The Use of Matching Game for Teaching Conditional Sentence in Eleventh Graders of SMK Takhassus Al-Qur'an Wonosobo

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Abstract

The aim of this research was to know whether Matching Game gives the impact or not in teaching conditional sentence at SMK Takhassus Al-Qur'an Wonosobo. The method used was classroom action research (CAR) by using qualitative and quantitative approach. The researcher used pre-cycle, cycle I and cycle II to find the data. T-test was used to analyze it. Having analyzed the data, the researcher revealed that the student's understanding in cycle II was higher than pre-cycle and cycle I. There was positive impact in teaching conditional sentence using Matching Game at SMK Takhassus Al-Qur'an Wonosobo. The T-test result was 10.8 and T-table in degree of freedom 33 at the significant 0.05 was 2.034. The hypothesis was accepted because T-test was higher than T-table. It means that Matching Game is effective for teaching conditional sentence.

Keywords: Matching Game, Conditional Sentences, Card

Introduction

English is one of the languages that must be mastered and learned by all levels of Indonesian society, especially for students. Indonesian students can be easier to communicate or make relations with foreigners because they learn English well. Students learn four talents of English, there are: speaking, reading, writing, and listening at all levels of their education. But before learning all talents of English, the students need to learn English grammar because grammar prepares learners to be able to speak English confidently and comfortably.

English grammar is a science that teaches how to speak, read and write English properly and correctly (Ali, 2017). Grammar is one of the important aspects of learning a foreign language. Learning English without grammar can make people difficult to speak, read, and write English properly and correctly. It is intended that our English can be understood by those who hear it. (Murray, 1816) his book "An English Grammar" revealed that English grammar is the art of speaking and writing the English language with propriety. So, learning English

grammar is the basic way to make students learn English easier and will be classier.

Grammar is a component of the English subject that is thought to be one of the more challenging materials for students. Many students struggle with many aspects of learning this foreign language. Students feel that grammar is the most difficult part of learning English because they feel hard to understand the pattern, especially in conditional sentences. Sentences that explain implications or potential outcomes are known as conditional sentences. These phrases can be created using a variety of conditional connectives in the English language (Narayanan, Liu, & Choudhary, 2009). In addition, a conditional sentence consists of two parts, namely the sub-clause (If clause) and the main clause (main clause). Azar (1989) said that there are three functions of conditional sentences, true in the present or future (type I), untrue in the present or future time (type II), and untrue in the past time (type III).

The majority of students at SMK Takhassus Al-Qur'an Wonosobo still struggle to understand and master grammar, especially the use of conditional sentences. The researcher understood from pre-observation that there are still many students who are not able to make a sentence using the conditional sentence. The students have difficulties in making basic sentences because they are not used to it and do not have vocabulary enough when making a sentence. The students are also reluctant and feel bored if the teacher asks them to understand the pattern of conditional sentences and make a sentence using the patterns. Based on information obtained from an interview with the English teacher at SMK Takhassus Al-Qur'an Wonosobo. The students did not understand well the use of basic grammar. For example, when the teacher gave the multiple choice question about the simple present tense, the question was *If your friend....hard, she will get 100 on her Mathematics test*. The answer was *(a) study (b) studied (c) studies (d) studying*. Then from the multiple choice questions, only 7 out of 31 students answered correctly, meaning that only 23% of students answered correctly. The students were confused about the verb that must be used for the subject 'your friend'. On the other hand, the teacher noted that after taking remedial instruction

to help the students understanding the material, the students still received poor scores. Because the teacher did not make the teaching and learning process enjoyable for the students, and because the students were loyal to following the content and still less motivated to comprehend the grammar. Students generally hard to understand the material. Some of them made an error in the implementation of the pattern. Students are often mixed up different conditional sentence types. The teacher continued to utilize this strategy incorrectly, and there is no media for the teaching and learning process, which are the reasons why students failed to acquire this foreign language. As a result, students continue in carrying out poorly.

To increase students' motivation and comprehension of the teaching and learning process, an English teacher may find success in using games to teach grammar. The teacher needs to be more imaginative in this situation. A game is one of several media for teaching grammar, especially conditional sentence material is involved. Students can effortlessly and interestingly understand the pattern by using games. In this situation, the researcher chooses game for teaching conditional sentences easier to make students more attractive. A matching game is recommended as an efficient way for an English teacher to inspire and motivate students in memorizing conditional sentence material. The students' motivation and understanding of the conditional sentences and then pattern should both increase according to the implementation of the matching game.

