THE USE OF DHAKON TRADITIONAL GAME FOR FUN LEARNING OF RECOUNT READING
(An Experimental Study at the Eighth Grade of MTs Hidayatullah Banjarejo Demak in the academic year of 2014/2015)

THESIS

Submitted in Partial Fulfillment of the Requirement
For Degree of Bachelor of Education
In English Education

By:
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NIM : 093411005

EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO ISLAMIC STATE UNIVERSITY
SEMARANG
2015

THESIS STATEMENT

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THE USE OF DHAKON TRADITIONAL GAME
FOR FUN LEARNING OF RECOUNT READING
(An experimental study at the eighth grade of MTs Hidayatullah Banjarejo Demak in the academic year of 2014/2015)

is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, November 2015

The researcher,

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RATIFICATION

Thesis with the following identity:

Title : THE USE OF DHAKON TRADITIONAL GAME
FOR FUN LEARNING OF RECOUNT READING
(An experimental study at the eighth grade of MTs
Hidayatullah Banjarejo Demak in the academic year
of 2014/2015)

Name of Student : Ali Mashadi
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Had been ratified by the board of examiner of Education and Teacher Training Faculty of Walisongo Islamic State University of Semarang and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

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To

The Dean of Education and Teacher Training Faculty Walisongo Islamic State University Semarang

Assalamu'alaikum wr.wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

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Name of Student : Ali Mashadi

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Department : English Education

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo Islamic State University of Semarang to be examined at Munaqasyah session.

Wassalamu 'alaikum wr.wb.

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ABSTRACT

Title : **THE USE OF DHAKON TRADITIONAL GAME FOR FUN LEARNING OF RECOUNT READING**
(An experimental study at the eighth grade of MTs Hidayatullah Banjarejo Demak in the academic year of 2014/2015)

Writer : Ali Mashadi

Student Number : 093411005

This thesis discusses Facilitating Students' Understanding on Recount reading Through *Traditional Game of Dhakon* as a teaching media at the Eighth grade of MTs Hidayatullah Banjarejo.This research is an experimental research. It was conducted into two classes; the experimental class (VIII A) and control class (VIII B) as sample. The experimental class was taught by using *Traditional Game of Dhakon*, while the control class was through direct method and researcher gave try-out test to Try-out class (VIII C) to find out the validity, reliability, difficulty level, and discriminating power.

After collecting the data, it was found that the pre-test average score of experimental class was 59.97 and the control class was 58.00. Meanwhile, the post-test average score of the experimental class was 76.71 and the control class was 68. 77. It was obtained that t-test was 4.218 and the t-table was 1. 671 for alpha (α) 5%. The t-test was higher than t-table (3.206 > 1. 671). It meant that Ha was accepted and Ho was rejected.

Based on the result, the researcher concludes that *Traditional Game of Dhakon* as Teaching Media was effective in learning of recount reading at MTs Hidayatullah Guntur Demak in the Academic Year of 2014/2015.

Key Words : Dhakon, Traditional Game, Fun Learning, Recount Text, Reading.

MOTTO

فَمَنْ يَّعْمَلْ مِنَ الصّٰلِحٰتِ وَهُوَ مُؤْمِنٌ فَلَا كُفْرَانَ لِسَعْيِهِ ۚ وَاِنَّا لَهٗ كَا تِبُوْنَ

" So whoever does righteous deeds while he is a believer – no denial

will there be for his effort, and indeed We, of it, are recorders "

(اَلْاَنْبِياء : 94)

DEDICATION

In the name of Allah the Beneficent and the Merciful, this final project is dedicated to:

1. My beloved father and mother (Mr. Mat Saeroni and Mrs. Supriyati (The deceased).
2. My beloved adoptive parents (Mr. Jar Shodiq and Mrs. Amtiah).

ACKNOWLEDGMENT

بِسْم اللَّهِ الرَّحْمَنِ الرَّحِيم

First and foremost, thanks to Allah SWT, the Almighty GOD for his blessing, kindness, and inspiration in lending me to accomplish the final project.

Second, shalawat and salaam for the Prophet Muhammad SAW who brings us from darkness to the brightness.

I realize that I cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention of all them. I wish, however, to give my sincerest gratitude and appreciation to:

1. Dr. H. Darmu'in, M.Ag. as the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Dr.Muslih,MA as the Head of English Education in Education and Teacher Training Faculty UIN Walisongo.
3. Siti Tarwiyah, M.Hum. as the first advisor who already guided and advised patiently during the arrangement of this final project.
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5. All lecturers in English Department of Education and Teacher Training Faculty for valuable knowledge, and advice during the years of my study.
6. Asmuni, S.Pd.I as the headmaster of MTs Hidayatullah Banjarejo who has given permission for doing the research.
7. Maftukhah Umami, S.Pd. as the English Teacher of MTs Hidayatullah who has given information during the research.
8. My beloved family, especially for my parents (Mr.Mat Saeroni and Mrs. Supriyati (The deceased)) my adoptive parents (Mr.Jar Shodiq and Mrs.Amtiah), and my sister (Siti Maesaroh) who always gives me inspiration.
9. All friends in English Department 2010 (Especially my classmates: Zuhri, Fina, Ari, Laily, Desi, Fina, indah). Thank you very much for your support and motivation.

10. Last but not least, those who cannot be mentioned one by one have supported, gave motivation and pray to the researcher to finish this thesis.

Finally, the researcher realizes that this thesis is still far from being perfect; therefore, the researcher will be happy to accept constructive criticism in order to make it better. The researcher hopes that this thesis will be beneficial to everyone especially in developing English Teaching and Learning process. Amen.

Semarang,……………….. 2015
The researcher,

Ali Mashadi
NIM. 093411005

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CHAPTER I
INTRODUCTION

A. Background of the Study

Technology improvement is very influence for the children that now changed of java's culture become western's culture, this is cause a traditional's cultures unknown by students. Traditional Games especifically in Indonesia was forgotten, based on research that assembled by Culture agency in book Hamzuri and Tirna Rita Siregar " Indonesia's Traditional Game" there are 750 kinds of game from some that not yet identification in Indonesia.[1]

One of indonesia's traditional games is dhakon or Congklak, congklak is known by different names from region to region. The most common name, Congklak, is taken from the cowrie shell, which is commonly used to play the game. In Malaysia, the game is known as macala, a name that is used in many Sumatran provinces as well. In Java, this game is known as congklak, dakon, dhakon or dhakonan. In Lampung, the game is called is dentuman lamban. In Sulawesi, the game is referred to as Mokaotan, Maggaleceng, Aggalacang and Nogarata.[2] by using of *Tradisional Game of Dhakon* hope it can support a teaching actifities for fun teaching process in English.

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[1] Dharmamulya Sukirman, *Permainan Tradisional Jawa, (*Yogyakarta : Kepel Press, 2008), p.36

[2] Expart Web site Association Jakarta, *Traditional Game of Dhakon*, http://www.staff.science.uu.nl/bodla01.gam/dhakon.html/, retrieved on februari 9th, 2015

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Traditional Games is not only served a child relieve stress or focus in lessons, but also teaches the values of togetherness, honesty, responsibility, be have gracefully, encouragement and obey the rules. According to Dani Wardani, "Do you belief it, if game what we know that actually is not just for fun or useless activity like wasting time, but more than it's some methodology, skill, tool, instrument and equipment that can change mode of learning about anything to be easier, more potential and not borring any more".[3]

Therefore,the learning process is need of appropriate learning media and makes the students do not get bored following the learning process, it depends on the ability of teacher in the delivery and creative in the using of teaching media, in rural schools it still very limited facilities that can support teachers in teaching, therefore in the media need a simple but very effective. The combination of teaching media with Traditional Games is expected to provide convenience for the teacher delivering learning english with fun and easily swept up by the students, and the game can also preserve traditional Indonesian culture is being disappear the globalization.

We often hear a judgment of stupid and clever students. Basically, there is no stupid student. Every student has intelligence. sometimes, their intelligence does not run well. So

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[3] Wardani Dani, *Bermain sambil belajar, Menggali keunggulan rahasia terbesar dari suatu permainan*, (Bandung : Edukasi, 2009), p.8

we must study in order to became a clever student and we are a servent can remove a sin with knowledge. Prophet Muhammad SAW, said

مَنْ طَلَبَ الْعِلْم فَإِنَّهُ كَفَا رَ ةُ لِمَا مَضَ (اخرجه الترمدي)

" Everybody who study of the knowledge, so their sins in the past can remove" (HR. Imam Tirmidzi).[4]

There are some advantages in using game for teaching learning process, they are : motivating students in learning English, the teacher giving another techniques for teaching media in classroom, providing the students to develop their skill, allowing the students to reach the fullest students'potential, playing should be fun in our great eagerness to teach our children we studiously look for "educational"toys, games with built in lessons, books with a message". Often these tools are less interesting and stimulating than the child's natural curiosity and playfulness. Play is by its very nature educational. And it should be pleasurable. When the fun goes out of play, most often so does the learning." (Joanne E. Oppenheim, *Kids and Play*, ch. 1, 1984).[5]

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[4] Labib,Mughni, *Bahrul Ulum Wal Anwar,Lautan ilmu dan Cahaya,*(Ungaran Semarang : Nabiel Groupindo*,*2013), p.57

[5] Carleton, *Why Use game to Teach,* (Starting Point, Teaching Entry Level Geoscience). http://www.n.edu/introgeo/games/whygame.html. retrieved on februari 9th, 2015

Dhakon is one of Indonesian traditional games which has lost that causes the influence of modern games, *Traditional Game of Dhakon* must be preserved, because it can be effectivelly in teaching learning, this game is fun and can train emotional intelligence, through *Traditional Game of Dhakon* will build a collective consciousness in socializing with other children and it giving a teaching attitudes and behavior in togetherness,[6]

Recount text is one of genres that must be taught in junior and senior high school. It can be chosen by students who want to reading an experience in English. The social function of Recount text is to retell the events for the purpose of informing or entertaining, A recount consists of orientation, events, and reorientation. The kinds of texts which belong to recount are personal experience, news report,historical books, biographies, autobiographies, and diary entries.[7]

Therefore, the researcher will applied action research entitled **"The Use of Dhakon Traditional Game for Fun Learning of Recount Reading"** (An experimental study at the eighth grade of MTs Hidayatullah Banjarejo Demak in the academic year of 2014/2015).

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[6] Dharmamulya Sukirman, *Permainan Tradisional Jawa,* (Yogyakarta : Kepel Press, 2008), p.126

[7] Rizal, Agus, *New Step Up Writing,* (Semarang : Walisongo Press, 2014), p.21

B. Reason for Choosing the Topic

There are three reasons for choosing the topic :

1. The writer wants to know the effective of using *Traditional Game of Dhakon* as teaching media to raise the student's reading skill in Recount Text.
2. The writer wants to know the influence by using *Traditional Game of Dhakon* for fun teaching learning.
3. The writer wants the students not to forget Indonesian culture expecially for *Traditional Game of Dhakon* and can use this game as a fun teaching media in learning of recount reading.

C. Research Question

This study is intended to answer the following questions: How effective is *Tradisional Game of Dhakon* when it is applied in the learning of recount reading to the eighth grade of MTs Hidayatullah Banjarejo Demak in the academic year of 2014/2015 ?

D. Objective of the Study

In line with research question, this study has purposes to find out the effectiveness of the *Traditional Game of Dhakon* for fun teaching process in the learning of recount reading to the eighth grade of MTs Hidayatullah Banjarejo Demak in the academic year of 2014/2015.

E. Pedagogical Significances

Based on the objectives of study, the significance of the study can be started as follows:

1. For writer

By doing this research, the writer hopes that she will get some experiences and knowledge about her study and it will be useful in the future.

