembelajaran (RPP)

(Experimental Group)

Satuan Pendidikan   : SMP Swasta Mulia Kota Rantang

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : VIII / Ganjil

Pertemuan   : 1

Alokasi Waktu   : 2x45 Menit

A.   Standart kompetensi

- Memahami adjective clause dan dapat membuat kalimat dalam bentuk adjective clause

- Memahami subordinat conjuction dalam bentuk adjective clause

B.   Kompetensi dasar

- Memahami penggunaan adjective clause dan dapat mengunakannya dalam percakapan sehari-hari

C.   Indikator

- Menjelaskan pengertian adjective clause

- Mengidentifikasi adjective clause dalam kalimat

D.   Tujuan pembelajaran

- Menjelaskan pengertian adjective clause

- Mengidentifikasi adjective clause dalam kalimat

E.   Materi pembelajaran

- Defenisi adjective clause

- Penggunaan subordinat conjuction

F. Metode pembelajaran

- Ceramah

- Use bingo game

- Tes

G. Langkah-langkah Pembelajaran

Pertemuan	Aktivitas guru	Aktivitas murid
pertama	Guru memberikan tes sebelum memulai pelajaran.	Murid mendengarkan intruksi dari guru
kedua	Guru menjelaskan tentang penggunaan adjective clause.. Guru menggunakan game bingo kepada murid langkah-langkah penggunaan game bingo strategi dengan megajarkan dan mendengarkan proses dibawah ini. Menyampaikan informasi: guru menyampaikan informasi apa itu game bingo dan bagai mana mengunakannya. Pada topic tentang penggunaan adjective clause. 2. Grup diskusi:	

	Guru membagi murid ke dalam lima kelompok dengan memilih dari nama depan murid pada absen. Sebelum menggunakan game bingo, guru menyuruh grup untuk membuat 16 bagian kotak Guru mengklasifikasikan kotak kepada setiap kelompok dengan waktu 10 menit Guru membacakan hurup-hurup yang ada pada papan tulis sebagai media permainan. Murid menulis kalimat dalam kotak. Kotak harus sama besar dengan yang di suruh guru dan seluh kelompok di perbolehkan mengatur kotak nya sendiri dengan menggunakan 4 bentuk. (horizontal, declining, or diagonal), semua kelompok harus mengatakan "bingo" dan kelompok pemenang. Guru mengawasi kegiatan murid nyaman atau tidak mengunakan strategi ini.	Murid mendengarkan intruksi guru
Third	5. Guru memberikan persentasi: Guru mengulagi game pada	Murid mendengarkan intruksi guru

	putaran selanjutnya. Jika masih memiliki waktu.	
	6. Memberi kepercayaan kepada murid agar dapat melanjutkan pembelajaran.	Murid melakukan test
	Guru mengobservasi masalah dan memberikan solusi akhir pembelajaran, guru dan murid mengulang kembali pelajaran apa yang dibutuhkan pada hari ini	

H.   Sumber belajar

F.A Soeprapto and mariana darwis linkednto the word English for senior

high school 2016. Jakarta: Yudistira

I.   Penilaian

a. teknik   : Tes

b. bentuk   : Tulisan

J. Pedoman penilaian

Untuk 1 setiap jawaban benar dengan sekor 10

Jumlah skor 10x10=100

Nilai maksimal=100

Nilai maksimal sekor perolehan \ sekor x 10

K. Kubik penilaian

No	Uraian	Skor
1	Setiap jawaban benar 1	10
2	Tidak dijawab	0

Medan, September 2018

Mengetahui

Guru bidang setudi   Peneliti

(   )   (   )

Appendix II

Chose the Best Answere by Crossing (x) a,b,c and d

1.   Whice one is the definition of adjective clause

a.   Group of words containing a subject and verb

b.   Word that modifies a verb, an adjective, or another verb

c.   Adjective clause is a defendant clause that modifies noun or pronoun

d.   The complete subject or a sentence may contain two or more subjects.

2.   I have read the book…..you just mentioned. The coordinate conjuction a bove is…

a.   Who

b.   Whom

c.   That

d.   Whose

3.   Which one is the coordinate conjuction that suitable in this sentence the lesson….she is learning is very difficult

a.   That

b.   Whose

c.   Where

d.   Who

4.   Which one is the coordinate conjuction that suitable in this sentence. He paid the money to the man….had done the work

a.   Whom

b.   Whose

c.   Where

d.   Who

5.   He paid the man….he had hired. The coordinate conjuction above

is?

a.   Whom

b.   Whose

c.   Where

d.   Who

6.   He paid the man….he had borrowed the money.. The coordinate

conjuction above is?