This study aims to find out the use of a matching game for teaching conditional sentences was carried out at SMK Takhassus Al-Qur'an Wonosobo based on the reasons above.

Literary Review

The researcher has some previous research, there are; Research conducted by Dian Indra Rukmana (2019)**.** In the study entitled "*The Use of Matching Game to Improve the Students' Mastery on English Grammar (A Classroom Action Research at the Eleventh Grade of SMA Islam Sudirman Bringin in the Academic Year of 2018/2019)*". This research was design (1) determining whether a

matching game will be used to help students in SMA Islam Sudirman Bringin's eleventh grade class improve their command of English grammar throughout the 2018– 2019 academic year. (2) Determining the value of using the Matching Game to improve students' understanding of English grammar. There are 16 SMA Islam Sudirman Bringin students that are the study's subjects. This research used classroom action research as its approach. Two cycles of it were run. A cycle has four steps, there are: planning, doing, observing, and reflecting. While the instructor conducted classroom action research with students, the researcher assumed the role of an observer and saw everything happening in the classroom. The data collected through pre-test, post-test, observation, and documentation. The findings indicated that students' understanding of English grammar has greatly improved. The T-test for cycles I and II is 6.02 and 7.73, respectively, which suggests that 2.946 is higher than the T-table. Improvements in cycles I and II total 31.25% and 37.5%, respectively. The passing grade was 65, and 85% was the desired passing grade. The students achieved the required grade. The cycle II goal was accomplished. The information demonstrated that the first and second cycle T-test results exceeded T-table. The researcher advises adopting Matching Game in English instruction in light of the findings (Rukmana, 2019).

In the research study above, there are some similarities and differences. The similarity lies in the variables raised, namely matching games and the research method used, namely classroom action research. While the difference lies in the range of population and sample used as research subjects.

Journal entitled "*Conditional Sentence Learning Using Game as an Instructional Medium in Covid-19 Pandemic*" by Fitria Aftinia, Dwi Angga Dewantoro (2021). The goal of this research is to determine whether using a game to teach students about conditional sentences is helpful. The pre-test and post-test designs used in this study are one-group experimental designs. The results of the students' learning and their questionnaire responses create the data. The research was carried out in Surabaya's SMA Muhammadiyah 9 school. Before learning, the pre-test and questionnaire were administered. Students received a post-test and survey following online teaching using games as the instructional medium.

The SPSS program was used to assess the learning result scores in order to determine the level of completeness and the growth in learning outcomes. The research's findings support the effectiveness of learning conditional sentences using computer-assisted games on the internet. The completion of the learning objectives and the positive responses from the students to the use of games as a teaching tool during the Covid-19 pandemic show the effectiveness of learning (Aftinia & Dewantoro, 2021).

In the research study above there are similarities and differences. The similarity is in the variable raised, namely teaching conditional using games, while the difference is in the research method. The research method in the research above used an experimental study while in this research used classroom action research. Besides that the difference is in the range of population and sample used as research subjects.

Another research is done by Umi Ma'rifah, Patuan Raja, Flora (2022), with the title "*Modified PPP Procedure in Teaching Conditional Sentences through Whatsapp for Vocational School Students*". The purpose of the research is to determine whether teaching conditional sentences using the modified PPP technique over WhatsApp differs significantly from teaching them using the original PPP procedure in limited offline learning. The population consisted of SMKN 1 Metro students. The sampling for this quasi-experimental research was conducted in two classes. Using a modified PPP process via WhatsApp, the therapy was administered to the experimental class. The control class, on the other hand, received treatment using the original PPP method with some offline learning. The results revealed a substantial difference in students' performance on conditional sentences when comparing the two teaching methods, which is consistent with the students' perceptions of the learning experience in the two classrooms. The modified version was more successful in raising students' mastery of conditional sentences, particularly in Module Covid 19, where online instruction is required. Because there are more opportunities for students to discuss using WhatsApp, they are better able to understand and master the conditional sentence material, which leads to the conclusion that the modification

of the PPP procedure through WhatsApp is very effective to use even after the pandemic (Ma'rifah, Raja, & Flora, 2022).

In the research study above there are similarities and differences. The similarity is in the material raised, namely conditionals, while the difference lies in the research method. The research method in the research above used an experimental study while in this research used classroom action research. Besides that the difference is in the range of population and sample used as research subjects.