2. For Teacher

By doing this research, the teacher is expected to increase the knowledge on how to motivate the students to be interested in learning and to explore the students' intelligence. The researcher hopes that English teacher should more creative in teaching than before. So, the students will get better achievement in teaching learning process.

3. For Students

By using *Traditional Game of Dhakon*, the students are expected to be able to improve their understanding in reading a recount text.

F. Scope of the Study

In this study the researcher tries to find out of the effectiveness of using *Traditional Game of Dhakon* as teaching media to facilitate students' understanding on recount reading. The experimental class was taught recount text by using *Traditional Game of Dhakon* as teaching media and the other control was

taught by using a *Conventional Method*. This study was only conducted at MTs Hidayatullah Banjarejo Guntur Demak in the academic year 0f 2014/2015. The participant of this study is eighth grade students. This study focused on teaching reading, especially on recount text.

CHAPTER II
USING TRADITIONAL GAME OF DHAKON IN LEARNING
OF RECOUNT READING

This chapter deals with review of related literature. It is important to elaborate some theories, which are used in this research in order to have an understanding of certain concepts. There are four section for this chapter. The first section presents review of previous studies, then it is followed by the second section that talks about the theoretical reviews underlying this study, The third section presents general concept of *Traditional Game of Dhakon*, and the last section is hypothesis of present study.

A. Previous Research

There are some researches that use the recount text as research material. One of them is a study by Nikmatus Sa'adah (Student's Number: 08420672). The Use of Two Stay Two Stray Technique to Teach Recount Reading (An Experimental Study at MTs Negeri Karangawen Demak Grade VIII in academic year of 2011/ 2012). Thesis Semarang : Bachelor Program of Faculty of Language and Arts Education IKIP PGRI.[1]

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[1] Nikmatus Sa'adah (08420672), *The Use of Two Stay Two Stray Technique to Teach Recount Reading* (An Experimental Study of the Eight Grade Students of MTs Negeri Karangawen Demak in the Academic Year of 2011/2012). (Semarang : Department of English Education, Faculty of Language and Arts Education IKIP PGRI, 2012)

She did this study because she wants to find out whether there is or not a significant difference of reading skill improvement between students who are taught reading recount text by using Two Stay Two Stray Technique and those who are taught by using a conventional learning or lecturing. The hypothesis of this study is there is a significant difference between the reading skill improvement of the students taught reading recount text by using Two Stay Two Stray Technique and those taught by lecturing.

In this study, the population was the eighth year students of MTs Negeri Karangawen Demak in academic year of 2011/ 2012. The number of the population was 108 students. In taking the sample, the writer used cluster sampling technique. Class VIII C was chosen as experimental class who were taught reading using Two Stay Two Stray Technique and class VIII A as control class who were taught reading recount text without using Two Stay Two Stray Technique. The research design used experimental design.

The result of this research, the writer suggest that Two Stay Two Stray Technique may be used as alternative media in teaching reading especially in teaching reading recount text, in order to the students can write more easily and more interested in reading activity.

The similarities between her research and the writer's are on the teaching subject that is a learning of recount reading. But,

her research in learning process using Two Stay Two Stray Technique, and the writer's research using *Traditional Game of Dhakon* as teaching media. The second difference's is on the objective of study, she wanted to use in the MTs Negeri Karangawen Demak Grade VIII in academic year of 2011/ 2012, and the writer wants to use game in the Eighth Grade Students of MTs Hidayatullah Banjarejo.

Other research was used recount text as research material is studied by Indah Izzzatut Tahiyah (07420594), Improving Reading Recount Text by Using Mind Mapping (A Case Study of the Eight Year Students of MTs Nurul Ulum Batursari Mranggen in the Academic Year of 2010/2011). Department of English Education, Faculty of Language and Arts Education IKIP PGRI Semarang 2011.

She has been did this study because the students who studied English as the second language still have difficulties in reading, because the ability to read is more complex and difficult to teached, the mastery not only the grammatical and theoretical devices but also the right conceptual, the writer chooses Mind Mapping as media or technique to improve reading recount text. It means that there is a significant relationship between reading recount text and using Mind Mapping, because recount text is one of the story genres. The purpose is to reconstruct past experiences

by retelling events and incidents in the order in which they have occurred.[2]

The result of this research, the average score of the students who were taught reading recount text by using Mind Mapping is 78. 9. In the table of achievement it is on the range of 73-81 which is categorized as good. Therefore the students' achievements who were taught reading recount text by using Mind Mapping is good. the average score of the students who were taught reading recount text without Mind Mapping is 65. In the table of achievement it is on the range of 62-73 which is categorized as fair. Therefore the students` achievements who were taught reading recount text without using Mind Mapping is fair. It means that using Mind Mapping s in teaching reading recount text to the eight year students of MTs Nurul Ulum Batursari Mranggen in the Academic Year of 2010/2011.

The similarities between her research and the writer's are on the teaching subject that is a learning of recount reading. But, her research in learning process using Mind Mapping , and the writer's research using *Traditional Game of Dhakon* as teaching media. The second difference, it is on the objective of study, she wanted to using in the eight year students of MTs Nurul Ulum Batursari Mranggen in the Academic Year of 2010/2011. and the

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[2] Indah Izzatut Tahiyah (07420594), *Improving Reading Recount Text by Using Mind Mapping* (A Case Study of the Eight Year Students of MTs Nurul Ulum Batursari Mranggen in the Academic Year of 2010/2011). (Semarang : Department of English Education, Faculty of Language and Arts Education IKIP PGRI, 2011)

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B. Theoretical Review

1. Reading

a. Definition of Reading

Reading, as one of language skills, has an important role for those who want to master English well. Reading is one way for the reader to receive information from the writer in the form of text. Reading can also improve the reader's vocabulary. Also, reading has a purpose it is something that almost everyone does in everyday, it is an integral part of daily lives, taken very much for granted and generally assumed to be something that everyone can do it. The reason for reading depends very much on the purpose for reading, and readers know exactly what they are reading.

Reading is about understanding the written text. It is a complex activity that includes both perception and thought.

According to Othman states that reading is not just saying the words. Reading must always be a meaning-getting process. Many children can read the words in a passage perfectly, but are unable to answer questions that call for making inferences or for

identifying the main idea. Children should also be taught to see reading as a source of information.[3]

"According to Grabe and Stoller, reading is the ability to draw meaning from the printed page and interpret this information appropriately".[4]

The process of drawing information and interpreting information requires the work of the brain actively. Reading is an important process for the students in all fields. Through reading, the students can obtain some information they need everyday. In order to get best outcome in the process of reading, the students should have a good ability to comprehend the text they read. In reading comprehension, the students are served as many instruction tasks varies in levels of comprehension from the lower into higher as it is stated previously. And from reading, students are expected to be more sensitive in study English. Therefore, reading is one of many aspects in English learning that can be the door of English knowledge before they get other English knowledge further.

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[3] Othman. Y, *Mengajar Membaca: Teori dan Aplikasi*, (Selangor: PTS Publication & Distribution, 2003), P.3

[4] Grabe. W and Stoller. F. L, *Teaching and Researching Reading*, (Cambridge: Longman, 2002), P.9

b. Purpose of Reading

Learning process has a purpose to make students absorbs knowledge in order to applied in socialism as real life. Therefore, teacher should prepare students who can competitive with others and have a think power superiority to make change better.

This research that emphasized in reading skill of course has purposes to make students understand about meaning of written text better and accurately. In order to communicate in English well, a person must recognize and master the four basic language skills: listening, speaking, reading and writing. Reading as one of the four language skills is an essential skill for the students at every level started from elementary school until university. In other words, by reading the reader will get something to improve his knowledge, information and pleasure, instruction to do something and also know what is happening and has happened.

And the best way to learn new vocabulary is through reading. This statement is absolutely true but it does not tell the whole story. Children expand their vocabulary dramatically during their school years and reading is the major source of this growth. Second language learners can also increase their vocabulary knowledge through reading but few second language learners will read the amount of

target language text that a child reads throughout more than a decade of schooling.

Research evidence suggests that second language learners benefit from opportunities to read material that is interesting and important to them. However, those who also receive guidance from instruction and develop good strategies for learning and remembering words will benefit more than those who simply focus and getting the main idea from a text. What is perhaps most striking in the research is evidence that in order to successfully guess the meanings of new words in a text, a reader usually needs to know 90 percent or more of the words in that text. [5]

As someone's knowledge develops material to be read is also more complex. In order to gain what the people need to know from written language or text, they read several reading sources such as magazine, novel, short story, scientific book, religious book, etc. Therefore, it is undeniable that reading is very important to be taught in school.

In Educational Curriculum of 2013 the objectives of teaching reading are clearly stated. For Senior High School students, they are expected to be able to read and comprehend kinds of genre. Those are description text,

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[5] Patsy M. Lighbown and Nina Spada, *How Languages Are Learned*, (Cambridge : Cambridge University Press, 2008), P. 188

narrative text, procedure text, recount text, news item, report text, exposition, spoof, review and explanation.[6]

c. **Teaching of Reading**

Nowadays, the educational curriculum in our country always be changed as walk as government structure changing. This condition makes us dilemma, one side we have to obey the decision of government but in other side we have to appropriate real condition in the school. Whereas, the main problem in our education is how the way to teach students more actively and interested to study. And primary aim of learning English is to make students easier to understand the material delivered by teacher. At present reading is taught so that a person is able:

1) To recognize words.
2) To understand the meaning of words.
3) To react to what has been read. In other words, the child laughs, feels sad, waits for the ending etc. As the case may be. And he will disagree on false statement.
4) To change ideas and behavior of the students.[7]

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[6] http://ferdikakinestetik.blogspot.com/2012/12/makalah-kurikulum-2013.html. Retrieved on 9 september 2014

[7] Digumarti Bhaskara Rao, *Methods of Teaching English*, (New Delhi : Discovery Publishing House, 2012), p. 278

Reading of mother tongue and reading of a foreign language are fundamentally the same processes. The learner faces problems in both the cases. However in case of mother tongue, the problems are few because he has already learnt listening or speaking at home. In case of a foreign language, practice in listening or speaking is given in the school. Comparatively, the learners have less practice in aural-oral aspect of the language. Besides, English is not phonetic language. Its spelling system creates problem in reading. So it is very essential that reading should be started after giving sufficient practice in listening and reading.

d. Types of Reading Techniques

Commonly, there are two types or way to read the text that can help reader to understand the meaning of text easier. These, enable for reader to get the point without read the whole of the text sequent. The types are:

1) Skimming

Applying of this way is read the text only see main words in every paragraph contained therein. Surely from this way the reader is able to take out the best contained there in the lesson or the paragraph. Practice of skimming is very important to increase confidence in getting information.

2) Scanning

This way can help the reader to get the main point completely in understanding a text. The reader will search a sentence per sentence from the first until end of text. Maybe this way looked like hard work because the reader needs to read the subject matter cautiously and carefully. But this way can collect the core idea in a text comprehend.

By reading extensively offering many advantages (Day & Bamford, 1998: Krashem, 1993; Nation, 1997). Some of which are as follow :

a) Enhanced language learning in such areas as spelling, vocabulary, grammar and text structure
b) Increase knowledge of the world
c) Improved reading and writing skills
d) Greater enjoyment of reading
e) More positive attitude toward reading
f) Higher possibility of developing a reading habit[8]

Those advantages above have some aims to measure studen's increasing in pronounciation, accuracy and mastering grammar.