e.   Whom

f.   Whose

g.   Where

h.   Who

7.   This the girl….pictureyou saw. The coordinate conjuction above

is

a.   Where

b.   Which

c.   Whose

d.   Who

8.   Here is a book….describes is animals. The coordinate conjuction

that suitable in this sentence

a.   Where

b.   Which

c.   Whose

d.   Who

9.   Which one is the coordinate conjuction that suitable in this sentence the chair….. he broke is being repaired

a.   That

b.   Which

c.   Whose

d.   Who

10.   Which one is the coordinate conjuction that suitable in this sentence the whose wearing the coat for….she had paid $2,00

a.   Where

b.   Which

c.   Whose

d.   Who

Appendix III

KEY ANSWERE OF THE TEST

1. C

2. C

3. A

4. D

5. A

6. B

7. C

8. A

9. A

10.C

Appendix IV

Students' Score

NO	Respondents	Score	Passing Grade of Students (≥ 70)
1	AF	50	Unsuccessful
2	BR	70	Successful
3	BA	90	Successful
4	CR	50	Unsuccessful
5	EA	70	Successful
6	DP	80	Successful
7	DS	90	Successful
8	DAW	70	Successful
9	DF	60	Unsuccessful
10	EP	70	Successful
11	EA	50	Unsuccessful
12	EI	50	Unsuccessful
13	FLN	50	Unsuccessful
14	FA	50	Unsuccessful
15	FMS	70	Successful
16	FWN	90	Successful
17	IA	100	Successful
18	MDR	90	Successful
19	MFF	60	Unsuccessful

20	NDS	50	Unsuccessful
21	NS	100	Successful
22	NPS	80	Successful
23	NHH	100	Successful
24	NSP	80	Successful
25	PK	100	Successful
26	RS	90	Successful
27	RAL	90	Successful
28	RVO	80	Successful
29	RAP	90	Successful
30	SA	60	Unsuccessful

Appendix V

The Students' Attention List During the Research

No	Name of Students	Meeting			
		1			
1	Alfian Faurizal	✓			
2	Bagas Rivaldo	✓			
3	Bayu Anggoro	✓			
4	Cici Ramadani	✓			
5	Ewin Agustian	✓			
6	David	✓			
7	Devia Safitri	✓			
8	Deni Andika Wibowo	✓			
9	Deya Fatma	✓			
10	Eka Prayoga	✓			
11	Ela	✓			
12	Ernita Irayani	✓			
13	Fadlan	✓			
14	Fatilah Abdillah	✓			

15	Firmansyah	✓			
16	Dermawan	✓			
17	Iqbal Anugrah	✓			
18	M Didi Ramadhan	✓			
19	M Fariz Fauzan	✓			
20	Nanda Dian Safitri	✓			
21	Nanda Safitri	✓			
22	Niken Puspita Sari	✓			
23	Nurhasanah	✓			
24	Nursaidah Satma Putri	✓			
25	Putri Khairi Nisa	✓			
26	Ramaya Saitri	✓			
27	Reva Aulia Lubis	✓			
28	Rivaldo	✓			
29	Riski Ananda Pratama	✓			
30	Septi Andini	✓			

Appendix VI

Students' Name and Initial

No	Name of Students	The Initial of Students
1	**Alfian Faurizal**	AF
2	**Bagas Rivaldo**	BR
3	**Bayu Anggoro**	BA
4	**Cici Ramadani**	CR
5	**Ewin Agustian**	EA
6	**David**	DS
7	**Devia Safitri**	DS
8	**Deni Andika Wibowo**	DAW
9	**Deya Fatma**	DF
10	**Eka Prayoga**	EP
11	**Ela**	EA
12	**Ernita Irayani**	EI
13	**Fadlan**	FLN
14	**Fatilah Abdillah**	FA
15	**Firmansyah**	FMS
16	**Dermawan**	DWN
17	**Iqbal Anugrah**	IA
18	**M Didi Ramadhan**	MDR
19	**M Fariz Fauzan**	MFF
20	**Nanda Dian Safitri**	NDS

21	**Nanda Safitri**	NS
22	**Niken Puspita Sari**	NPS
23	**Nurhasanah**	NHH
24	**Nursaidah Satma Putri**	NSP
25	**Putri Khairi Nisa**	PKN
26	**Ramaya Saitri**	RS
27	**Reva Aulia Lubis**	RAL
28	**Rivaldo**	RVO
29	**Riski Ananda Pratama**	RAP
30	**Septi Andini**	SA

THE CRITICAL VALUE LILIEFORS TEST

Ukuran	Taraf Nyata (α)				
Sampel	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,022	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	$\dfrac{1,031}{\sqrt{n}}$	$\dfrac{0,886}{\sqrt{n}}$	$\dfrac{0,805}{\sqrt{n}}$	$\dfrac{0,768}{\sqrt{n}}$	$\dfrac{0,736}{\sqrt{n}}$