Journal entitled "Teaching Conditional Sentence Using Presentation, Practice, Production (PPP) Technique in Vocational School" by Arif Widyantoro (2019). The purpose of this research is to describe the presentation, practice, and production (PPP) method for teaching conditional sentences. Additionally, learn about the benefits and difficulties of teaching conditional sentences using the PPP method. The researcher used a qualitative methodology approach. Additionally, to gather several materials from books and the internet to support the topic, the researcher conducted library research. Pre-teaching, while-teaching, and post-teaching are the three processes used to perform the PPP technique while teaching conditional sentences. The benefits of teaching conditional sentences using the PPP method include: (1) Students can improve their conditional sentence learning skills; (2) This method may increase students' interest in the learning process because they are given opportunities by the teacher to explore their abilities; The teacher can modify the learning process by considering the students' condition and the difficulty of the material. (5) This method is quite simple and structured enough for both students and teachers to understand. The students' understanding of the material is complex because they are stimulated to find out or to make sentences (Arif, 2019).

In the research above there are similarities and differences. The similarity is in the material raised, namely teaching conditional sentences, while the difference are in the research method and the way to teach conditional sentence. The research method is in the research above used qualitative method while in

tthis research used classroom action research. Beside that the difference are in the range of population and sample used as research subject.

Another research is done by Fitri Indriyani (2021), with the tittle *"Teaching and Learning Irregular Verb of Simple Past Tense through Matching Game at the First Semester of the Eighth Grade of SMPN 1 Kelumbayan Barat in the Academic Year of 2020/2021"*. The research focuses on the teaching and learning of irregular verbs in the simple past tense in the eighth grade at SMPN 1 Kelumbayan Barat during the academic year 2020–2021. The goals of this research were to describe the teaching and learning process for irregular verbs in the simple past tense using a matching game, as well as the difficulties that the students and teachers found. The researcher used a qualitative research approach in this research. Purposive sampling was used by the researcher to choose the sample. A sample of 26 students from class VIII C was selected by the researcher. The researcher employed three different types of instruments to get the data: questionnaire, interview, and observation. Data reduction, data visualization, and conclusion formulation or verification were the three main steps in data analysis used by the researcher. Three points developed as a result of the data analysis. The first was an organized matching game that was used at SMPN 1 Kelumbayan Barat to teach and master irregular verbs in the simple past tense. The second time, the teacher had trouble keeping track of the time. A textbook that can be used to teach irregular verbs using a matching game was not easy to find. Missing in the way of teaching instruments. The third time about students had trouble remembering the irregular verbs they had learned, pronouncing the words correctly, and understanding the meaning of the words because the verb forms were changing (Indriyani, 2021).

In the research above there are similarities and differences. The similarity is in the variable raised, namely *matching game*, while the difference are in the material raised and research method. The research method is in the research above used qualitative method while in this research used classroom action research. Beside that the difference are in the range of population and sample used as research subject.

Thus, the five relevant research studies all present research related to the matching game and conditional sentence variables which are the variables raised in this research. Besides that, these variables were tested on subjects who were high school level students, so they were relevant to this research. The differences from research studies that are relevant to this research are found in one of the research methods and research subjects used.

Theoretical Framework

Matching Game and Cards

Finding a match for a word, image, or card is required in the matching game, as the name suggests. The characteristics of matching games are seen in terms of material and time. The material uses cards, the cards used in this game have various kinds of sentences written on them, such as question cards and answer cards. The time needed to play this game is 15 minutes.

There were procedures using matching game; 1) The researcher first provided the students with some motivation before presenting the lesson plan. 2) Groups A and B were formed by the researcher from the class. 3) The researcher explained the matching game's purpose. 4) The cards were already created by the researcher. Two types made up the card. The main clause is on a yellow card, while the If clause is on a pink card. 5) Each student gets their own card, group A will get a pink card (if clause) and then group b will get a yellow card (main clause), Make sure the Group A and Group B card sets have the same number of cards. 6) Students have one minute to identify the pair from their own cards with the teacher's help. 7) Set a specific time for players in each group to match their cards. The students have to find a match between the If- clause (Group A) and the main-clause (Group B) that match. 8) The researcher asked the students to match the cards with the proper pairs. The ability to quickly match their cards was required of each student. Students received the previously agreed-upon punishment if they were unable to match their cards within the time limit (1 minute). 9) The sentence was written by the students in the paper that the researcher had previously prepared after they had successfully matched the card. 10) The researcher and student discussed the match cards they discovered and

came to a conclusion from the clearly presented information at the previous session.

