



DEVELOPING CURRICULUM, TEACHER AND INSTRUCTION FOR
QUALITY ENGLISH LINGUISTICS, LITERATURE AND EDUCATION

DEVELOPING CURRICULUM, TEACHER AND INSTRUCTION FOR QUALITY ENGLISH LINGUISTICS, LITERATURE AND EDUCATION

The 3rd ELITE International Conference
Pekanbaru, January 10-11, 2016

Editors :
Muhammad Fauzan Ansyari
Abdul Hadi
M. Syafi'i S

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EDUCATION PROCEEDING

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AND EDUCATION**

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M. Fauzan Ansyari
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Katalog dalam Terbitan (KDT)
EDUCATION PROCEEDING
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ENGLISH LINGUISTICS, LITERATURE AND EDUCATION

Editor :

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Layout isi :

Jonri Kasdi

Design Cover :

Kreasi Team

ISBN : 978-602-6879-29-5

viii, 825hal (200x290cm)
Cetakan Tahun 2016

Penerbit :

Kreasi Edukasi

Publishing and Consulting Company
Jl. Swadaya Kom. Rindu Serumpun 4 Blok B-06
Kel. Delima Kec. Tampan - Pekanbaru
Mobile Phone : +6285216905750

Undang – undang Republik Indonesia Nomor 19 Tahun 2002

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The Application of Edutainment Instructional Approach through Active Knowledge Sharing to Improve Students Ability in Mastering Phrase Structure Rules at Fourth Semester Students of English Study Program of STAIN Malikussaleh Lhokseumawe

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ABSTRACT

This research entitled " Edutainment Instructional Approach through Active Knowledge Sharing Strategy to Improve Students Ability in Mastering Phrase Structure Rules at Fourth Semester Students of English Study Program of STAIN Malikussaleh, Lhokseumawe. This research was conducted to solve the students' and lecturer's problems related to the students' ability in mastering phrase structure rules and the lecturer' strategy in teaching the materials. The purposes of this research were to find out whether the students' mastery on understanding phrase structure rules improve by using edutainment instructional approach through active knowledge sharing strategy and to investigate the class atmospheres when the lecturer was applying the strategy in teaching phrase structure rules. This study belongs to qualitative approach by using classroom action research. The subject of this research was all of students in the fourth semester of unit 3 of English Study Program. This research was conducted in two cycles by following the procedure of the action research proposed by Kemmis and McTaggart. It started with planning, implementing, observing and reflecting. The researcher used some instruments such as tests, and observation checklists. The data were analyzed in two ways; qualitative and quantitative. The result of the research showed that students' average score of pre-test was 51.30. Then after applying the strategy for two meetings, the students' score became 64.86. It did not meet the criteria of success yet. So, it continued to the second cycle. The result of post-test in second cycle was found in the level of good criteria, with average score 81.21. It means that active knowledge sharing strategy could improve the students' ability in mastering phrase structure rules. Moreover, this strategy also could increase the class atmosphere of teaching- learning process.

Keywords: Edutainment Instructional Approach, Phrase Structure Rules

I. INTRODUCTION

Syntax is one of the compulsory materials that must be learnt by the students of university especially the students of language program particularly English. The knowledge that is presented in this topic is very useful for the students to construct a good sentence. English syntax is parts of grammar of a language. It refers to a set of rules of English as a language which construct patterns, it is applied to improve ability in reading, speaking, and writing English at the sentences level. The application of this

knowledge can be used as guidance for students to communicate more effectively. The users of language consistently follow the structure in order to make communicate more meaningful.

Phrasal categories are one of materials or topics that the students should learn in Linguistics class at fourth semester. Based on the syllabus of the subject, it is stated that the students should be able to know words level, phrase level, and clause level to be able to construct a good sentence, namely a sentence that is grammatical, logical, and meaningful.

In reality, some students still feel difficult to form good sentence. One of some reasons are they are unable to identify the structure of specific phrases in English like which one is Noun, Verb, Adjectives, Adverb, and Prepositional Phrases.

Therefore, the lecturer might be able to guide the teaching learning process to be more meaningful, enjoyable, and comprehensible. For this reason, the researcher as a lecturer of the institution intended to use edutainment instructional approach in active learning method to help the students easily in comprehending phrase structure rules by using active learning method the students can comprehend and use the phrases in their daily activities even in written and oral conversation. According to Pakprod and Wannapiroon (2003:1) the principles of edutainment focus on the utilization of entertainment as a learning booster. Media and activities are hence supporting tools.