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[8] Jack C. Richards and Willy A. Renandya, *Methodology of Language Teaching*, (Cambridge : Cambridge University Press, 1996), p.298

e. Techniques for Testing Reading

In testing reading is needed a carefulness to testing or decides types of question. Because in reading students not only have to know the content of text but they have to know about generic structure and social purposes. Indirectly, students will have know about grammar itself although does not taught directly. Therefore, choosing the types of question in testing reading is important in order to cover all of aspects. The description of the IELTS Test of Academic Reading illustrates the range of techniques that are now being employed in the testing of reading:[9]

> A variety of questions are used, chosen from the following types :
> Multiple choices;
> Short answer questions;
> Sentence completion;
> Notes/summary/diagram/flowchart/table completion;
> Choosing from a'heading bank' for identified paragraphs/sections of the text;
> Identification of writer's view/attitude claims: yes/no/not given;
> Classification;
> Matching lists;
> Matching phrases.
> > (International English Language Testing System Handbook, 1999, and Specimen Materials, 1997)

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[9] J.Charles Alderson, *Assessing Reading,* (Cambridge: Cambridge University Press, 2005),p.205-206

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2. Concepts of Games

Games are definitely the natural way of learning something. Playing is the effective method for children. Through playing they meet with their environment, understand many principles of how things work and it is easy for them to remember something which is connected with pleasure, fun or amusement. According to jill Hadfield, " a game is an activity with rules, a hoal and element of fun".[10] So, Learning reading through game is one effective and interesting way that can be applied in any classroom.

3. Reasons of Using Games

According to Dani Wardani, "games can provide a learning method that combines all the elements of the internal (pleasure, motivation, curiosity, interest) and elements eksternal (simulation,modelling,and problem solving."[11] A learning of reading is hard work so game is needed to make teaching and learning process more fun. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create context in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are

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[10] Jill Hadfield, *Intermediate Communication Games,* (England : Longman, 1996), p.v

[11] Wardani Dani, *Bermain Sambil Belajar,* , (Bandung : Edukasia, 2009),p.34

saying or have reading, and they must speak or read in order to express their own point of view or give information.

There are several reasons why we can use games in the classroom:

1) Games are fun and learners will be interested to play it. Through games, learner will be able to explore some new ways and ideas to learn material given.[12] Furthermore learners can interact with their friends while playing a game in teaching learning process and it will make them get closer. As a result it will never make students bored to learn English.

2) Through well-planned games, learners can practice and internalize vocabulary grammar and structures extensively. Play and competition that are provided by games enhance the motivation of the students. They also reduce the stress in the classroom. While playing games, the learner's attention is on the message, not on the language. In a way, students acquire language unconsciously since their whole attention is engaged by the activity.

3) The game context makes the foreign language immediately useful to the children. It brings the target language to life.

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[12] Yin Young Mei and Jang Yu-Ying, *Using Games in an EFL Class for Children*, (Daejin University ELT Research Paper. Fall, 2000).

4) Games are welcoming break from the usual routines of the language class. They can be use as relaxation of teaching and learning process.

5) Games help students to make and sustain the effort of learning.

6) Games make classroom atmosphere much more supportive for learning.[13]

Based on those reasons we know that game is good to be applied in language learning. Game will make students enjoy teaching learning process and master the material easily. Moreover, students have more opportunity to participate in classroom activities.

C. **General Concept of Traditional Game of Dhakon**

1. **Definition of Traditional Game of Dhakon**

The word traditional is following or belonging to the customs or ways of behaving that have continued in a group of people or society for a long time without changing.[14] Game is an organized competition consisting of several different activity to entertain or the equipment needed for such an activity.[15] traditional game is an entertaining activity that

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[13] Redjeki Agoestyowati, *Fun and English Games & Activities for You,* (Jakarta: PT Bhuana Ilmu Populer, 2010), p.314

[14] Oxford University, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2004),p.89

[15] Oxford University, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2004),p. 123

following the customs of behaving that have continued in a society for a long time without changing.
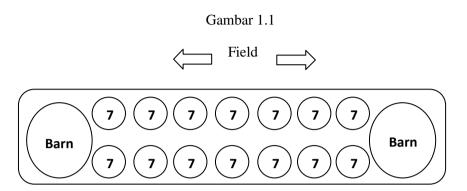
Dhakon is one of Indonesia's Traditional games is now beginning to disappear in the community because it is more like a modern game, dhakon is from the word dhaku and got suffix _an. dhaku means admitted that something was hers, at first dhakon is a farmer's game, but in the subsequent development dhakon has climbed degrees into the game aristocracy and nobility, and finally now dhakon has become a game the whole society, It is told that at the time of running the war against the Dutch , families lord Diponegoro prince often play dhakon in camp sambiroto, Kulonprogro.

Other evidence indicates that nobility of dhakon is a game with play equipment dhakon artificial carved Sri Sultan Hamengkubuwono VII era.[16] dhakon game board is made of wood, copper, or now many are made of plastic, in principle there are a hole for the fields and there is a hole for the barn, the hole for the barn is located on the far right side and left side, and for field consists of two lines,it each line numbered 5,7,9 or 11.

To play dhakon need a board dhakon and shell dhakon, shell dhakon to field is total 7 holes, then shells prepared is 7

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[16] Dharmamulya Sukirman, *Permainan Tradisional Jawa,* (Yogyakarta : Kepel Press, 2008),p.128

seeds x 7 field x 2 players = 98 seeds, all fields filled with stuffing each 7 shell.

Gambar 1.1

Field

2. Definition of Recount Text

Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense.

Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.[17]

a. Generic Concepts of Recount

There are three generic structure of recount. They are:

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[17] Ken Hyland, *genre and Second Language Writing,*(The United State of America: The University of Michigan Press, 2004), p.29

1. Orientation: provides the setting and produces participants. It provides information about 'who', 'where', and 'when'.

2. Record of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.

3. Re-orientation: optional-closure of events. It is 'rounds off' the sequence of events.

b. Grammatical features of recount include:

1. Use of nouns and pronouns to identify people, animals orang things involved

2. Use of actions verbs to refer to events

3. Use of past tense to locate events in relation to speaker's or writer's time

4. Use of conjunctions and time connectives to sequence of events

5. Use of adverb and adverbial phrase to indicate place and time

6. Use of adjective to describe nouns[18]

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[18] Ken Hyland, *genre and Second Language Writing,*(The United State of America: The University of Michigan Press, 2004), p.29

c. Types of recount:

    1) Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).

    2) Factual recount: recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account).

    3) Imaginative recount: taking on a imaginary role and giving details of events (e.g. a day in the life of a roman slave; how I invented).[19]

d. Example of recount:

A visit to sheep property

Orientation	*Last holidays I visited a sheep property. I helped in the shearing sheds and in the yards.*
Events	*On the first day the Merino weathers were crutched. I helped by sweeping up after the roustabout picked up the wool pieces. Shearers start early at 7.30 am.*

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[19] Ken Hyland, *genre and Second Language Writing,*(The United State of America: The University of Michigan Press, 2004), p.29

After lunch, we started shearing the lambs. There were more than 400 so didn't finish until the next day. Once again I was sweeping and picking up dugs.

I was tired by the end of the day in the shed but our work wasn't finished. We all had to help to get the weathers and lambs back into the paddocks. As well, we had to get a mob of ewes and their lambs into the yards for shearing the next day. Then it was time for tea.

Re-orientation   *This was a very long day but I enjoyed it a lot.[20]*

3. Traditional Game of Dhakon to teach recount reading

The study discussed " The Use of Dhakon Traditional Game for Fun Learning of Recount Reading".

Object of the Game is to get as many shells as you can into your barn. Your barn is the hole at the end of the board on your left side and to win the game if you have the most shells in your barn.

Count 7 shells into each of the holes on your side of

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[20]   http://www.Impc.edu.au/resources/science/researchprojects/text types/2 recount eg.html, retrieved on March 25rd, 2015

the board. Leave your barn at the end empty. If your board has less/more than 7 holes on each side, fill each hole with playing pieces equal in number to the number of holes on one side of the board.

The first player takes all of the shells out of any hole on their side of the board. Move clockwise around the board and drop one shell into each hole in an effort to reach your own barn at the end of the board. Do not drop a shell into your opponent's barn.take all of the shells in that hole and put them in your store house and continue moving around the board just like you did in the beginning of the game. leave your shell in that hole and end your turn. you are dead and it is now your opponent's turn.if your shell in your barn you get another turn. take all of the shells out of any hole on your side of the board and continue to play moving around the board clockwise.

Play continues with successive rounds until one player loses all of their shells, or both players wish to stop playing, at which time you would count the shell to see who has the most, and is thus the winner.

While the game is simple enough, strategies develop with practice and skill that enable the player to maximize the chances of having at least one shell left in a position to carry on the journey and to create the opportunity to harvest the opponent's shells in a shoot.

As it's explained above, traditional game could be applied to teach and encourage student's ability in mastering recount reading, in this case, the teacher needs dhakon board, shells of dhakon, number card to play this game, the following explanation is some steps to perform dhakon game :

1. Divide students into two groups, group A and Group B
2. At each group choose one of group to be first player to play dhakon.
3. The first player from each group began to play only one way, and then turns his opponent.
4. The next player is the other member of each group play in sequence.
5. Of all the shells in the first section or cards in the second section are obtained in collated into a recount text and read in the class.
6. Groups that receive the most cards and arrangement a recount text most is the winner.
7. Each group present in front of the class the results of card,and the composition of recount text that was obtained.
8. Teacher gives value to each group and determine the group that has won the game.

D. Hypothesis

Sutrisno Hadi stated, "Hypothesis is consists of words hypo and thesis. Hypo is under or less or weak. Thesis is theory or proposition that showed as a proof."[21] Hypothesis is a temporary answer of problems in research until proved from the data which collected.[22] So, hypothesis can define a weak truth statement towards problems on research and need to prove the truth after collecting data.

The hypothesis of this research is: "*Traditional Game of Dhakon* is effective to teach the recount reading to the eighth grade students of MTs Hidayatullah Banjarejo in the academic year of 2014/2015". The score of students who were taught by using *Traditional Game of Dhakon* are higher than the students who were not taught by using *Traditional Game of Dhakon*.

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[21]Sutrisno Hadi, *Statistik Vol. 2*, (Yogyakarta: Andi, 2000), p. 257
[22]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek,* (Jakarta: RinekaCipta, 2010), p. 110

CHAPTER III
METHOD OF INVESTIGATION

This chapter discusses sources of data, research design, research setting, population and sample of research, variables and indicators of research, methods of data collection, and methods of data analysis.

A. Research Design

This research is quantitative in nature, because the result of the students' achievement in pre test and post test will be expressed in the language of mathematic, evaluated consequently and also interpreted by appropriate statistical procedures. In this term, quantitative data refers to the use of T-test.

Experimental Research is an attempt which conducted by the researcher to maintain control over all factors that may affect the result of an experimental. In doing this, the researcher attempts to determine or predict what may occur. An experimental research involved two classes: experimental class and control class. An experimental class will receive a new treatment while control class receives a usual treatment. According to Nunan, experiment is designed to collect data in such a way that threats to the reliability and validity of the research are ministered.[1]

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[1] David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p.47

Referring to this research, the experimental and control class are consisting of eighth grade of MTs Hidayatullah Banjarejo Guntur Demak. The experimental class received a new treatment by using *Traditional Game of Dhakon* as teaching media while the control class was treated conventionally. This study used pre-test and post-test to measure both groups changes in the period before and after receiving a treatment.

The design of the experiment could be described as follows:

Pattern:

E	0_1	X	0_2
C	0_3	Y	0_4

Figure 3.1 Research Design

Where:

    E = Experimental class

    C = Control class

    0_1 = Pre-test for experimental class

    0_2 = Post test for experimental class

    0_3 = Pre-test for control class

    0_4 = Post test for control class

    X = Treatment using *Traditional Game of Dhakon*

    Y = Treatment using *Conventional Method*

Based on the above pattern, the subjects of research were classified into an experimental class (top line) and a control class (bottom line). The quality of subjects was first checked by pre-testing them (0_1 and 0_3). Then, the experimental treatment (taught by using *Traditional Game of Dhakon* as teaching media) was applied to the experimental class. This treatment was symbolized as "**X**" while the control class was taught using *Conventional Method.* This treatment was symbolized as "**Y**". The test was held in the form of written. Then, the results of post-test (0_2 and 0_4) were computed statistically.