Source: Sudjana. *Metode Statistika*. Bandung: Tarsito, 2002

APPENDIX VII

TABLE OF F DISTRIBUTION

(Bilangan Dalam Badan Daftar Menyatakaan:

Fp : Baris Atas untuk p = 0,05 dan Baris Bawah untuk p = 0,01)

v_2 = dk penyebut	p	v_1 = dk pembilang
		1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	∞
1	0,05	161	200	216	225	230	234	237	239	241	242	243	244	245	246	248	249	250	251	252	253	253	254	254	254
	0,01	4062	4999	5403	5625	5764	5859	5928	5981	6022	6056	6082	6106	6142	6169	6208	6234	6258	6286	6302	6323	6334	6352	6361	6366
2	0,05	18,51	19,00	19,16	19,25	19,30	19,33	19,36	19,37	19,38	19,39	19,40	19,41	19,42	19,43	19,44	19,45	19,46	19,47	19,47	19,48	19,49	19,49	19,50	19,50
	0,01	98,49	99,01	99,17	99,25	99,30	99,33	99,34	99,36	99,38	99,40	99,41	99,42	99,43	99,44	99,45	99,46	99,47	99,48	99,48	99,49	99,49	99,49	99,50	99,50
3	0,05	10,13	9,55	9,28	9,12	9,01	8,94	8,88	8,84	8,81	8,78	8,76	8,74	8,71	8,69	8,66	8,64	8,62	8,60	8,58	8,57	8,56	8,54	8,54	8,52
	0,01	34,12	30,81	29,46	28,71	28,24	27,91	27,67	27,49	27,34	27,23	27,13	27,05	26,92	26,83	26,69	26,60	26,50	26,41	26,30	26,27	26,23	26,18	26,14	26,12
4	0,05	7,17	6,94	6,59	6,39	6,26	6,16	6,09	6,04	6,00	5,96	5,93	5,91	5,87	5,84	5,80	5,77	5,74	5,71	5,70	5,68	5,66	5,65	5,64	5,63
	0,01	21,20	18,00	16,69	15,98	15,52	15,21	14,98	14,80	14,66	14,54	14,45	14,37	14,24	14,15	14,02	13,93	13,83	13,74	13,69	13,61	13,57	13,52	13,48	13,46
5	0,05	6,61	5,79	5,41	5,19	5,05	4,95	4,88	4,82	4,78	4,74	4,70	4,68	4,64	4,60	4,56	4,53	4,50	4,46	4,44	4,42	4,40	4,38	4,37	4,36
	0,01	16,26	13,27	12,06	11,39	10,97	10,67	10,45	10,27	10,15	10,05	9,96	9,89	9,77	9,68	9,55	9,47	9,38	9,29	9,24	9,17	9,13	9,07	9,04	9,02
6	0,05	5,99	5,14	4,76	4,53	4,39	4,28	4,21	4,15	4,10	4,06	4,03	4,00	3,96	3,92	3,87	3,84	3,81	3,77	3,75	3,72	3,71	3,69	3,68	3,67
	0,01	13,74	10,92	9,78	9,15	8,75	8,47	8,26	8,10	7,98	7,87	7,79	7,72	7,60	7,52	7,39	7,31	7,23	7,14	7,09	7,02	6,99	6,94	6,90	6,88
7	0,05	5,59	4,74	4,35	4,12	3,97	3,87	3,79	3,73	3,68	3,63	3,60	3,57	3,52	3,49	3,44	3,41	3,38	3,34	3,32	3,29	3,28	3,25	3,24	3,23
	0,01	12,25	9,55	8,45	7,86	7,46	7,19	7,00	6,84	6,71	6,62	6,54	6,47	6,35	6,27	6,15	6,07	5,98	5,90	5,85	5,78	5,75	5,70	5,67	5,65
8	0,05	5,32	4,46	4,07	3,84	3,69	3,58	3,50	3,44	3,39	3,34	3,31	3,28	3,23	3,20	3,15	3,12	3,08	3,05	3,03	3,00	2,98	2,96	2,94	2,93
	0,01	11,26	8,65	7,59	7,01	6,63	6,37	6,19	6,03	5,91	5,82	5,74	5,67	5,56	5,48	5,36	5,28	5,20	5,11	5,06	5,00	4,96	4,91	4,88	4,86
9	0,05	5,12	4,26	3,86	3,63	3,48	3,37	3,29	3,23	3,18	3,13	3,10	3,07	3,02	2,98	2,93	2,90	2,86	2,82	2,80	2,77	2,76	2,73	2,72	2,71
	0,01	10,56	8,02	6,99	6,42	6,06	5,80	5,62	5,47	5,35	5,26	5,18	5,11	5,00	4,92	4,80	4,73	4,64	4,56	4,51	4,45	4,41	4,36	4,33	4,31
10	0,05	4,96	4,80	3,71	3,48	3,33	3,22	3,14	3,07	3,02	2,97	2,94	2,91	2,86	2,82	2,77	2,74	2,70	2,67	2,64	2,61	2,59	2,56	2,55	2,54
	0,01	10,04	7,56	6,55	5,99	5,64	5,39	5,21	5,06	4,95	4,85	4,78	4,71	4,60	4,52	4,41	4,33	4,25	4,17	4,12	4,05	4,01	3,96	3,93	3,91
11	0,05	4,84	3,98	3,59	3,36	3,20	3,09	3,01	2,95	2,90	2,86	2,82	2,79	2,74	2,70	2,65	2,61	2,57	2,53	2,50	2,47	2,45	2,42	2,41	2,40
	0,01	9,65	7,20	6,22	5,67	5,32	5,07	4,88	4,74	4,63	4,54	4,46	4,40	4,29	4,21	4,10	4,02	3,94	3,86	3,80	3,74	3,70	3,66	3,62	3,60
12	0,05	4,75	3,88	3,49	3,26	3,11	3,00	2,92	2,85	2,80	2,76	2,72	2,69	2,64	2,60	2,54	2,50	2,46	2,42	2,40	2,36	2,35	2,32	2,31	2,30
	0,01	9,38	6,93	5,95	5,41	5,06	4,82	4,65	4,50	4,39	4,30	4,22	4,16	4,05	3,98	3,86	3,78	3,70	3,61	3,56	3,49	3,46	3,41	3,38	3,36