There are some advantages of the using of edutainment instructional approach in active learning. First, it may increase critical thinking skills in students. Second, enables students to show initiative. Third, it involves students by stimulating them to talk more. Fourth, incorporates more students input and ideas. Fifth, it was easier to assess students' learning. Sixth, better meets the needs of students with varying learning styles. In addition, Dimiyati (2006) stated that by applying active learning, student expected to be able to recognize and develop the capacities learn and potency owned fully, realizing and can use the source potency learning which could be around him. Others, student expected to train to think regularly, crisis, listen carefully and can finish the everyday problem, and also more skillful in digging, exploring, searching, and developing information having a meaning for him.

Based on the explanation above, it could be drawn a research title, namely "The Application of Edutainment Instructional Approach through Active Knowledge Sharing to Improve Students Ability in Mastering Phrase Structure Rules at Fourth Semester Students of English Study Program of STAIN Malikussaleh Lhokseumawe (A Classroom Action Research).

This research had two purposes, they are: (1) to find out whether the students' mastery on mastering phrases structure rules improve by using edutainment instructional approach through active knowledge sharing strategy, and (2) to investigate the activities of students and lecturer in applying the strategy in teaching and learning phrase structure rules.

This research hopefully can have beneficial both theoretical and practical. Theoretically, the result of this research would be given an additional reference for English teacher or lecturer on relevant topics that could be used in teaching syntax specifically phrase structure rules and practically, it is hoped to be good motivation to the students to learn English syntax in order to get better and interesting ways in learning English.

There are many teaching strategies that can be applied in university level in active learning using edutainment approach, in this study the researcher focused on how

the "active knowledge sharing" strategy improve students ability in mastering phrase structure rules.

II. REVIEW OF RELATED LITERATURE

Concept of Edutainment Based-Learning

The concept of edutainment or "education and entertainment" is not new in a learning environment and its purpose is to make the learning process more enjoyable. Word "Edutainment" consist of two words they are education and entertainment. Edutainment can be translated freely by a fun learning or *pendidikan yang menyenangkan* in Indonesian. Terminologically, edutainment means the form of entertainment that is designed to be educational. Thus, it can be concluded that edutainment is learning process that is designed by combining education and entertainment together so that teaching learning activities run in a fun situation.

Active Sharing Knowledge strategy is one of Active Learning strategy proposed by Mel Siberman (1996: xvii). He modified the strategy from Confusius. Three statements that are modified from Confusius are :

When I hear I forgot.

When I hear and see, I remember a little.

What I hear, see, and ask questions about or discuss with someone else, I begin to understand.

What I hear, see, discuss, and do, I acquire knowledge and skill.

What I teach to other, I master.

Those statements above are based on reality that some teachers usually speak fast so that the students cannot fully understand what the teacher talk about. According Hamruni (2013: 191), teacher usually speaks 100-200 words in one minute. If students concentrate on the teacher's talking, they probably are able to grasp 50-100 words per minute or a half of teacher's words. This could be happened since the students are thinking while listening, so that it is not easy to understand what the teacher said. Besides that it is not easy for the student to concentrate fully or continuously in a long times except the materials are presented in interesting way.

From those statements above, it can be inferred that mostly teachers in speaking speak so fast that is hard for the students to catch what the teacher said, thus learning would produce little benefit for students. In this case, teacher then should use interesting and enjoyable methods to make the students can stand longer.

Definition of Active Knowledge Sharing Strategy

Before trying to discuss about the concept of active knowledge sharing strategy, it needed to be discussed first about active learning. It was because active knowledge sharing strategy is part of active learning strategy. Active learning is a learning process which means to make the learners to learn using some ways or some strategies actively. This strategy means to optimize the potency that the learners have so that all learners can reach the best result of learning. Besides that active learning is also means to keep students attention to focus on the learning process,

Some researchers' research result showed that the attention of learners decreased as times goes by. For example, the result of Pollio's research in 1984 showed that the students only paid attention on the subject about 40% from the whole times of learning.

Similar relevant research was done by McKeachie in 1986, he stated that students' attention in first ten minutes can reach 70%, and decreased until 20% in the last 20 minutes.