Conditional sentences

Conditional sentences are a type of English sentence structure that are used to express possibility, uncertainty, or even pessimism. Conditional sentences are often used to describe fictional situations or situations that are the antithesis of actuality (Traugott, Meulen, Reilly, & Ferguson, 1986). Conditionals differ from other structures in that they consist of two clauses: the main clause (also known as an "apodosis") that features the conclusion of inferences and a subordinate clause (also known as an "if- clause" or "protasis") that expresses the condition of reasoning.

Marcella divides conditional sentences into three categories: real conditions, which generally refer to one possible future happening are conditions that can actually be realized. The second is predictions concerning recurring events may be made using actual life situation. The third is either it is impossible to come to pass such conditions or it is unlikely that they will be in the near future (Frank, 1972).

Conditional Sentence Type I

Conditional sentence type I is formed by the use of the simple present in the If clause followed comma, the simple future in the main clause. The students can also put the main clause first without using a comma between the clauses.

Form   : If + simple present, simple future
Example   : *If he has a lot of money, he will buy a red car.*
                 Or
                 He will buy a red car if he has a lot of money.

The function of conditional sentences type I is true in the present/ future tense. Future time is mentioned in conditional sentences type I. Action in the future will only take place if a specific requirement hasn't been fulfilled by time. Although we cannot say for certain whether the condition will be fulfilled or not, we believe it is going to happen because of how realistic the conditions seem to be.

Research Methodology

This research used data observation to teach students about the learning process in conditional sentences as part of its classroom action research (CAR) methodology by using mix method between qualitative and quantitative approach. The analysis of this data take a few action cycles. According to Subyantoro (2009), Action research is research that has been done methodically and with discussion on a variety of actions or steps that have been taken by teachers, from planning through evaluation of actual actions in the classroom, such as teaching-learning activities to improve learning conditions. To put it simply, action research is learning by doing: a group chooses an issue, works to solve the problem, and then evaluates its success. They are going to try it again if it is unsuccessful to succeed.

According to Arikunto (2010), CAR is a research where the root of the problem appears in the classroom, and is felt directly by the teach concerned. CAR aims to improve the quality of the process learning outcomes. The procedure for implementing CAR includes planning, implementing actions, observing, and reflecting which are always carried out in each cycle. The following is a picture of CAR research procedures. The process for doing classroom action research involves four steps per cycle. The first is planning. Organizing an action research project by concentrating on who, what, when, where, and how of the action. The action comes in second. Action describes the implementation of a planning strategy in the teaching and learning process. Observation is the third. The next stage of monitoring is observation, which involves completely monitoring the teaching and learning process and collecting data from the outcomes of the action The researcher prepares an observation paper to document the situation in the classroom at the time the action is carried out. The researcher and collaborator (an English teacher for eleventh graders) then talk about the findings of the observation, identify any challenges noticed in the teaching of the learning process, and ask for inappropriate solutions. During this stage, the researcher records what is being taught and learned while observing. The fourth step is reflection. Reflection is the process of examining the outcome in light of the facts

gathered to choose the next course of action for the next cycle. The researcher may monitor the activity that results in any process, the progress that occurred, as well as the good and bad sides, throughout this time (Arikunto, 2010).

One cycle of performing classroom action research included four parts. Planning, doing, observing, and reflecting are all parts of it. The four stages of the classroom action cycle were carried out spiral-style, integrated. The conclusion of each section was dependent upon the previous and following cycles. It means that everything done in the classroom action research was based on planning, doing, and observing, after that, the researcher may look back to decide the next cycle. The researcher in this research used the Matching Game to help students understand conditional sentences.

Discussion

The research is divided into two cycles, each of which includes planning, acting, observing, and reflecting. Before starting the action, the researcher gave students pre-cycle. It consisted of 20 multiple choices. This test aimed to know the ability of the students before giving the action. After that, The researcher calculated the number of students who pass the passing grade was based on the students' performance on the pre-cycle from below:

Table 1.1

Calculation of passing grade of the pre-cycle

Criteria	Number of Students	Presentation
>65	3	4,41%
65	2	2,94%
<65	29	42,65%
Total	34	

To determine how well students were understanding conditional sentence type I before and after using the Matching Game in the learning process, the researcher created a pre-cycle and cycle I. Before the Matching Game's implementation, the researcher gave a pre-cycle to determine the ability of students with conditional sentence type I. After the Matching Game was

established, the researcher gave a post-test to find out how well the students had mastered conditional sentence type I.