13	0,05	4,67	3,80	3,41	3,18	3,02	2,92	2,84	2,77	2,72	2,67	2,63	2,60	2,55	2,51	2,46	2,42	2,38	2,34	2,32	2,28	2,26	2,24	2,22	2,21
	0,01	9,07	6,70	5,74	5,20	4,86	4,62	4,44	4,30	4,19	4,10	4,02	3,96	3,85	3,78	3,67	3,60	3,51	3,42	3,37	3,30	3,27	3,21	3,18	3,15
14	0,05	4,60	3,74	3,34	3,11	2,96	2,85	2,77	2,70	2,65	2,60	2,56	2,53	2,48	2,44	2,39	2,35	2,31	2,27	2,24	2,21	2,19	2,16	2,14	2,13
	0,01	8,86	6,51	5,56	5,03	4,69	4,46	4,28	4,14	4,03	3,94	3,86	3,80	3,70	3,62	3,51	3,43	3,34	3,26	3,21	3,14	3,11	3,06	3,02	3,00
15	0,05	4,54	3,68	3,29	3,06	2,90	2,79	2,70	2,64	2,59	2,55	2,51	2,48	2,43	2,39	2,33	2,29	2,25	2,21	2,18	2,15	2,12	2,10	2,06	2,07
	0,01	8,68	6,36	5,42	4,89	4,56	4,32	4,14	4,00	3,89	3,80	3,73	3,67	3,56	3,48	3,36	3,29	3,20	3,12	3,07	3,00	2,97	2,92	2,89	2,87
16	0,05	4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,59	2,54	2,49	2,45	2,42	2,37	2,33	2,28	2,24	2,20	2,16	2,13	2,09	2,07	2,04	2,02	2,01
	0,01	8,53	6,23	5,29	4,77	4,44	4,20	4,03	3,89	3,78	3,69	3,61	3,55	3,45	3,37	3,25	3,18	3,10	3,01	2,96	2,89	2,86	2,80	2,77	2,75
17	0,05	4,45	3,59	3,20	2,96	2,81	2,70	2,62	2,55	2,50	2,45	2,41	2,38	2,33	2,29	2,23	2,19	2,15	2,11	2,08	2,04	2,02	1,99	1,97	1,96
	0,01	8,40	6,11	5,18	4,67	4,34	4,10	3,93	3,79	3,68	3,59	3,52	3,45	3,35	3,27	3,16	3,08	3,00	2,92	2,86	2,79	2,76	2,70	2,67	2,65
18	0,05	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,46	2,41	2,37	2,34	2,29	2,25	2,19	2,15	2,11	2,07	2,04	2,00	1,98	1,96	1,93	1,92
	0,01	8,28	6,01	5,09	4,58	4,25	4,01	3,85	3,71	3,60	3,51	3,44	3,37	3,27	3,19	3,07	3,00	2,91	2,88	2,78	2,71	2,68	2,62	2,59	2,57
19	0,05	4,38	3,52	3,13	2,90	2,74	2,63	2,55	2,48	2,43	2,38	2,34	2,31	2,26	2,21	2,15	2,11	2,07	2,02	2,00	1,96	1,94	1,91	1,90	1,88
	0,01	8,18	5,93	5,01	4,50	4,17	3,94	3,77	3,63	3,52	3,43	3,36	3,30	3,19	3,12	3,00	2,92	2,84	2,76	2,70	2,63	2,60	2,54	2,51	2,49
20	0,05	4,35	3,49	3,10	2,87	2,71	2,60	2,52	2,45	2,40	2,35	2,31	2,26	2,23	2,18	2,12	2,08	2,04	1,99	1,96	1,92	1,90	1,87	1,85	1,84
	0,01	8,10	5,85	4,94	4,48	4,10	3,87	3,71	3,56	3,45	3,37	3,30	3,23	3,13	3,05	2,94	2,86	2,77	2,69	2,63	2,56	2,53	2,47	2,44	2,42
21	0,05	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,37	2,32	2,28	2,25	2,20	2,15	2,09	2,05	2,00	1,96	1,93	1,89	1,87	1,84	1,82	1,81
	0,01	8,02	5,78	4,87	4,37	4,04	3,81	3,65	3,51	3,40	3,31	3,24	3,17	3,07	2,99	2,88	2,80	2,72	2,63	2,58	2,51	2,47	2,42	2,38	2,36
22	0,05	4,30	3,44	3,05	2,82	2,66	2,55	2,47	2,40	2,35	2,30	2,26	2,23	2,18	2,13	2,07	2,03	1,98	1,93	1,91	1,87	1,84	1,81	1,80	1,78
	0,01	7,94	5,72	4,82	4,31	3,99	3,76	3,59	3,45	3,35	3,26	3,18	3,12	3,02	2,94	2,83	2,75	2,67	2,58	2,53	2,46	2,42	2,37	2,33	2,31
23	0,05	4,28	3,42	3,03	2,80	2,64	2,53	2,45	2,38	2,32	2,28	2,24	2,20	2,14	2,10	2,04	2,00	1,96	1,91	1,88	1,84	1,82	1,79	1,77	1,76
	0,01	7,88	5,66	4,76	4,26	3,94	3,71	3,54	3,41	3,30	3,21	3,14	3,07	2,97	2,89	2,78	2,70	2,62	2,53	2,48	2,41	2,37	2,32	2,28	2,26
24	0,05	4,26	3,40	3,01	2,78	2,62	2,51	2,43	2,36	2,30	2,26	2,22	2,18	2,13	2,09	2,02	1,98	1,94	1,89	1,86	1,82	1,80	1,76	1,74	1,73
	0,01	7,82	5,61	4,72	4,22	3,90	3,67	3,50	3,36	3,25	3,17	3,09	3,03	2,93	2,85	2,74	2,66	2,58	2,49	2,44	2,36	2,33	2,27	2,23	2,21
25	0,05	4,24	3,38	2,99	2,76	2,60	2,49	2,41	2,34	2,28	2,24	2,20	2,16	2,11	2,06	2,00	1,96	1,92	1,87	1,84	1,80	1,77	1,74	1,72	1,71
	0,01	7,77	5,57	4,68	4,18	3,86	3,63	3,46	3,32	3,21	3,13	3,05	2,99	2,89	2,81	2,70	2,62	2,54	2,45	2,40	2,32	2,29	2,23	2,19	2,17