In Indonesian language, Active knowledge sharing strategy means *saling tukar pengetahuan*. Active knowledge sharing is a learning strategy that stressed the students to help each other to answer the question related to the topics being discussed which the friends that do not know. It means that the students who cannot answer the question and have difficulties to answer the question are pleased to find out the answer and also the students who are able to answer the questions are suggested to help the friends who do not know the answers.

The concept of active knowledge sharing strategy is almost similar with "every one is teacher" strategy. In this strategy, the knowledge is not only gotten from the teacher or lecturer but also every student can share their knowledge to other friends.

Procedure of Using Active Knowledge Sharing in Teaching Phrase Structure Rules

According to Hamruni (2013: 230-231), there are four basic rules that can be followed by lecturer in applying Active Knowledge Sharing strategy, in this case the researcher used the strategy in teaching phrase structure rules; they are :

1. Prepare list of questions that are related to teaching materials that will be taught. The questions should be suit to its items categories like multiple choices, essay, true-false, completion, etc.
2. Ask the students to answers those questions.
3. Then, ask them to go around the class to share and discuss the questions that they do not know the answers with other friends. Give them motivation to share their knowledge with the friends that knows the answers.
4. Ask the students to sit again on their own seats and discuss the answers. Fill in the question that is not answered yet by the students. Use that information for the topics that should be discussed more details in the class.

Based on the procedure above, the researcher modified those procedures into some more steps to get more detail and match with edutainment instructional approach; they are:

1. The lecturer opened the class by greeting the students friendly and cheerily
2. The lecturer gave motivation to the students by telling them that every student is actually can be the best on their own
3. The lecturer created the enjoyable studying environment by telling them to feel free to give responses to every question directed to them since they will not get any punishment when they gave wrong answer.
4. The lecturer explained the steps in learning process to make them relax and do not feel confuse what to do
5. The lecturer gave the students some questions related to phrase structure rules that had been prepared at home
6. The lecturer asked the students to answer those questions given individually. While they are doing the task, music is played for having relaxed and enjoyed.

7. Next, after about ten minutes, the lecturer asked the students to go around the class to find out some friends who can answers the questions that they do not know the answer.
8. The lecturer suggested the students to help each other.
9. Next, the lecturer ordered the students to sit again on their own seat.
10. The lecturer explained the students about the topic (phrase structure rules related to the questions given) more detail
11. The lecturer helped some students to fill in the questions with the correct answers if they were wrong.
12. The lecturer could use the information as a way to introduce the part of the topics that were still could not be understood by the students.
13. The lecturer then explained the points in the questions those were unanswered by the students.
14. The lecturer identified the students' problem in learning process by asking some students.
15. The lecturer motivated the students to increase their ability in mastering phrase structure rules by saying that nothing impossible if they are willing to.
16. The lecturer together with the students made a conclusion and reflection about the lesson that had been learned.

III. RESEARCH METHODOLOGY

Classroom action research is the best research methodology to be used in this project since the purpose of the research for increasing students' ability in mastering certain topics in learning certain subject in English. Action research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problem.

According to Penny (1996:60) "action research is carried out by teachers on phenomena in their classroom. It is primarily to improve the teachers' own teaching process". It means that the problem in action research is based on phenomena in classroom, not from out of classroom. In addition, Zuriah (2003:54) stated that "action research is a research is pressed in action (activity) by implementation the theory in practicing and in real situation at micro scale, wish it can be able to improve the quality of teaching learning process in educational and to repair in society".

Asrori (2008:45) stated that there are at least four models of classroom, they are: individual teacher as researcher model, collaborative model, integrated simulation model and social experimental administration model.

Based on the types of the action research above, the researcher takes the first model, namely individual teacher as researcher model since the researcher applied the research in her own class namely fourth semester students of English Study Program. It was done to solve the problem faced in syntax materials on mastering phrase structure rules.

Cohen in Asrory (2003:221) suggested that the action research functions best when it is done collaboratively. This method of research incorporates that ideas and expectation of all persons involves in the situations. Collaborative action research has

the concomitant of beneficial effects for workers and the improvement of the services, conditions and the functions of the school.