Table 1.2

Calculation of passing grade in cycle I

Criteria	Number of Students	Presentation
>65	10	14,71%
65	15	22,06%
<65	9	13,24%
Total	34	

From the data above, it was clear that the students had improved from cycle I. The percentage of students that passed the pre-cycle was 4.41%. 14.71% of the students receive a passing grade on the cycle I. Cycle I's improvement was at 10.3%. However, the researcher expected at least 85% of students to pass.

Based on the researcher's analysis of cycle I, the use of Matching Games in the eleventh graders was not yet productive. In cycle I, the researcher discovered a few difficulties. Conditional sentence type I was tough for many students. Some students left their homework to understand the sentence using conditional sentence type I. The students' progress was observed by the researcher. The students were more interested than before when using the Matching Game. Many students also had trouble finding the right pairing. So, the researcher guided students to look for a suitable pair. The students continue to have trouble understanding the formula of conditional sentence type I. It resulted in the test outcomes going low of the expected passing score.

Only 14.71 % of students received a score higher than a passing grade on the cycle I, even though a passing grade for the English lesson was 65. 4.41% of the students who took the pre-cycle scored higher than the minimum score needed to pass. The researcher had to conduct the next cycle even if there had been an improvement because at least 85% of the students had to have received a score higher than a passing grade.

Cycle II has been done at SMK Takhassus Al-Qur'an Wonosobo. The researcher entered the class at 10.40 A.M. The researcher continued over the

earlier subjects. Many students responded that they had learnt about conditional sentence type I, when the researcher asked about the material the students remembered what had been learned at the last meeting. The teacher after that asked students to describe the pattern of conditional sentence type I. And the students were given the last test on cycle II. From the students' scores in the cycle II above, the researcher calculated the number of students who pass the passing grade was:

Table 1.3

Calculation of Passing Grade of the Cycle II

Criteria	Number of Students	Presentation
>65	30	88,24%
65	0	0,00%
<65	4	11,76%
Total	34	

The researcher hoped that 85% of students would pass before starting the action for Cycle I. The information above suggests that the results have risen since the beginning of the exam. Students achieving 50% or higher on the cycle II become successful. 88.24% of students become successful on the final exam. As much as 22.06% more progress was made. That the goal was achieved is a positive indicator. Because of this, the researcher didn't go on to the next round.

Table 1.4

Difference square of cycle I and cycle II

No	Student Name	Cycle I (x)	Cycle II (y)	D	D2
1	AIU	70	75	5	25
2	AKR	65	75	10	100
3	ANR	65	70	5	25
4	AS	65	75	10	100
5	BAS	65	85	20	400
6	BAR	65	70	5	25
7	BBR	70	85	15	225
8	CRY	75	85	10	100
9	CRN	70	85	15	225
10	DF	60	70	10	100
11	FI	70	90	20	400

12	FM	65	70	5	25
13	FP	55	70	15	225
14	FII	65	75	10	100
15	FI	55	60	5	25
16	FCR	60	70	10	100
17	GDS	65	75	10	100
18	HN	80	80	0	0
19	HHR	70	75	5	25
20	LH	60	75	15	225
21	MW	65	80	15	225
22	MRUA	65	75	10	100
23	MH	70	75	5	25
24	MANI	85	90	5	25
25	MA	80	90	10	100
26	MARQ	65	70	5	25
27	MAG	65	70	5	25
28	N	60	75	15	225
29	RM	55	60	5	25
30	SFJP	65	75	10	100
31	TTW	50	60	10	100
32	YS	65	75	10	100
33	ZM	65	70	5	25
34	ZRA	60	60	0	0
Σ		2230	2540	310	3650

Mean of pre-cycle (cycle I)

$$M = \frac{\Sigma X}{N}$$
$$= \frac{2230}{34}$$
$$= 65.59$$

Mean of cycle II

$$M = \frac{\Sigma Y}{N}$$
$$= \frac{2540}{34}$$
$$= 74.71$$

The mean of the pre-cycle (cycle I) was 65.59 while the mean of the cycle II was 74.71. It signifies of that cycle II is higher than cycle I. It might be concluded that there was a significant improvement in the student's understanding of conditional sentence type I after using Matching Game.