B. Research Setting

1. Subject and Place of the Research

This study was conducted at MTs Hidayatullah Banjarejo which is located at Banjarejo Street Banjarejo Guntur Demak. The subject of this study is the eighth grade of MTs Hidayatullah Banjarejo in the academic year of 2014/2015.

2. Time of the Research

This research was conducted from April 13th to April 30th 2015 on the second semester in the academic year 2014/2015, counted since the proposal is submitted until the end of the research.

Table 1
List of Time of Study

No.	Activity	Month/ Week		
		April		
		3rd	4th	5th
1.	**Try-Out Class**	√		
2.	**Experimental Class**			
	a. Pre-Test	√		
	b. Treatment		√	
	c. Post-Test			√
3.	**Control Class**			
	a. Pre-Test	√		
	b. Explaining		√	
	c. Post-Test			√

C. Source of Data

1. Population

According to Sukardi, population is all members of well defined class of people, events and objects. Population can be divided into two kinds, target of population and access of population. Target of population is population that has been planned in the research planning. And access of population is population that can be accessed when the researcher determines the number of population.[2] The population of this research is All 2nd grade of MTs Hidayatullah Banjarejo Guntur Demak in the Academic Year 2014/2015 which consist of three classes with thirty to thirty one students in each class.

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[2] Sukardi, *Metodologi Penelitian Pendidikan*, (Yogyakarta: Bumi Aksara ,2010), p.53-54

2. Sample and Sampling Technique

Sample means apart of population that will be observed, whose characteristic can represent and describe the real population.[3] Sample was done by taking the subject/sample which is not based on strata, random, or area but it is based on the consideration of a certain purpose.

Some reasons for using *sample*:

a) The large amount of population.

b) The observation that done for all unit of population may damage.

c) Saving time, money, power.

d) Be able to give the comprehensive output.

In this research, the researcher used cluster random sampling in choosing the sample, because it is one of the techniques that all individual of population may have the same opportunity and have been chosen as the sample.[4] The researcher took two classes, VIII A and VIII B as the sample. Each class has 31 students. The two classes were given the same material but with different way. VIII A as the experimental class was taught by using *Traditional Game of Dhakon* and VIII B as control class was taught without using *Traditional Game of Dhakon*.

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[3] Sugiharto, *Teknik Sampling,* (Jakarta: Gramedia Pustaka Utama, 2003), 2nd Ed, p. 2

[4] Sukardi, *Metodologi Penelitian Pendidikan*, (Yokyakarta : Bumi Aksara, 2010), p.58

D. Variables and Indicators of Research

Every research requires variable since it roles is the fundamental elements to support the study. The existences of variable determine the outcome of the research it self. In quantitative research, where variable are central and knowing the right variable ought to be based on its appropriate definition. As variable refers to Suharsimi Arikunto, it simply means the object in which the research is focused.[5]

According to Sugiyono, research variable is an attribute, characteristic, and value of person, object, or the variation of activity which has been determined by researcher to observe and take the conclusion. There are two types of variables based on the term of causation:[6]

1. Independent Variable (X)

Sugiyono said that independent variable can be called *stimulus, predictor,* or *antecedent.* Independent variable is variable which has the influence or the cause of change or make the existence of dependent variable.[7] So, the independent variable in this research is the use of using *Traditional Game of Dhakon* in learning recount reading. This

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[5] Suharsimi Arikunto, *Prosedur Penelitian,*(Jakarta : Rineka Cipta, 2010), p.118.

[6] Sugiyono, *Metode Penelitian Pendidikan* (Bandung : Alfa Beta, 2012),p.61

[7] Sugiyono, *Metode Penelitian Pendidikan* (Bandung : Alfa Beta, 2012),p.75

variable affects the dependent variable throughout its treatments. The indicators from this variable are:

a. Divide students into two groups, group A and Group B

b. At each group choose one of group to be first player to play dhakon.

c. The first player from each group began to play only one way, and then turns his opponent.

d. The next player is the other member of each group play in sequence.

e. Of all the cards are obtained in collated into a recount text and read in the class

f. Groups that receive the most cards and arrangement a recount text most is the winner.

g. Each group present in front of the class the results of card,and the composition of recount text that was obtained.

h. Teacher gives value to each group and determine the group that has won the game.

2. **Dependent Variable (Y)**

Dependent variable is variable which is influenced or became effect of the independent variable.[8] Dependent variable in this study is students' understanding on recount reading. The researcher can measure it based on students' score from the test, and the indicators are:

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[8] Sugiyono, *Metode Penelitian Pendidikan* (Bandung : Alfa Beta, 2012),p.61

a. Understanding the definition of recount text

b. Identifying generic structure of recount text

c. Understanding the content of recount text

E. Methods of Data Collection

To get the accurate data, in this study the writer used two ways to collect data, they are follows:

1. Test

Test is an instrument to collect the data that gives response about the question in the instrument, and the students have to show their ability.[9] In another word, test means a question which is used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or group to collect data.[10]

The writer gathered the data by analyzing the test based on the material of recount text. He gave the test twice (pre-test and post-test) in both experimental and control class.

a. Pre-Test

Before the teacher explained material by using *Traditional Game of Dhakon*, the teacher gave pre-test to experimental and control class in same way. It was given before the experiment was run.

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[9] Purwanto, *Evaluasi Hasil Belajar*, (Yokyakarta: Pustaka Belajar, 2009), p. 65.
[10] M. Chabib Thoha, *Teknik Evaluasi Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2001), p. 43.

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b. Post-Test

Post-test was given to the experimental class and the controlled class. It was given in order to know students' understanding and score on recount reading after they were taught using *Traditional Game of Dhakon* (experimental class) and without using *Traditional Game of Dhakon* (control class).

The score of students' achievement can be calculated by using this following formula:[11]

$$Score = \frac{The\ number\ of\ right\ answer}{The\ number\ of\ questions} \times 100\%$$

2. **Documentation**

Besides data from result of the test, the documentation is needed to help the researcher run the research. According to Arikunto, the documentation method is used to look for the data concerning matters or the variable that took the form of the note, transcript, book, newspaper, magazine, inscription, notes of a meeting, agenda.[12]

The Researcher used the documents related to the object of research such as students' name list, and English subject schedule.

[11] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek,* (Jakarta: PT Rineka Cipta, 2006), p.235.
[12] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek,* (Jakarta: PT Rineka Cipta, 2006)*,* p.274

F. Data Analysis Technique

The data analysis method which used in this research is quantitative analysis. Quantitative is concerned with the amount or number.

1. Try-Out Instrument

Try out test analysis is meant to get the validity, reliability, index difficulty and discriminating power. The tryout was given to VIII C of the students of MTs Hidayatullah Banjarejo. After finishing the test, the answer sheets were collected in order to be scored. From 30 items test of tryout, some items were chosen as the instrument of the test. The choosing of the instrument had been done by considering: validity, reliability, the degree of test difficulty and discriminating power as follows:

a. Validity

The validity is an important quality of any test. It is a condition in which a test can measure what is supposed to be measured. According to Arikunto, "a test is valid if it measures what it purpose to be measured".[13] The validity of an item can be known by doing item analysis. It is counted using product – moment correlation formula:

[13] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2007) 7th Ed, p. 65.

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

Where:

r_{xy} = the correlation of the scores on two halves of the test

N = the number of students in class

X = the score of each component of test

Y = the total score of correct answers

$\sum X$ = the sum of total X score in each class

$\sum Y$ = the sum of total score from each student in the class

$\sum XY$ = the sum of multiple score from each student with the total score

$\sum X^2$ = the sum of the square score in each component of test

$\sum Y^2$ = the sum square of total score from each student in the class.

Calculation result of r_{xy} is compared with r_{table} of product moment by 5% degree of significance. If r_{xy} is higher than r_{table}, the item of question is valid.[14]

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[14] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2007) 7th Ed, p. 78.

b. Reliability

Reliability means "consistent".[15] It refers to the consistency of test scores. Besides having high validity, a good test should have high reliability too.

Alpha formula is used to know reliability of test is K - R. 20.[16]

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S - \sum pq}{S^2} \right)$$

Where:

r_{11} : The reliability coefficient of items

n : The number of item in the test

P : The proportion of students who give the right answer

q : The proportion of students who give the wrong answer

S^2 : The standard deviation of the test

Calculation result of r_{11} is compared with r_{table} of product moment by 5% degree of significance. If r_{11} is higher than r_{table}, the item of question is reliable.[17]

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[15]J.B Heaton, *Writing English Language Tests* (London: Longman, 1975), p. 155.

[16]Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfa Beta, 2008), p. 132.

[17] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2007) 7th Ed, p. 100.

c. Index Difficulty

      According to Arikunto, good question is not very easy and is not very difficult. The easy question will not stimulate the students to heighten their power in solve problem. Conversely, the difficult question will make the students be giving easily up and have not spirit try to solve that problem on the question. Because they think that the question is beyond the reach of their brain.[18]

      Item analysis is carried out to find out the effectiveness of the items. It is mean to check whether each item meet the requirement of good test item or not.

To know the item difficulty, the writer used the formula:

$$P = \frac{B}{JS}$$

Where:

P = index of difficulty

B = the number of students who answer an item correctly

JS = the total number of students

      The index of difficulty level can be classified as follows: [19]

$0.00 < P \leq 0.30$ is difficult

$0.30 < P \leq 0.70$ is medium

$0.70 \ P \leq 1.00$ is easy

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[18] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2007) 7th Ed, p. 208.
[19] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2007) 7th Ed, p. 210.

d. Discrimination Power

Item of discrimination power tells how well the item performs in separating the better students from the poorer students. If the good students tend to do well on an item and the poor students do badly on the same item, then the item is a good one because it distinguishes the good students from the bad students. To calculate the index of discriminating power, the writer will use the formula: [20]

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B} = P_A - P_B$$

Where:

J_A = Number of all students in the upper group

J_B = Number of all students in the lower group

B_A = Number of students in the upper group who answered the item correctly

B_B = Number of students in the lower group who answered the item correctly

P_A = The proportion of the upper group who answered the item correctly

P_B = The proportion of the upper group who answered the item correctly

[20] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2007) 7th Ed, p. 213.

The criteria of determining the index of discriminating are below:[21]

D = 0.00 – 0.20   : Poor
D = 0.21 – 0.40   : Satisfactory
D = 0.41 – 0.70   : Good
D = 0.71 – 1.00   : Excellent

2. Pre-Requisite Test

Before the writer determind the statistical analysis technique used, He examined the normality and homogeneity test of the data. To get the normality and homogeneity, the researcher used *pre test* score.

Pre-test was given before the treatments. The researcher determines the statically analysis technique whether both groups have normal distribution. If the data have normal and homogeny distribution, the treatment and teaching can be conducted to both classes.

a. Normality test

It is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. The normality test with Chi-square is done to find out the distribution data. Step by step Chi-square test is as follows:

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[21] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2007) 7th Ed, p. 218.

1) Determine the range (R); the largest data reduced the smallest.