Even though the researcher the first model; individual teacher as researcher, in the application, the researcher needs the other lecturer to help her in teaching learning process to observe from the beginning until the end. Action research also be done to improve something that will be researched, in this research, action research is to the development of students' ability in understanding phrase structure rules.

There are some models of classroom action research, in this research the researcher applied Kemmis and McTaggart model that covered four steps, they are planning, implementing, observing, and reflecting the action.

This research was conducted at English Study Program of Tarbiyah Department of STAIN Malikussaleh Lhokseumawe of fourth semester. This institution is located on Medan Banda Aceh street number 1 Bukit Rata, Alue Awe. Unit three was the subject of the research since the problem found there.

The data of this research was taken from the result of test and observation. Test is the number of questions or exercise used to measure skill, knowledge, intelligence, ability, or talent that is owned either in individual or group (Suharsimi:2006:150). There were two kinds of test, namely pre test and post test. In this research was given both of this test. The pre-test was given before applying edutainment approach to know the basic ability in phrase structure rules. Post-test was given after applying edutainment approach to know improvement of the students' mastery in phrase structure rules.

There are some kinds of observations, in this research participant observation was chosen because in this research, the researcher intended to know how the students enthusiastic in learning using the strategy.

The instruments which were used to collect the data in this research were observation checklist, and test sheet. The form of test were consisting of multiple choice that consist of 25 questions. For each correct answer they got 4 points, so the total score would be 100. The observation checklist or sheet was used to record students' and lecturer's activities in learning phrase structure rules in each cycle. There are two kinds of observation checklist in this research, observation checklist for lecturer and observation guide for students. Observation checklist for lecturer used to obtain information how the practitioner implemented the prepared plans and procedures, especially to find information whether or not the assessment instrument prepared can be used as well as possible. Observation checklist for students was used to gather data about the students during the teaching learning process

The data obtained was analyzed qualitatively and quantitatively. The researcher found out the mean score of the students in pre-test and post-test. The result of both tests was analyzed by using the formula adapted from Winarsunu (2002:88) .

$$x = \frac{\sum fx}{N}$$

(x) = Mean
 $\sum fx$ = Total score of all students
N = The number of samples

In qualitative research the data was analyzed using Miles and Huberman model to analyze the data. Miles and Huberman in Sugiyono (2006:337) said "activity of analyzing data for qualitative is done by interactive and continue until finished, the activity in analyzing data there are data reduction, data display and conclusion.

IV. RESEARCH RESULT

The research was conducted in two cycles, the implementation of each cycle could be seen in the following explanation.

1. Implementation of the Cycle 1

The data was collected from the fourth semester students of English Study Program of STAIN Malikussaleh. The purpose of conducted this research was to know whether the using of edutainment instructional approach through Active Knowledge Sharing Strategy could improve the students' ability in mastering phrase structure rules, and to investigate the class atmosphere when the lecturer applied the strategy in teaching phrase structure rules.

To get more accurate data, the research was conducted in two cycles. Application of each cycle involved planning, implementing, observing and reflecting the action.

a. Planning the Action

Before coming to the real activity in the classroom, the researcher needs to make a planning that would be given to the students in the classroom. There were some preparations the researcher prepared before conducted the teaching and learning :

1. Preparing lesson plan had to be relevance with the objective of learning process. In doing this activity, it had to be considered about learning objective, time allocation, materials, media, method and learning experiences. The lesson plan included three main steps: 1). Pre-teaching activity: the researcher brainstormed the students and motivated with something amuse and relate it to the material would be given. 2). Main-teaching activity: this step contained the process of teaching and learning phrase structure rules by using edutainment instructional approach through active knowledge sharing strategy, 3). Post-teaching activity: sharing conclusion with the students, checking the students' problems, giving solution and giving assignment and asked the students to read more on the topics at home.
2. Research instrument: the researcher prepared the test used when the process of teaching and learning. Some research instruments that were prepared by the researcher were tests they were pre and post test, observation checklists for the students and for the researcher/lecturer.
3. Preparing materials: the researcher prepared the material about phrase structure rules in the form of power point and also some lists of questions for them to find out the answer. It should be done well so that the students would be easily understood the materials.
4. Setting up the criteria of success: the researcher and the observer were considering about the criteria of success in improving students' ability in mastering phrase structure rules by using edutainment instructional approach through active knowledge sharing strategy. The researcher decided about the students' successful if they were able to improve their mastery on phrase structure rules at least their mean score was at level 4 or level good by percentage 71-84 with condition that 85% students should get score above 71.

b. Implementing and Observing the Action

In implementing the action of the first cycle, the researcher collaborated with the other lecturer to help her to observe the process of teaching learning using the strategy since it was not possible for her to observe herself alone. The researcher did the

teaching and learning process that was done for two meetings. The researcher had to introduce and explain about the steps of learning that should be followed by them. The research was conducted in two meetings for the first cycle and the test was conducted at the end of the meeting.