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26	4,22	3,37	2,89	2,74	2,59	2,47	2,39	2,32	2,27	2,22	2,18	2,15	2,10	2,05	1,99	1,95	1,90	1,85	1,82	1,78	1,76	1,72	1,70	1,69
	7,72	5,53	4,64	4,14	3,82	3,59	3,42	3,29	3,17	3,09	3,02	2,96	2,86	2,77	2,66	2,58	2,50	2,41	2,36	2,28	2,25	2,19	2,15	2,13
27	4,21	3,35	2,96	2,73	2,57	2,46	2,37	2,30	2,25	2,20	2,16	2,13	2,08	2,03	1,97	1,93	1,88	1,84	1,80	1,76	1,74	1,71	1,68	1,67
	7,68	5,49	4,60	4,11	3,79	3,56	3,39	3,26	3,14	3,06	2,98	2,93	2,83	2,74	2,63	2,55	2,47	2,38	2,33	2,25	2,21	2,16	2,12	2,10
28	4,20	3,34	2,95	2,71	2,56	2,44	2,36	2,29	2,24	2,19	2,15	2,12	2,06	2,02	1,96	1,91	1,87	1,81	1,78	1,75	1,72	1,69	1,67	1,65
	7,64	5,45	4,57	4,07	3,76	3,53	3,36	3,23	3,11	3,03	2,95	2,90	2,80	2,71	2,60	2,52	2,44	2,35	2,30	2,22	2,18	2,13	2,09	2,06
29	4,18	3,33	2,93	2,70	2,54	2,43	2,35	2,28	2,22	2,18	2,14	2,10	2,05	2,00	1,94	1,90	1,85	1,80	1,77	1,73	1,71	1,68	1,65	1,64
	7,60	5,52	4,54	4,04	3,73	3,50	3,33	3,20	3,08	3,00	2,92	2,87	2,77	2,68	2,57	2,49	2,41	2,32	2,27	2,19	2,15	2,10	2,06	2,03
30	4,17	3,32	2,92	2,69	2,53	2,42	2,34	2,27	2,21	2,16	2,12	2,09	2,04	1,99	1,93	1,89	1,84	1,79	1,76	1,72	1,69	1,66	1,64	1,62
	7,56	5,39	4,51	4,02	3,70	3,47	3,30	3,17	3,06	2,98	2,90	2,84	2,74	2,66	2,55	2,47	2,38	2,29	2,24	2,16	2,13	2,07	2,03	2,01
32	4,15	3,30	29,00	2,67	2,51	2,40	2,32	2,25	2,19	2,14	2,10	2,07	2,02	1,97	1,91	1,86	1,82	1,76	1,74	1,69	1,67	1,64	1,61	1,59
	7,50	5,34	4,46	3,97	3,66	3,42	3,25	3,12	3,01	2,94	2,86	2,80	2,70	2,62	2,51	2,42	2,34	2,25	2,20	2,12	2,08	2,02	,98	1,96
34	4,13	3,28	2,88	2,65	2,49	2,38	2,30	2,23	2,17	2,12	2,08	2,05	2,00	1,95	1,89	1,84	1,80	1,74	1,71	1,67	1,64	1,61	1,59	1,57
	7,44	5,29	4,42	3,93	3,61	3,38	3,21	3,08	2,97	2,89	2,82	2,76	2,66	2,58	2,47	2,38	2,30	2,21	2,15	2,08	2,04	1,98	1,94	1,91
36	4,11	3,26	2,86	2,63	2,48	2,36	2,28	2,21	2,15	2,10	2,06	2,03	1,99	1,93	1,87	1,82	1,78	1,72	1,69	1,65	1,62	1,59	1,56	1,55
	7,39	5,25	4,38	3,89	3,58	3,35	3,18	3,04	2,94	2,86	2,78	2,72	2,62	2,54	2,43	2,35	2,26	2,17	2,12	2,04	2,00	1,94	1,90	1,87
38	4,10	3,25	2,85	2,62	2,46	2,35	2,26	2,19	2,14	2,09	2,05	2,02	1,96	1,92	1,85	1,80	1,76	1,71	1,67	1,63	1,60	1,57	1,54	1,53
	7,35	5,21	4,34	3,86	3,54	3,32	3,15	3,02	2,91	2,82	2,75	2,69	2,59	2,51	2,40	2,32	2,22	2,14	2,08	2,00	1,97	1,90	1,86	1,84