2) Determine the many class interval (K) with formula:

   K = 1+ (3, 3) log n

3) Determine the length of the class, using the formula:

   $$P = \frac{range}{number\ of\ class}$$

4) Make a frequency distribution table

5) Determines the class boundaries (bc) of each class interval

6) Calculating the average Xi ($\overline{X}$), with the formula:

   $$\overline{X} = \frac{\sum f_i x_i}{\sum f_i}$$

7) Calculate variants, with the formula:

   $$S = \sqrt{\frac{\sum f_i (x_i - \overline{x})^2}{n-1}}$$

8) Calculate the value of Z, with the formula:

   $$Z = \frac{x - \overline{x}}{s}$$

   x = limit class

   $\overline{x}$ = Average

   S = Standard deviation

9) Define the wide area of each interval

10) Calculate the frequency expository (Ei), with formula:

Ei = n x wide area with the n number of sample

11) Make a list of the frequency of observation (Oi), with the frequency expository as follows:

Class	Bc	Z	P	L	Ei	Oi	$\dfrac{Oi - Ei}{Ei}$

12) Calculate the chi-square (X^2), with the formula:

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

13) Determine dk = k-3, where k is the number of class intervals and $\alpha = 5\%$

14) Determining the value of X^2 table

15) Determining the distribution normality with test criteria:

If $X^2{}_{count} > X^2{}_{table}$ so the data is not normal distribution and the other way if the $X^2{}_{count} < X^2{}_{table}$ so the data is normal distribution.[22]

b. Homogeneity test

It was meant to get the assumption that sample of research came from a same condition or homogenous. It is used to know whether experiment class and control class, that are taken from population have same variant or not.

The steps as follows:

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[22] Sudjana., *Metode Statistika* (Bandung: Tarsito, 2001), 6[th]p. 272.

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1) Calculate variants both classes (experimental and control classes), with the formula:

$$S_1^2 = \frac{\sum (x - \bar{x})^2}{n_1 - 1} \text{ And } S_2^2 = \frac{\sum (x - \bar{x})^2}{n_2 - 1}$$

2) Determine $F = \dfrac{Vb}{Vk}$

Where:

Vb   : Bigger Varian

Vk   : Smaller Varian

Determine dk = $(n_1 - 1) : (n_2 - 1)$

3) Determine F_{table} with $\alpha = 5\%$

4) Determining the distribution homogeneity with test criteria:

If $F_{count} > F_{table}$, the data is not homogeneous and the other way if the $F_{count} < F_{table}$, the data is homogeneous.[23]

c. Test of the Average

It is used to examine average whether experiment class and control class have been decided having different average. [24]

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[23] Sugiyono, Statistika *Untuk Penelitian,* (Bandung: Alfabeta, 2007), p. 140.

[24] Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 1995) 6th Ed., p. 326-327.

T-test is used to analyze the data of this research. A t-test would be the measure you would use to compare the mean scores of the two classes.[25]

If $\sigma_1{}^2 = \sigma_2{}^2$ (has same variant), the formula is:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

With

$$S = \sqrt{\frac{(n_1 - 1)S_1{}^2 + (n_2 - 1)S_2{}^2}{n_1 + n_2 - 2}}$$

Where:

$\overline{X}_1$: The mean score of the experimental class

$\overline{X}_2$: The mean of the control class

n_1 : The number of experimental class

n_2 : The number of control class

$S_1{}^2$: The standard deviation of experimental class

$S_2{}^2$: The standard deviation of both classes

If $= \sigma_1{}^2 \neq \sigma_2{}^2$ (has no same variant) the formula is:

[25]H. Douglas Brown, *Language Assessment: Principles and Classroom Practices,* (San Fransisco: Longman, 2004)*,* p. 205.

$$t^1 = \frac{\overline{X} - \overline{X_2}}{\sqrt{\dfrac{S_1^2}{n_1} + \dfrac{S_1^2}{n_2}}}$$

The hypotheses are:

Ho $= \mu_1 = \mu_2$

Ha $= \mu_1 \neq \mu_2$

μ_1 : average data of experimental class

μ_2 : average data of control class

If $t_{count} > t_{table}$ so Ho is rejected and there is no difference of average value from both of classes. Moreover, the other way if the $t_{count} < t_{table}$ so Ho is accepted and there is significant difference of average value from both of classes.[26]

3. **Post-Test**

Post-test was held after all treatments were conducted. This test was used to measure students' achievement after experimental and control class were given treatments and explanations. The result of test was analyzed statistically. There are types of post-test, as follow:

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[26]Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 1995) 6th Ed., p.272-273.

a. Normality Test

   Steps normality second step is the same as the normality test on the initial data.

b. Homogeneity Test

   Steps homogeneity second step is the same as the homogeneity test on the initial data.

c. Test Average (Right-hand Test)

   This test proposed that hypothesis test in average similarity with the right test as the steps right-hand test the initial data.

CHAPTER IV
RESEARCH FINDINGS AND ANALYSIS

A. Description of the Result Research

Findings of this research described that there were different result between experimental class which was taught by using *Traditional Game of Dhakon* and control class which was taught without using *Traditional Game of Dhakon*. The research was conducted in MTs Hidayatullah which is located at Banjarejo Street No.9 Banjarejo Guntur Demak at the eighth grade in the academic year 2014/ 2015.

The activity of the research started on 13th April 2015 by choosing the sample used cluster random sampling technique. To get the representative sample, the researcher wrote the names of the classes on small piece of paper. And then, the papers were rolled and put into a lot of box. At last, the researcher got class VIII C which consisted of 30 students as try-out class, class VIII A which consisted of 31 students was experimental class, and class VIII B which consisted of 31 students was as control class. The number of students was gained from the documentation of the school by the help of the English teacher.

Before items were given to the students, the researcher gave tryout test for try-out class on 14th April 2015 to analyze validity, reliability, difficulty level and the discrimination power of each item. The researcher prepared 30 items consist of 15 multiple

choice of questions and 15 essay ofquestion as the instrument of the test. Test was given to know the validity, reliability, degree of test difficulty, and discriminating power of test items of try-out test in try-out class that was provided by the writer.

In this research finding of try out test, the researcher used *product-moment* formula to analyze validity. The researcher applied the *spearman-brown* formula which was combined with *product- moment* formula to analyze reliability instrument. The degree of test difficulty used difficulty level formula by considered five levels of difficulty. The last analysis of try-out test was discriminating power by divided into two groups; lower group and upper group which consist of 15 students in each groups.

The researcher gave pre-test on 15th April 2015 in control class and 15th April 2015 in experimental class. The questions consisted of 20 items were stated valid according to try-out analysis. After giving pre-test, the writer determined the materials and lesson plans of learning activities. Pre-test was conducted to both classes to know that two groups were normal and homogeny.

After knowing the control class and experimental class had same variant. Before giving the treatment and *Conventional Method*, the researcher prepared lesson plan and material to learning activity. The researcher conducted treatment in control class on 18th and 22nd April 2015. The control class was not taught using *Traditional Game of Dhakon*, but the teacher explained the

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material using *Conventional Method* without giving variation or special treatment in learning process.

The treatment for experimental class conducted on 18th and 22nd April 2015 by using *Traditional Game of Dhakon* which is effective to teach Recount Reading because it is fun to study of writing.

After gave treatments in experimental class and conventional teaching in control class, the researcher gave post-test which consisted 20 test items which approximately finished on 40 minutes. The researcher gave post test for control class on 25th and 29th April 2015 for experimental class.

From the post-test, it could be known that there were significant result between control class and experimental class by hypothesis test which showed the value of t-test is higher than t-table. It could be seen on the value of t-test is 3.206 while the critical value on $t_{s0,05}$ is 1.671, so the hypothesis is accepted. It meant that using *Traditional Game of Dhakon* in teaching Recount Reading is effective and gave good result in teaching and learning process because the students felt more fun, exited, cooperative, and responsible in learning process.

B. **The Data Analysis and Test of Hypothesis**

   1. **The Data Analysis**

     a. **The Data Analysis of Try-out Finding**

This discussion covered validity, reliability, level of difficulty and discriminating power.

1) Validity of Instrument

As mentioned in chapter III, validity refers to the precise measurement of the test. In this study, item validity was used to know the index validity of the test. To know the validity of instrument, the writer used the Pearson product moment formula to analyze each item. It was obtained that from 30 test items; there were 20 test items which were valid and 10 test items which were invalid. They were on number 11, 14, 16, 17, 20, 23, 25, 26, 28 and 30. They were invalid with the reason the computation result of their r_{xy} value (the correlation of score each item) was lower than their r_{table} value.

Table 2

Validity of Each Item

Criteria	r_{table}	Number of questions	Total
Valid	0. 361	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 15, 18, 19, 21, 22, 24, 27, 29.	20
Invalid		11, 14, 16, 17, 20, 23, 25, 26, 28, 30.	10

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The following was the example of item validity computation for item number 1 and for the other items would use the same formula.

$$r_{xy} = \frac{N\sum xy - \left(\sum x\right)\left(\sum y\right)}{\sqrt{\left\{N\sum x^2 - \left(\sum x\right)^2\right\}\left\{N\sum y^2 - \left(\sum y\right)^2\right\}}}$$

Where:

r_{xy} : The coefficients of correlation between X and Y
N : The total of subject of experiment
X : The score of each component of test
Y : The total score of correct answers
$\sum X$: The sum of score of X item
$\sum Y$: The sum of score of Y item
$\sum X^2$: The sum of the square score in each component of test
$\sum Y^2$: The sum square of total score from each student in the group

N	= 30	$\sum Y$	= 590
$\sum XY$	= 460	$\sum X^2$	= 22
$\sum X$	= 22	$\sum Y^2$	= 12332

$$r_{xy} = \frac{N\sum XY - \sum(X)\sum(Y)}{\sqrt{\left\{N\sum X^2 - \left(\sum X\right)^2\right\}\left\{N\sum Y^2 - \left(\sum Y\right)^2\right\}}} =$$

$$r_{xy} = \frac{30(460) - 22(590)}{\sqrt{\left\{30(22) - (22)^2\right\}\left\{30(12332) - (590)^2\right\}}}$$

$$r_{xy} = \frac{13800 - 12980}{\sqrt{(660 - 484)(369960 - 348100)}}$$

$$r_{xy} = \frac{820}{\sqrt{176 x 21860}}$$

$$r_{xy} = \frac{820}{\sqrt{3847360}}$$

$$r_{xy} = \frac{820}{1961,468}$$

$$r_{xy} = 0,418$$

From the computation above, the result of computing validity of the item number 1 was 0.418. After that, the researcher consulted the result to the table of r Product Moment with the number of subject (N) =30 and significance level 5% it was 0.361. Since the result of the computation was higher than r in table, the index of validity of the item number 1 was considered to be valid.