First meeting was conducted on Thursday May 28th, 2015 and second meeting was conducted on Thursday June 4th, 2015. The researcher applied edutainment instructional approach through active knowledge sharing in teaching phrase structure rules in both of the meetings.

The researcher analyzed the result of tests and observation checklists both for students and researcher. The aim of analysis was to know the result of the implementation in cycle one was successful or not. The result of analysis could be seen in the following explanation :

Analysis the Result of Observation Checklist Cycle 1

The analysis of the implementation of Edutainment instructional approach through active knowledge sharing strategy in teaching and learning process about phrase structure rules was done based on the information obtained from the observation checklist of cycle 1. The information was about the researcher's and student's activities in the classroom and about the strategy had been applied.

Based on the observation conducted in the first cycle, it was found that the teaching and learning process were still clumsy and tighten. Some students were still shy to answer the researcher's question about the topic given. Some of them were still confused what to say while the other one chose to keep silent. The result of students' performance was shown in level 2 or fair because their performance percentage were 61,7%. It meant that only for about 45% students shown the good performances in participating in this context responding to lecturer's question, asking for repetition, commenting on lecturer's answers and also friend's.

Furthermore, the researcher also analyzed the observation checklist for lecturer in this case together functioned as researcher. In teaching and learning process in cycle 1, the researcher had done all activities in teaching and learning process well. All the activities that had been prepared before were done good although it was not too perfect. The researcher did not do all steps in edutainment instructional approach through active knowledge sharing yet since it was in the first meeting and the researcher still not be able to follow each step. There was one step that the researcher missed to follow, namely playing music. Even though only one step left, unfortunately, it did not reach the criteria of success yet

Then analysis was also done on the lecturer's performance in teaching learning process. Based on the observation checklist for researcher, it could be concluded that the score of the researcher's performance in teaching phrase structure rules by using edutainment instructional approach through active knowledge sharing strategy was improved step by step from meeting one until the last meeting in first cycle. It was shown that the teacher's performance in cycle 1 was categorized at level 3 or good. Unfortunately, this score meant that the criteria of success had not been achieved yet. Thus, both process from students and lecturer still need more activities for having better result.

Analysis of the Students' Achievement on Phrase Structure Rules

The last analysis that the researcher made was analysis on the students' score in phrase structure rules test to the students performance in form of written test that consist 25 multiple choice questions. The result of pre-test was described in the table below:

Table 1 The Result of Pre-test

| No | Name | Pre-test |
|-----|------------------|----------|
| 1. | Erva Setiawati | 72 |
| 2. | Puteri Raisah | 76 |
| 3. | Tini Aldina | 68 |
| 4. | Ratna Andriana | 68 |
| 5. | Leny Arfahny | 68 |
| 6. | Ibnu Rozy | 44 |
| 7. | Zahara Wati | 52 |
| 8. | M. Husaini | 48 |
| 9. | Naziaturrahmi | 24 |
| 10. | Safriani | 24 |
| 11. | Eka Fitriani | 52 |
| 12. | Khuzaimah | 64 |
| 13. | Wardhany | 36 |
| 14. | Syarifah Mastura | 48 |
| 15. | Aina Fadhilah | 48 |
| 16. | Ainsyah | 40 |
| 17. | Suryani S | 48 |
| 18. | Maulida | 32 |
| 19. | Nadia Yusufiani | 56 |
| 20. | Risnawati | 64 |
| 21. | Nurfazillah | 56 |
| 22. | Nurhayati | 48 |
| 23. | Suryani | 44 |
| | Total Score | 1180 |
| | Average Score | 51.30 |

The average score of 51,30 was quite not very good because it placed at level 2 or level less by percentage 50-55. While the criteria of success was placed at level 4 or level good by percentage 71-84 with condition that 85% students should get score above 71. This proved that before the lecturer applied students' edutainment instructional approach through active knowledge sharing the students' ability still low on understanding phrase structure rules. The students did not give good respond in learning phrase structure rules.