40	4,08	3,23	2,84	2,61	2,45	2,34	2,25	2,18	2,12	2,07	2,04	2,00	1,95	1,90	1,84	1,79	1,74	1,69	1,66	1,61	1,59	1,55	1,53	1,51
	7,31	5,18	4,31	3,83	3,51	3,29	3,12	2,99	2,88	2,80	2,73	2,66	2,56	2,49	2,37	2,29	2,20	2,11	2,05	1,97	1,94	1,88	1,84	1,81
42	4,07	3,22	2,83	2,59	2,44	2,32	2,24	2,17	2,11	2,06	2,02	1,99	1,94	1,89	1,82	1,78	1,73	1,68	1,64	1,60	1,57	1,54	1,51	1,49
	7,27	5,15	4,29	3,80	3,49	3,26	3,10	2,96	2,86	2,77	2,70	2,64	2,54	2,46	2,35	2,26	2,17	2,08	2,02	1,94	1,91	1,85	1,80	1,78
44	4,06	3,21	2,82	2,58	2,43	2,31	2,23	2,16	2,10	2,05	2,01	1,98	1,92	1,88	1,81	1,76	1,72	1,66	1,63	1,58	1,56	1,52	1,50	1,48
	7,24	5,12	4,26	3,78	3,46	3,24	3,07	2,94	2,84	2,75	2,68	2,62	2,52	2,44	2,32	2,24	2,15	2,06	2,00	1,92	1,88	1,82	1,78	1,75
46	4,05	3,20	2,81	2,57	2,42	2,30	2,22	2,14	2,09	2,04	2,00	1,97	1,91	1,87	1,80	1,75	1,71	1,65	1,62	1,57	1,54	1,51	1,48	1,46
	7,21	5,10	4,24	3,76	3,44	3,22	3,05	2,92	2,82	2,73	2,66	2,60	2,50	2,42	2,32	2,22	2,13	2,04	1,98	1,90	1,86	1,80	1,76	1,72
48	4,04	3,19	2,80	2,56	2,41	2,30	2,21	2,14	2,08	2,03	1,99	1,96	1,90	1,86	1,79	1,74	1,70	1,64	1,61	1,56	1,53	1,50	1,47	1,45
	7,19	5,08	4,22	3,74	3,42	3,20	3,04	2,90	2,80	2,71	2,64	2,58	2,48	2,40	2,28	2,20	2,13	2,02	1,96	1,88	1,84	1,78	1,73	1,70
50	4,03	3,18	2,79	2,56	2,40	2,29	2,20	2,13	2,07	2,02	1,98	1,95	1,90	1,85	1,78	1,74	1,69	1,63	1,60	1,55	1,52	1,48	1,46	1,44
	7,17	5,06	4,20	3,72	3,44	3,18	3,02	2,88	2,78	2,70	2,62	2,56	2,46	2,39	2,26	2,18	2,10	2,00	1,94	1,86	1,82	1,76	1,71	1,68
55	4,02	3,17	2,78	2,54	2,38	2,27	2,18	2,11	2,05	2,00	1,97	1,93	1,88	1,83	1,76	1,72	1,67	1,61	1,58	1,52	1,50	1,46	1,43	1,41
	7,12	5,01	4,16	3,65	3,37	3,15	2,98	2,85	2,75	2,66	2,59	2,53	2,43	2,35	2,23	2,15	2,00	1,96	1,90	1,82	1,78	1,71	1,66	1,64
60	4,00	3,15	2,76	2,52	2,37	2,25	2,17	2,10	2,04	1,99	1,95	1,92	1,86	1,81	1,75	1,70	1,65	1,59	1,56	1,50	1,48	1,44	1,41	1,39
	7,08	4,98	4,13	3,65	3,34	3,12	2,95	2,82	2,72	2,03	2,56	2,50	2,40	2,32	2,20	2,12	2,03	1,93	1,87	1,79	1,74	1,68	1,63	1,60
65	3,99	3,14	2,75	2,51	2,36	2,21	2,15	2,08	2,02	1,98	1,94	1,90	1,85	1,80	1,73	1,68	1,63	1,57	1,54	1,49	1,46	1,42	1,39	1,37
	7,01	4,95	4,10	3,62	3,31	3,09	2,93	2,79	2,70	2,61	2,54	2,47	2,37	2,30	2,18	2,09	2,00	1,90	1,84	1,76	1,71	1,64	1,60	1,56