Calculation of mean difference

$$\mathbf{MD} = \frac{\sum D}{\mathbf{N}}$$

$$= \frac{310}{34}$$

$$= 9.12$$

Calculation of students' deviation

$$\mathbf{SD} = \sqrt{(\Sigma(D)^2 / N)}$$

$$= 4.92$$

The standard error for the mean difference

$$SE = SD / \sqrt{n}$$

$$= 0.84$$

Calculation of test

$$T = \frac{MD}{SE}$$

$$= \frac{9.12}{0.84}$$

$$= 10.8$$

According to the researcher's findings, the T-test is 10.8, and the T-table with N-1 is 2.034. 5% was the significant level. The T-test's value was higher than the T-table's value. So, the null hypothesis (Ho) was rejected whereas the alternative hypothesis (Ha) was accepted. The researcher concluded that cycle II's outcome was truly significant as a result. The research was completed by the researcher in the end. Additionally, it suggests that the Matching Game may help SMK Takhassus Al-Qur'an Wonosobo students in the eleventh graders to better understand English grammar especially conditional sentence type I.

The researcher came to the conclusion that using the Matching Game significantly improved the student's understand of English grammar after analyzing the student's cycle I and cycle II test scores. The following could be considered an improvement:

Table 1.5

Data Observation

No	Observer	Description	Yes	No
1.	The students	• Students felt enthusiastic to follow the lesson	V	
		• Students gave attention to the teacher's explanation	V	
		• Students were active during the learning process	V	
		• Students applied matching games well	V	
		• Students understood the teacher's explanation	V	
		• Students did the evaluation well	V	

Table 1.6

Data Analysis

No	Analysis	Cycle I	Cycle II
1.	Mean of pre-cycle Mean of cycle	57.35 65.59	65.59 74.71
2.	Total of the students' who pass the passing grade (>65) Pre-cycle Cycle Improvement	 4.41% 14.71% 10.3%	 14.71% 88.24% 73.53%
3.	T-Table (N-34)	1.692	2.034
4.	T-Test	8.88	10.8

It was clear from the statistics above that T-test performed better than T-table. It indicates that the students understanding of conditional sentence type I has significantly gave the impact as a result of using the Matching Game. The upgrade can be seen in the total number of students who received a score higher than a passing grade. The impact in cycles I and II were 10.3% and 73.53%, however.

Based on the results of the T-test for cycles I and II, using a Matching Game for better students' understanding of conditional sentence type I was successful. The table showed that the T-test for cycle I was 8.88 and for cycle II was 10.8. This T-test had a higher value (2.034) than the T-table. So, the result of this research was the better impact students' understanding on conditional sentence type I

Conclusion

Based on the research results presented in the chapter before, the researcher can make the following conclusions about the use of Matching Game for teaching conditional sentences to students in the eleventh graders at SMK Takhassus Al-Qur'an Wonosobo

The conditional sentence type I teaching at SMK Takhassus Al-Qur'an Wonosobo is successfully completed using Matching Games. The information was obtained by the researcher from cycle I through cycle II. Each cycle's implementation can be divided in to four steps. In the first step, the pre-cycle was conducted, and participants had 25 minutes to complete the test. In the second step, the researcher discussed conditional sentence type I, its pattern, and example of a conditional sentence of this type. In the third step, the researcher used a Matching Game to assist students. The cycle I was the fourth step. The exam has 25 minutes time limit set by the researcher. The execution of the Matching Game in cycle I was not particularly successful. There were four steps to cycle II. The researcher employed the same cycle I implementation. The deployment of the Matching Game was successful in cycle II. The researcher then evaluates how much the students' understanding of conditional sentence type I has change from cycle I to cycle II. The analysis's findings indicated that the T-test was 10.8 and the T-table was 2.034. It indicates that the degree of freedom (df) = 33 and significance level 5% of the T-test resulted in a greater value that the T-table. It indicates that there was any appreciable difference in the students' knowledge of conditional sentence type I before and after it was taught by the researcher at SMK Takhassus Al- Qur'an Wonosobo utilizing Matching Game. As a result, the null hypothesis is rejected and the alternative hypothesis is accepted. These

outcomes can be seen from cycle I and cycle II. Finally, using a Matching Game to teach conditional sentence type I proved effective

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