Based on the result of pre-test shown in the table above, the researcher did reflection. The researcher also measured the students' score based on the students' result of post-test of the cycle 1. The score result of post-test of cycle 1 could be seen on the following table:

performance was expected to be improved and had a good response in phrase structure rules using edutainment instructional approach through active knowledge sharing strategy.

Implementation of the Cycle 2

The application of cycle 2 was done on Thursday, June 11th 2015. In this meeting, the Researcher did some steps in the teaching and learning process as was done in the previous meeting. Following similar steps as cycle 1, the application of this cycle was done through four steps, namely planning the action, implementing, observing and reflecting. In this cycle, the researcher applied it in one meeting only because the researcher could see the students' activity and performance shown significant result than before and also to avoid boredom of the students.

Based on the reflection done in cycle 1, it could be concluded that the implementation of edutainment instructional approach through active knowledge sharing strategy had not reached the pre-determined criteria of success. In the cycle 2, the researcher had to revise the lesson plan of the implementation in some points especially in creating different types of test to be done in sharing session times for avoiding the boredom and monotonous situation, analyzing the student's final product, and made the reflection of the result analysis. The researcher also re-prepared all the instruments were needed for this cycle.

In implementing the action, the researcher acted as practitioner in the classroom and since it was not possible for her to observe her own teaching, she needed an observer to observe the teaching learning process ran well. The following was the explanation on the meeting of second cycle.

The researcher conducted the meeting of cycle 2 on Thursday, June 11th, 2014. As usual in pre-teaching activity, the lecturer greeted the students in an enjoyable way. In this step the researcher had felt relax than the previous session since it had been known what to do by having good preparation than before, then the lecturer asked the students' condition whether they were in good condition and inform the students to thanks God for having given good health that day. Then, motivation was given the students by telling them a story of a success person not because of he was genius but because he was diligent. The researcher told them that intelligence will come to you if you are diligent, there will be no stupid students at all but there were some lazy students. Do not keep your laziness because it is a very dangerous disease in life. Then the lecturer started teaching and learning process following the procedures revised in lesson plan for cycle 2 that had been prepared.

Table 3 The Result of Post-Test in Cycle 2

| No | Name | Post Test Cycle 2 |
|----|----------------|-------------------|
| 1. | Erva Setiawati | 100 |
| 2. | Puteri Raisah | 88 |
| 3. | Tini Aldina | 96 |
| 4. | Ratna Andriana | 76 |
| 5. | Leny Arfahny | 84 |
| 6. | Ibnu Rozy | 68 |
| 7. | Zahara Wati | 88 |
| 8. | M. Husaini | 84 |

| | | |
|-----|------------------|-------|
| 9. | Naziaturrahmi | 68 |
| 10. | Safriani | 68 |
| 11. | Eka Fitriani | 88 |
| 12. | Khuzaimah | 88 |
| 13. | Wardhany | 88 |
| 14. | Syarifah Mastura | 68 |
| 15. | Aina Fadhilah | 80 |
| 16. | Ainsyah | 76 |
| 17. | Suryani S | 84 |
| 18. | Maulida | 72 |
| 19. | Nadin Yusfiani | 88 |
| 20. | Risnawati | 92 |
| 21. | Nurfazillah | 76 |
| 22. | Nurhayati | 76 |
| 23. | Suryani | 72 |
| | Total Score | 1868 |
| | Average Score | 81.21 |

Based on the activity in cycle 2, the researcher got the result that the mean score of post test of the students had met the criteria of success. From analysis above, the mean score of the students in phrase structure rules was 81,21 and it was categorized in the level " Good". The category of success was also placed in level 4 by percentage 71-84. It could be concluded that this research was success and found the criteria of success had been made. The researcher declared that the research was stopped and then did a report that the implementation of edutainment instructional approach through active knowledge sharing improved the students' mastery on phrase structure rules. The improvement was not only on students' mastery on phrase structure rules but also on students and lecturer's performance in implementing the strategy. Thus, it could be inferred that edutainment instructional approach through active knowledge sharing could improve students' ability in mastering phrase structure rules both in process and product.

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