2) Reliability

A good test must be valid and reliable. To get the coefficient of correlation, the researcher applied the *product-moment* formula and then continued to the *spearman-brown* formula. The formula of product moment as follow: Before computing the reliability, the researcher had to compute *product moment* formula (r_{xy}) with the formula below:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\left\{N\sum x^2 - (\sum x)^2\right\}\left\{N\sum y^2 - (\sum y)^2\right\}}}$$

Where:

r_{xy} : The coefficients of correlation between X and Y

N : The total of subject of experiment

X : The score of each component of test

Y : The total score of correct answers

$\sum X$: The sum of score of X item

$\sum Y$: The sum of score of Y item

$\sum X^2$: The sum of the square score in each component of test

$\sum Y^2$: The sum square of total score from each student in the group

$$N = 30 \qquad\qquad \sum XY = 3041$$

$$\sum Y = 287 \qquad\qquad \sum X^2 = 3321$$

$$\sum Y^2 = 2929 \qquad\qquad \sum X = 303$$

$$r_{xy} = \frac{N\sum XY - \sum(X)\sum(Y)}{\sqrt{\left\{N\sum X^2 - (\sum X)^2\right\}\left\{N\sum Y^2 - (\sum Y)^2\right\}}}$$

$$r_{xy} = \frac{30(3041) - (303(287)}{\sqrt{\left\{30(3321) - (303)^2\right\}\left\{30(2929) - (287)^2\right\}}}$$

$$r_{xy} = \frac{91230 - 86961}{\sqrt{(99630 - 91809)(87870 - 82369)}}$$

$$r_{xy} = \frac{4269}{\sqrt{7821 x 5501}}$$

$$r_{xy} = \frac{4269}{\sqrt{43023321}}$$

$$r_{xy} = \frac{4269}{6559,2165}$$

$$r_{xy} = 0,6508$$

After finding *product moment* formula (r_{XY}) the computation was continued to the *Spearman-Brown* formula as follow:

$$r_{11} = \frac{2 \times r_{xy}}{\sqrt{1 + r_{xy}}}$$

Where:

r_{11} : The reliability coefficient of items

n   : The number of item in the test

P   : The proportion of students who give the right answer

Q   : The proportion of students who give the wrong answer

S^2 : The standard deviation of the test

$$r_{11} = \frac{2 \times r_{xy}}{\sqrt{1 + r_{xy}}}$$

$$r_{11} = \frac{2 x 0,650}{\sqrt{1 + 0,65}}$$

$$r_{11} = \frac{1,3}{\sqrt{1,65}}$$

$$r_{11} = 0,788$$

From the computation above, it was found out that r_{11} (the total of reliability test) was 0,788 whereas the number of subjects was 30 and the critical value for r-table with significance level 5% was 0.312. Thus, the value resulted from the computation was higher than its critical value. It could be concluded that the instrument used in this research was reliable.

3) Degree of test difficulty

The following is the computation of the level difficulty for item number 1 and for the other items would use the same formula.

B $= 13+9 = 21$

JS $= 30$

$$P = \frac{B}{JS}$$

$$P = \frac{22}{30}$$

$$P = 0,73$$

It is proper to say that the index difficulty of the item number 1 above can be said as the easy category, because the calculation result of the item number 1 is in the interval 0. $73 \leq p \leq 1,00$. After computing 30 items of the try-out test, there were 14 items were considered to be easy, 16 items were considered to be medium, and there were no difficult tests.

Table 3
Degree of Difficulty of Each Item

Criteria	Number of questions	Total
Easy	1, 3, 4, 5, 7, 8, 10, 13, 14, 16, 18, 24 29, 30	14
Medium	2, 6, 9, 11, 12, 15, 17, 19, 20, 21, 22, 23, 25, 26, 27, 28	16

4) The Discriminating Power

The following is the computation of discriminating power of item number 1. To do this analysis, the number of try-out subjects was divided into two groups, upper and lower groups. They were upper and lower group.

Table 4
The Table of Discriminating Power of Item Number 1

Upper Group			Lower Group		
No	Code	Score	No	Code	Score
1	P-12	1	1	P-15	1
2	P-6	1	2	P-28	0
3	P-4	1	3	P-1	1
4	P-27	1	4	P-20	1
5	P-11	1	5	P-23	0
6	P-2	1	6	P-13	1
7	P-19	1	7	P-17	0
8	P-7	1	8	P-21	1
9	P-5	1	9	P-18	1
10	P-8	1	10	P-30	1
11	P-16	0	11	P-26	0
12	P-29	1	12	P-14	1

13	P-22	0	13	P-3	1
14	P-10	1	14	P-9	0
15	P-24	1	15	P-25	0
Sum		13	Sum		9

      P   : Try Out Student

This was the analysis of discriminating power for item number 1:

JA = 15

JB = 15

BA = 13

BB = 9

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

$$D = \frac{13}{15} - \frac{9}{15} = \frac{4}{15}$$

$$D = 0,27$$

According to the criteria, the item number 1 above was medium category, because the calculation result of the item number 1 was in the interval $0.20 \leq D \leq 0.40$. After computing 30 items of try–out test and after being consulted to the discriminating power category, there were 2 items which considered being good, 18 items were satisfied and 10 items were poor.

Table 5
Discriminating Power of Each Item

Criteria	Number of questions	Total
Poor	1, 10, 11, 16, 20, 23, 24, 26, 28, 30	10
satisfied	2, 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 17, 18, 19, 21, 22, 25, 27	18
Good	12, 29	2

Based on the analysis of validity, reliability, difficulty level, and discriminating power, finally 30 items of test, there were 20 items were accepted to be used in pre-test and post-test. They were number 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 15, 17, 18, 19, 21, 22, 24, 27, 28, and 29.

b. The Data Analysis of Pre-test Score of the Experimental class and the Control Class

Table 6

PRE TEST SCORE BETWEEN EXPERIMENTAL CLASS AND CONTROL CLASS					
	CONTROL			EXPERIMENT	
NO	CODE	SCORE	NO	CODE	SCORE
1	B-1	60	1	A-1	43
2	B-2	56	2	A-2	56
3	B-3	50	3	A-3	53
4	B-4	66	4	A-4	76
5	B-5	60	5	A-5	66

6	B-6	46	6	A-6	60
7	B-7	60	7	A-7	63
8	B-8	56	8	A-8	50
9	B-9	66	9	A-9	83
10	B-10	53	10	A-10	66
11	B-11	66	11	A-11	53
12	B-12	73	12	A-12	76
13	B-13	56	13	A-13	56
14	B-14	76	14	A-14	66
15	B-15	56	15	A-15	40
16	B-16	33	16	A-16	43
17	B-17	73	17	A-17	66
18	B-18	50	18	A-18	46
19	B-19	46	19	A-19	56
20	B-20	76	20	A-20	60
21	B-21	63	21	A-21	63
22	B-22	53	22	A-22	56
23	B-23	63	23	A-23	73
24	B-24	40	24	A-24	53
25	B-25	46	25	A-25	56
26	B-26	60	26	A-26	66
27	B-27	40	27	A-27	73
28	B-28	63	28	A-28	66
29	B-29	56	29	A-29	63
30	B-30	80	30	A-30	56
31	B-31	56	31	A-31	56
jumlah		1798			1859
N		31			31
$\bar{x}$		58.00			59,97
S2		125,733			105.166
S		11,213			10,255

B = Control Class   A = Experimental Class

1) The Normality of the Experimental Class Pre-test

The normality test was used to know whether the data obtained was normally distributed or not. Based on the table above, the normality test:

Hypothesis:

Ha: The distribution list was normal.

Ho: The distribution list was not normal

Test of hypothesis:

The formula was used:

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

The computation of normality test:

Maximum score   = 83. 00   N = 31

Minimum score   = 40. 00   Range = 43.00

K / Number of class = 7   Length of the class   = 7

S   = 10,25 $\bar{x}$ = 59,97

Table 7

The Frequency Distribution of the Experimental Class Pre-Test

Class	f_i	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
40 – 46	4	43	1849	172	7396
47 – 53	4	50	2500	200	10000
54 – 60	9	57	3249	513	29241
61 - 67	9	64	4096	576	36864
68 – 74	2	71	5041	142	10082
75 – 81	2	78	6084	156	12168
82 – 88	1	85	7225	85	7225
Sum	31			1844	112976
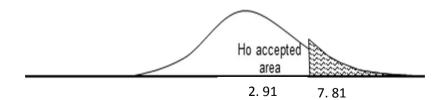
Table 8

The Frequency Distribution of the Experimental Class Pre-Test

Class		C	Z_i	$P(Z_i)$	Wide Area	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
		39.5	-1.91	-0.4719				
40	46				0.0793	2.5	4	0.8426
		46.5	-1.24	-0.3926				
47	- 53				0.1764	5.6	4	0.4786
		53.5	-0.57	-0.2162				
54	- 60				0.2549	8.2	9	0.0874
		60.5	0.10	0.0387				
61	- 67				0.2394	7.7	9	0.2339
		67.5	0.77	0.2781				
68	- 74				0.1462	4.7	2	1.5331
		74.5	1.43	0.4243				
75	- 81				0.0580	1.9	2	0.0112
		81.5	2.10	0.4823				
82	- 88				0.0149	0.5	1	0.5696
		88.5	2.77	0.4972				
							$X^2 =$	2.91

$\chi^2{}_{count} = 2.91$

For   a   = 5%, dk = 6 - 3 = 3, $X_{table} = 7.81$

Ho accepted area

2. 91   7. 81

With $\alpha = 5\%$ and dk = 6-3=3, from the chi-square distribution table, obtained $X_{table} = 7.81$. Because χ^2_{count} was lower than X^2_{table} (2. 91 < 7. 81). So, the distribution list was normal.

2) The Normality of the Control Class Pre-test

Hypothesis :

Ho: The distribution list was normal.

Ha: The distribution list was not normal.

Test of hypothesis:

The formula was used:

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

The computation of normality test:

Maximum score   = 80. 00   N   = 31

Minimum score   = 33. 00   Range   = 47. 00

K/ Number of class   = 7   Length of the class   = 7

S   = 11. 213 $\bar{x}$ = 58

Table 9
The Frequency Distribution of the Control Class Pre-Test

Class	f_i	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
33 – 39	1	36	1296	36	1296
40 – 46	5	43	1849	215	9245
47 - 53	4	50	2500	200	10000
54 – 60	10	57	3249	570	32490
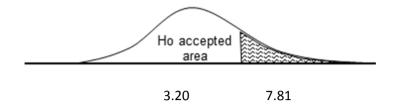
61 – 67	6	64	4096	384	24576
68 – 74	2	71	5041	142	10082
75 - 81	3	78	6084	234	18252
Sum	31			1781	105941

Table 10
The Frequency Distribution of Control Class Pre-Test

Class	C	Z_i	$P(Z_i)$	Wide Area	Ei	Oi $\frac{(O_i - E_i)^2}{E_i}$	
	32.5	-2.27	-0.4884				
33 - 39				0.0395	1.3	1	0.0556
	39.5	-1.63	-0.4489				
40 46				0.1083	3.5	5	0.6801
	46.5	-1.00	-0.3406				
47 53				0.2001	6.4	4	0.9027
	53.5	-0.36	-0.1405				
54 60				0.2498	8.0	10	0.5037
	60.5	0.28	0.1093				
61 67				0.2105	6.7	6	0.0807
	67.5	0.91	0.3198				
68 74				0.1198	3.8	2	0.8776
	74.5	1.55	0.4397				
75 81				0.0460	1.5	1	0.1520
	81.5	2.19	0.4857				
					X^2 =		3.20

$$\chi^2{}_{count} = 3.20$$

For   a = 5%, dk = 6 - 3 = 3, $X^2_{table} = 7.81$

3.20   7.81

With $\alpha = 5\%$ and dk = 6 - 3 = 3, from the chi-square distribution table, obtained $X_{table} = 7.81$. Because χ^2_{count} was lower than X^2_{table} (3.20 < 7.81). So, the distribution list was normal.