70	3,98	3,13	2,74	2,50	2,35	2,32	2,14	2,07	2,01	1,97	1,93	1,89	1,84	1,79	1,72	1,67	1,62	1,56	1,53	1,47	1,45	1,40	1,37	1,35
	7,01	4,92	4,08	3,60	3,29	3,07	2,91	2,77	2,67	2,59	2,51	2,45	2,35	2,28	2,15	2,07	1,98	1,88	1,82	1,74	1,69	1,63	1,56	1,53
80	3,96	3,11	2,72	2,48	2,33	2,21	2,12	2,05	1,99	1,95	1,91	1,88	1,82	1,77	1,70	1,65	1,60	1,54	1,51	1,45	1,42	1,38	1,35	1,32
	6,96	4,88	4,01	3,58	3,25	3,04	2,87	2,74	2,64	2,55	2,48	2,44	2,32	2,24	2,11	2,03	1,94	1,84	1,78	1,70	1,65	1,57	1,52	1,49
100	3,94	3,09	2,70	2,46	2,30	2,19	2,10	2,03	1,97	1,92	1,88	1,85	1,79	1,75	1,68	1,63	1,57	1,51	1,48	1,42	1,39	1,34	1,30	1,28
	6,90	4,82	3,98	3,51	3,20	2,99	2,82	2,69	2,59	2,51	2,43	2,36	2,26	2,19	2,06	1,98	1,89	1,79	1,73	1,64	1,59	1,51	1,46	1,43
125	3,92	3,07	2,68	2,44	2,29	2,17	2,08	2,01	1,95	1,90	1,86	1,83	1,77	1,72	1,65	1,60	1,55	1,49	1,45	1,39	1,36	1,31	1,27	1,25
	6,84	4,78	3,94	3,47	3,17	2,95	2,79	2,65	2,56	2,17	2,40	2,33	2,23	2,15	2,03	1,94	1,85	1,75	1,68	1,59	1,54	1,46	1,40	1,37
150	3,91	3,06	2,67	2,43	2,27	2,16	2,07	2,00	1,94	1,89	1,85	1,82	1,76	1,71	1,64	1,59	1,54	1,47	1,44	1,37	1,34	1,29	1,25	1,22
	6,81	4,75	3,91	3,44	3,13	2,92	2,76	2,62	2,53	2,44	2,37	2,30	2,20	2,12	2,00	1,91	1,82	1,72	1,66	1,56	1,51	1,43	1,37	1,33
200	3,89	3,01	2,65	2,41	2,26	2,14	2,05	1,98	1,92	1,87	1,83	1,80	1,74	1,69	1,62	1,57	1,52	1,45	1,42	1,35	1,32	1,26	1,22	1,19
	6,76	4,71	3,88	3,41	3,11	2,90	2,73	2,60	2,50	2,41	2,34	2,28	1,17	2,09	1,97	1,88	1,79	1,69	1,62	1,53	1,48	1,39	1,33	1,28
400	3,86	3,02	2,62	2,39	2,23	2,12	2,03	1,96	1,90	1,85	1,81	1,78	1,72	1,67	1,60	1,54	1,49	1,42	1,38	1,32	1,28	1,22	1,16	1,13
	6,70	4,66	3,83	3,36	3,06	2,85	2,69	2,55	2,16	2,37	2,29	2,23	2,12	2,04	1,92	1,84	1,74	1,64	1,57	1,47	1,42	1,32	1,24	1,19
1000	3,85	3,00	2,61	2,38	2,22	2,10	2,02	1,95	1,89	1,81	1,80	1,76	1,70	1,65	1,58	1,53	1,47	1,41	1,36	1,30	1,26	1,19	1,13	1,08
	6,68	4,62	3,80	3,34	3,04	2,82	2,66	2,53	2,43	2,34	2,26	2,20	2,09	2,01	1,89	1,81	1,71	1,61	1,54	1,44	1,38	1,28	1,19	1,11
∞	3,84	2,99	2,60	2,37	2,21	2,09	2,01	1,94	1,88	1,83	1,79	1,75	1,69	1,64	1,57	1,52	1,46	1,40	1,35	1,28	1,24	1,17	1,11	1,00
	6,64	4,60	3,78	3,32	3,02	2,80	2,64	2,51	2,41	2,32	2,24	2,18	2,07	1,99	1,87	1,79	1,69	1,59	1,52	1,41	1,36	1,25	1,12	1,00