Hypothesis

$$H_o: \sigma_1^2 = \sigma_2^2$$
$$H_a: \sigma_1^2 \neq \sigma_2^2$$

The Calculation
Formula:

$$F = \frac{Vb}{VK}$$
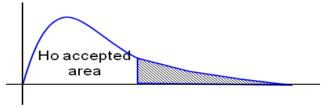
Ho is accepted if $F \leq F_{(1-a)\ (nb-1):\ (nk-1)}$

$F_{(1-a)\ (nb-1):\ (nk-1)}$

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Table 11
Result of Pre Test

Variation Source	Experimental	Control
Sum	1859	1798
N	31	31
X	59.97	58.00
Variants (s^2)	105.166	125.733
Standard deviation (s)	10. 255	11.213

According to the formula above, it is obtained that:
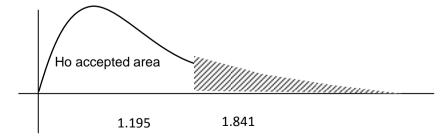
$$F \quad = \quad \frac{Vb}{VK}$$

F $\quad = \quad \dfrac{125.733}{105.166}$

$\quad = \quad$ 1.195

For a $= 5\%$ with:

df1 $\quad = \quad$ n $-$ 1 $=$ 31 $-$ 1 $=$ 30

df2 $\qquad = \qquad$ n $-$ 1 $=$ 31 $-$ 1 $=$ 30

$F_{(0.05)(30:30)} \quad = \quad$ 1. 84

Ho accepted area

1.195   1.841

Since F count < F table, the experimental and control class have the same variance. With $\alpha = 5\%$ and dk = (31-1=30) :(31-1=30), it is obtained that $F_{table} = 1.841$. Because F_{count} was lower than F_{table} (1.195 < 1.841). So, Ho was accepted and the two groups have same variant/ **homogeneous.**

The Hypothesis Test

In this research, because $\sigma_1^2 = \sigma_2^2$ (has same variant), the t-test formula was as follows:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \qquad t = \frac{\overline{x}_1 - \overline{x}_2}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

Table 12

Result of Pre Test
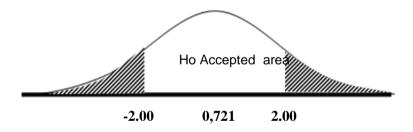
Variation Source	Experimental	Control
Sum	1859	1798
N	31	31
X	59.97	58.00
(S^2)	105.166	125.733
(S)	10. 255	11. 213

According to the formula above, it is obtained that:

$$S = \sqrt{\frac{(31-1)105{,}166+(31-1)125{,}733}{31+31-2}}$$

$$= 10.7447$$

$$t = \frac{59{,}97-58}{10{,}7447\sqrt{\frac{1}{31}+\frac{1}{31}}} = 0{,}721$$

For α = 5% and dk = 31 + 31 - 2 = 60 , $t_{(0.025)(60)}$ =2.00

Ho Accepted area

-2.00   0,721   2.00

With α = 5% and dk = 31 + 31 − 2 = 60, obtained t_{table} = 2.00.

Because t_{count} was lower than t_{table} (0.721 < 2, 00). So, Ho was accepted and there was no difference of the pre-test average value from both groups.

c. **The Data Analysis of Post-test Score of the Experimental Class and the Control Class**

Table 13

POST TEST SCORE BETWEEN EXPERIMENTAL CLASS AND CONTROL CLASS					
CONTROL			EXPERIMENT		
NO	CODE	SCORE	NO	CODE	SCORE
1	B-1	66	1	A-1	63
2	B-2	76	2	A-2	90
3	B-3	76	3	A-3	66
4	B-4	70	4	A-4	80
5	B-5	60	5	A-5	70
6	B-6	46	6	A-6	76
7	B-7	66	7	A-7	73
8	B-8	63	8	A-8	80
9	B-9	83	9	A-9	86
10	B-10	76	10	A-10	80
11	B-11	50	11	A-11	80
12	B-12	80	12	A-12	83
13	B-13	76	13	A-13	66
14	B-14	76	14	A-14	73
15	B-15	63	15	A-15	66
16	B-16	50	16	A-16	73
17	B-17	73	17	A-17	86
18	B-18	80	18	A-18	66
19	B-19	73	19	A-19	73
20	B-20	73	20	A-20	83
21	B-21	70	21	A-21	80
22	B-22	53	22	A-22	70
23	B-23	70	23	A-23	90
24	B-24	56	24	A-24	73

25	B-25	86	25	A-25	83
26	B-26	73	26	A-26	80
27	B-27	46	27	A-27	80
28	B-28	76	28	A-28	76
29	B-29	83	29	A-29	90
30	B-30	83	30	A-30	70
31	B-31	60	31	A-31	73
jumlah		2132			2378
N		31			31
$\bar{x}$		68,774			76.709
S2		131.181			58.746
S		11,453			7.664

B = Control Class   A = Experimental Class

1)   The Normality of the Experimental Class Post-test

Based on the table above, the normality test:

Hypothesis :

Ho   : The distribution list was normal.

Ha   : The distribution list was not normal.

Test of hypothesis:

The formula was used:

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

The computation of normality test:

Maximum score   = 90. 00   N   = 31

Minimum score   = 63. 00   Range   = 27. 00

K/ Number of class = 6   Length   = 5

S   = 7.474 $\bar{x}$ = 76.00

Table 14
The Frequency Distribution of the Experimental Class Post-Test
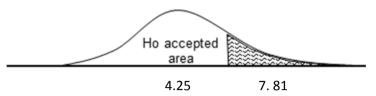
Class	f_i	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
63 - 67	5	65	4225	325	21125
68 - 72	3	70	4900	210	14700
73 - 77	8	75	5625	600	45000
78 - 82	7	80	6400	560	44800
83 - 87	5	85	7225	425	36125
88 - 92	3	90	8100	270	24300
Sum	31			2365	186050

Table 15

The Frequency Distribution of the Experimental Class Post-Test

Class	Bk	Z_i	$P(Z_i)$	Wide Range	Ei	Oi	$\dfrac{(O_i - E_i)^2}{E_i}$
	62,5	-1,89	-0,4706				
63 – 67				0,0776	2,4	5	2,7971
	67,5	-1,24	-0,3930				
68 – 72				0,1689	5,2	3	0,9539
	72,5	-0,60	-0,2242				
73 – 77				0,2450	7,6	8	0,0216
	77,5	-0,05	-0,0208				
78 – 82				0,2371	7,4	7	0,0168
	82,5	0,70	0,2580				
83 – 87				0,1531	4,7	5	0,0136
	87,5	1,35	0,4111				
88 – 92				0,0659	2,0	3	0,4479
	92,5	1,99	0,4770				
						χ^2 =	4.25

$\chi^2{}_{count} = 4.25$

For a = 5%, dk = 6 - 3 = 3, $X^2{}_{table} = 7.81$

Ho accepted
area

4.25   7. 81

With $\alpha = 5\%$ and dk = 6-3=3, from the chi-square distribution table, obtained $X_{table} = 7.81$. Because $\chi^2{}_{count}$ was lower than $X^2{}_{table}$ (4.25 < 7. 81). So, the distribution list was normal.

2)   The Normality of the Control Class Post-test

Hypothesis:

Ho   : The distribution list was normal

Ha   : The distribution list was not normal

Test of hypothesis:

The formula was used:

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

The computation of normality test:

Maximum score   = 83. 00   N = 31

Minimum score   = 46. 00   Range   = 37. 00

K / many class interval= 6   Length of the class = 7

S = 9.503 $\bar{x}$ = 64.39

76
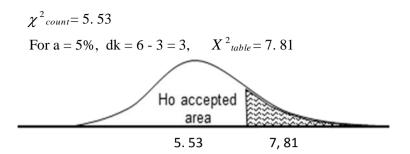
Table 16

The Frequency Distribution of the Control Class Post-test

Class	f_i	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
46 – 52	4	49	2401	196	9604
53 – 59	2	56	3136	112	6272
60 – 66	6	63	3969	378	23814
67 – 73	7	70	4900	490	34300
74 – 80	8	77	5929	616	47432
81 – 87	4	84	7056	336	28224
Sum	31			2128	149646

Table 17

The Frequency Distribution of the Control Class Post-Test

Class	Bk	Z_i	$P(Z_i)$	Wide Range	Ei	Oi	$\dfrac{(O_i - E_i)^2}{E_i}$
	45,5	-2,12	-0,4831				
46 – 52				0,0525	1,7	4	3,2055
	52,5	-1,48	-0,4306				
53 – 59				0,1315	4,2	2	1,1581
	59,5	-0,84	-0,2991				
60 – 66				0,2212	7,1	6	0,1639
	66,5	0,20	0,0780				
67 – 73				0,2498	8,0	7	0,1238
	73,5	0,45	0,1719				
74 – 80				0,1896	6,1	8	0,6163
	80,5	1,09	0,3615				
81 – 87				0,0966	3,1	4	0,2670
	87,5	1,73	0,4581				
					χ^2	=	5.53

$\chi^2_{count} = 5.53$

For a = 5%, dk = 6 - 3 = 3, $X^2_{table} = 7.81$

5.53	7,81

$\alpha = 5\%$ and dk = 6-3 = 3, from the Chi-Square distribution table, obtained $X^2_{table} = 7.81$. Because χ^2_{count} was lower than X^2_{table} (5.53 < 7.81). So, the distribution list was normal.

Hypothesis

$H_o: \sigma_1^2 = \sigma_2^2$
$H_a: \sigma_1^2 \neq \sigma_2^2$

The Calculation
Formula:

$$F = \frac{Vb}{VK}$$

Ho is accepted if $F \leq F_{1/2\,\alpha\,(nb-1):(nk-1)}$
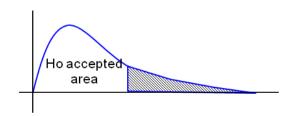
Table 18

The Result of Post Test
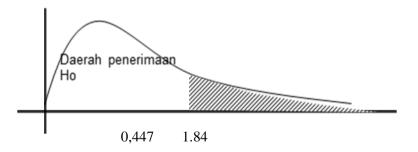
Variation Source	Experimental Class	Control Class
Sum	2378	2132
N	31	31
X	76,710	68,774
Variants (s^2)	58,746	131,181
Standard deviation (s)	7,665	11,453

$$F \quad = \quad \frac{58,7462}{131,1806}$$

$$= \ 0,447$$

For a $= 5\%$ with:

df1 $= n - 1 = \ 31 - 1 = 30$

df2 $= n - 1 = \ 31 - 1 = 30$

$F_{(0.05)(30:30)}$ $= \ 1.84$

Daerah penerimaan
Ho

0,447   1.84

Since F count < F table, the experimental and control class have the same variance. With α = 5% and dk = (31-1=30) :(31-1=30), obtained F_{table} =1. 84. Because F_{count} was lower than F_{table} (0,447 < 1.84). So, Ho was accepted and the two groups have same variant/ **homogeneous.**

➢ **The Hypothesis Test**

In this research, because $\sigma_1^2 = \sigma_2^2$ (has same variant), the t-test formula was as follows:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}} \qquad S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Ho is accepted if $t \le t_{(1-\alpha)(n1+n2-2)}$

Ho accepted area

<div align="center">
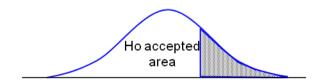
Table 19

The Result of Post Test

</div>
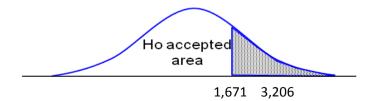
Variation Source	Experimental Class	Control Class
Total	2378	2132
N	31	31
X	76,710	68,774
Variants (s^2)	58,746	131,181
Standard Deviation (s)	7,665	11,453

According to the formula above, it is obtained that:

$$S = \sqrt{\frac{(31-1)\ 58,7460 + (31-1)131,181}{31+31-2}}$$

$$= 9,7449$$

$$t = \frac{76,710-68,774}{9,7449\ \sqrt{\frac{1}{31}+\frac{1}{31}}} = 3,206$$

For a = 5% and dk = 31 + 31 - 2 = 60, $t_{(0.05)(60)}$ = 1,671

1,671   3,206

Since t count > t table means that there is a significant difference between experimental and control class on the test the experimental is higher than the control one. From the computation above, by 5% alpha level of significance and dk = 31+31-2=60. It was Obtained t_{table} was 1. 671 while t_{count} was 3,206. So, it can be concluded Ho was rejected because t_{count} was higher than the critical value on the t_{table} (3.206 >1. 671).

From the result, the hypotheses in this research can be concluded that there was a significance difference in ability of recount reading achievement score between experimental class which was taught by using *Traditional Game of Dhakon* and control class which was taught without using *Traditional Game of Dhakon*.