Source: Sudjana. *Metode Statistika*. Bandung: Tarsito, 2002

YAYASAN PENDIDIKAN MULIA
SMP SWASTA MULIA
KOTA RANTANG

Alamat: Jalan Kota Rantang Dalam Kec. Hamparan Perak Kab. Deli Serdang kode Pos 20374

SURAT KETERANGAN
Nomor : 1119/SMP/M/2018

Yang Bertanda tangan dibawah ini Kepala SMP Swasta Mulia Kota Rantang Kecamatan Hamparan Perak dengan ini menerangkan bahwa :

Nama Mahasiswa   : ZULFIKAR NOOR

Nim   : 34143103

Jurusan   : Pendidikan Bahasa Inggris

Lembaga   : Universitas Islam Negeri Sumatera Utara Medan

Benar nama tersebut telah melaksanakan penelitian dengan judul skripsi *" The Effect Lecture Bingo Strategies On The Students Ability In Using Adjective Clause At SMP Swasta Mulia Kota Rantang"*

Demikian surat keterangan ini diperbuat untuk dipergunakan seperlunya. Atas perhatian dan kerja samanya di ucapkan terima kasih.

Kota Rantang, 04 Desember 2018
Kepala Sekolah

SUWARTO, S.Pd

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

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Nomor   : B-12502/ITK/ITK.V.3/PP.00.9/12/2018   Medan, '03 Desember 2018
Lampiran : -
Hal   : **Izin Riset**

Yth. Ka. SMP Swasta Mulia Kota Rantang

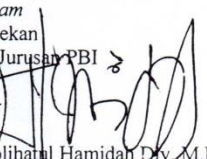*Assalamu'alaikum Wr Wb*

      Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama   :   ZULFIKAR NOOR
Tempat/Tanggal Lahir   :   Medan, 22 November 1995
NIM   :   34143103
Semester/Jurusan   :   IX/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMP Swasta Mulia Kota Rantang, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE EFFECT LECTURE BINGO STRATEGIES ON THE STUDENTS ABILITY IN USING ADJECTIVE CLAUSE AT SMP SWASTA MULIA KOTA RANTANG.

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Wassalam
Dekan
Ketua Jurusan PBI

Dr. Solihatul Hamidah Dly, M.Hum
NIP. 19750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

Appendix VIII

PHOTOGRAPHY EVIDANCE