C. Discussion of the Research Findings

1. The score of initial ability (Pre-test)

    Based on the calculations of normality and homogeneity test from class VIII A as the experimental class and class VIII B as the control class is normal distribution and homogeneous.

2. The score of final ability (Post-test)

    The result of this research is obtained the average score of experimental class was 76.709 which were higher than the result of control class 68. 774. The average score of experimental class was 76.709 and (s) was 7.664 Teaching

recount reading in experimental class by using *Traditional Game of Dhakon* as a teaching Media can encourage the students to be more active and motivated in learning activities. *Traditional Game of Dhakon* as a teaching media can create fun situation in teaching recount reading interesting and make the students easier to understand the material. It can be seen on average score of experimental class which had better result than control class.

The learning process is need of appropriate learning media and makes the students do not get bored following the learning process, it depends on the ability of teacher in the delivery and creative in the using of teaching media, in rural schools it still very limited facilities that can support teachers in teaching, therefore in the media need a simple but very effective.

Traditional Game of Dhakon can be one of media in learning recount reading because after researcher gave a treatment and then gave a post test got the average score of control class was 68.774 and (s) was 11.453. Teaching recount text at control class by using *Conventional Method* made the students feel bored with the material that is being presented because the method is too monotonous. So, the material can't be well-transferred to the students optimally.

Based on the result of calculation t-test is obtained t_{count}: 3.206 and t_{table}: 1. 671. This shows that $t_{count} > t_{table}$ (t_{count} higher than t_{table}). So it means that there is a significant difference between degrees of Recount Reading's achievement score of students which was taught by using and without *Traditional Game of Dhakon.*

D. Limitations of the Research

The researcher realizes that this research had not been done optimally. There were constraints and obstacles faced during the research process. Some limitations of this research were:

1. The research was limited at MTs Hidayatullah Banjarejo Guntur Demak in the academic year of 2014/ 2015. When the same researches conducted in other schools, it is still possible that different result will be gained.

2. This research have short of time, makes this research could not be do maximal to relative of the implementation process, But it was enough to fulfill all requirements for a research.

3. Relative lack of experience and knowledge of the researcher, makes implementation process of this research was less smooth. But the researcher tried as maximal as possible to do this research.

Considering all those limitations, there is a need to do more research about teaching reading using the same or different medium. In the hope there will be more optimal result.

CHAPTER V
CONCLUSION AND SUGGESTION

The researcher wants to conclude the result of the research, and wants to suggest to the reader especially to the students and teachers in relation with the result of this research. The researcher hopes it would be useful for the readers to improve the quality of English teaching especially teaching the recount text with the eighth grade students of junior high school.

A. Conclusion

Traditional Game of Dhakon is effective to teach the recount reading with the eighth grade students of MTs Hidayatullah Banjarejo. The conclusion of this research was drawn in accordance with the result of the data analysis in the previous chapter. There was significant differences result between experiment and control class. The average score for the experimental class was 59.97 for the pre-test and 76.71 for the post test. Meanwhile the average scores for the control class was 58,00 for the pre-test and 68.77 for the post test. It means that there was an improvement of the students'achievement in understanding recount reading. Each class had different achievement. The achievement of the experimental class was higher than the control class.

The result of the calculation using the SPSS program showed that t_{value} : 3.206 and t_{table} for α : 5% was 1.671. It means

that t_{value} was higher than t_{table} (3.206 >1.671). It can be concluded that there was a significant difference in the students' score on the recount reading of the eight grade students of MTs Hidayatullah Banjarejo Demak in academic year of 2014/ 2015 between students who have been taught recount reading by using *Traditional Game of Dhakon* and those who have been taught by using a conventional teaching or lecturing.

Teaching recount reading using *Traditional Game of Dhakon* as technique can help the students to improve their skill. It could be seen when teaching and learning process, the students were enthusiasm in learning it. The students also become more understanding in learning recount reading. They were able to explain the construction and the read of recount text. They were also could compose the experience be recount text.

B. Suggestion

The teacher must create enjoyable, fun and interesting atmosphere in teaching and learning English at Junior High School. Because the enjoyment is the basic modal that has to be noticed in order to get students' attention in learning. So, the students are interested in learning. The teacher can create an entertainment or enjoyment situation by giving *Traditional Game of Dhakon* in delivering materials. Students do not only pay attention to the material but also they can identify some grammatical structures of recount text in interesting and different way by using *Traditional Game of Dhakon*. If the students have high interest it would not be

difficult for the teacher to deliver the lesson. In addition, the students also will be easily to open their minds on understanding the material.

The researcher hopes that the school institution can support teachers to create enjoyable, fun and interesting atmosphere in learning such as *Traditional Game of Dhakon* as learning technique in learning of recount reading. So, this research can improve students' English skill especially in reading skill.

The researcher hopes also that all of Indonesian students in particular to the eighth grade students of MTs Hidayatullah Banjarejo Demak in the academic year of 2014/2015 to conserve Indonesia's *Traditional Game of Dhakon* from the influence of technological development and the influence of western culture.

This thesis is served to the readers. The researcher realizes that it still less perfect. The researcher hopes any suggestions and critics to make it perfect. The researcher hopes that it can be useful to the readers. Aamiin.

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APPENDICES

Appendix 1

List of Students VIII C (Try-out Class)

NO	NAME	CODE
1	Agung Nugroho	P-1
2	Aji Sucipto	P-2
3	Andika Khoirul Anam	P-3
4	Anwar Aziz	P-4
5	Baskoro	P-5
6	Bima Aprilianto Suwasana	P-6
7	Danang Prasetyo	P-7
8	Dina Mardiana	P-8
9	Dwi Fitri Ani	P-9
10	Eko Mujiantoro	P-10
11	Eli Kasrini	P-11
12	Farid Indra	P-12
13	Ilham Mastur Pratama	P-13
14	Johan Adi Prasetya	P-14
15	Meli Setiyawati	P-15
16	Muhammad Khabib Mustawa	P-16
17	Muhammad Rochman Latif	P-17
18	Muhammad Wisnu Saputra	P-18
19	Muhammad Yusuf Saputro	P-19
20	Novitasari	P-20
21	Rokhayati	P-21
22	Rochmatun	P-22
23	Sarwono	P-23
24	Seli Safira	P-24
25	Tajib Widodo	P-25
26	Ulviana	P-26
27	Umi Layinatul Sakdiyah	P-27
28	Wahyu Muhammad Ali	P-28
29	Yudo Haryanto	P-29
30	Zahrotul Qonita	P-30

Appendix 2

List of Students VIII A (Experimental Class)

NO	NAME	CODE
1	Adam Syahrindo	A-1
2	Aditio Hadi Saputro	A-2
3	Agung Asih Budi Utomo	A-3
4	Agus Setiyono	A-4
5	Ahmad Setyo Budi	A-5
6	Ahmad Syirojul Munir	A-6
7	Bagus Muhammad Muslih	A-7
8	Bagus Laksono	A-8
9	Dona Kristy Monica	A-9
10	Edi Purnomo	A-10
11	Editia Gilang Prabowo	A-11
12	Emillatul Kispia	A-12
13	Heru Susanto	A-13
14	Jojok Anggun Gunawan	A-14
15	Jumartono	A-15
16	Kurniawan	A-16
17	Khoirul Adib	A-17
18	Melani Yuli Rahayu	A-18
19	Muhammad Abdul Munir	A-19
20	Muhammad Shofi Nazaruddin	A-20
21	Muhammad Slamet Widodo	A-21
22	Muhammad Zaenal Arifin	A-22
23	Nike Dwi Nurjanah	A-23
24	Novi Listiani	A-24
25	Parminah	A-25
26	Partiasih	A-26
27	Shofi Muhtarom	A-27
28	Siti Nuryaningsih	A-28
29	Sodikun	A-29
30	Sulastri	A-30
31	Winda Risti Ani	A-31

Appendix 3

List of Students VIII B (Control Class)

NO	NAME	CODE
1	Ahmad Eko Prakoso	B-1
2	Ahmad Mujahid Billah	B-2
3	Ahmad Wahyu Candra	B-3
4	Ajib Maulana Saputra	B-4
5	Bayu Prasetyo	B-5
6	Dedi Romadhon	B-6
7	Dian Ayu Sulistyaningsih	B-7
8	Dewi Puspitarini	B-8
9	Feri Setiyana	B-9
10	Fitriyatul Magfiroh	B-10
11	Gondo Prasetyo	B-11
12	Hanyfatul Mujayanah	B-12
13	Imam Wahyuni	B-13
14	Khusnul Wafa	B-14
15	Liana Safitri	B-15
16	Lisa Kanifah	B-16
17	Marjanah	B-17
18	Miftahul Khoir	B-18
19	Muhammad Romadhon	B-19
20	Muhammad Wahyu Ajib	B-20
21	Muhammad Setiawan	B-21
22	Muhammad Yusuf	B-22
23	Nia Aulia Fitriyani	B-23
24	Nur Laila Anugrahini	B-24
25	Nurkholis Majid	B-25
26	Riska Mazida	B-26
27	Sarifatul Aminah	B-27
28	Siti Marfiah	B-28
29	Sukma Widianto	B-29
30	Sutrisno	B-30
31	Tri Sundari	B-31

Appendix 4

YAYASAN PENDIDIKAN ISLAM HIDAYATULLAH
MADRASAH TSANAWIYAH HIDAYATULLAH
DESA BANJAREJO KECAMATAN GUNTUR KABUPATEN DEMAK
Alamat: Jl. Raya Banjarejo Desa Banjarejo Guntur Demak Telp. 082 133 854 545
NSM: 121233210413
Lembaga Pendidikan: Taman Pendidikan Qur'an, Madin Awaliyah & Wustho Hidayatullah, MTs. Hidayatullah

ABSENSI KELAS TRY-OUT MTs HIDAYATULLAH BANJAREJO
Kelas : VIII C

No	Nama	Try-Out
1.	Agung Nugroho	1.
2.	Aji Sucipto	2.
3.	Andika Khoirul Anam	3.
4.	Anwar Aziz	4.
5.	Baskoro	5.
6.	Bima Aprilianto Suwasana	6.
7.	Danang Prasetyo	7.
8.	Dina Mardiana	8.
9.	Dwi Fitri Ani	9.
10.	Eko Mujiantoro	10.
11.	Eli Kasrini	11.
12.	Farid Indra	12.
13.	Ilham Mustur Pratama	13.
14.	Johan Adi Prasetya	14.
15.	Meli Setiyawati	15.
16.	Muhammad Khabib Mustawa	16.
17.	Muhammad Rochman Latif	17.
18.	Muhammad Wisnu Saputra	18.
19.	Muhammad Yusuf Saputro	19.
20.	Novitasari	20.
21.	Rokhayati	21.
22.	Rochmatun	22.
23.	Sarwono	23.
24.	Seli Safira	24.
25.	Tajib Widodo	25.
26.	Ulviana	26.
27.	Umi Layinatul Sakdiyah	27.
28.	Wahyu Muhammad Ali	28.
29.	Yudo Haryanto	29.
30.	Zahrotul Qonita	30.

Kepala Madrasah,

Asmuni, S.Pd.I

Peneliti,

Ali Mashadi

Appendix 5

ABSENSI SISWA KELAS VIII MTs HIDAYATULLAH BANJAREJO

CONTROL CLASS (VIII B)

No	Nama	Tanda Tangan / Kegiatan		
		Pre-Test	Explaining	Post-Test
1.	Ahmad Fiko Prakoso	1.	1.	1.
2.	Ahmad Mujahid Billah	2.	2.	2.
3.	Ahmad Wahyu Candra	3.	3.	3.
4.	Ajib Maulana Saputra	4.	4.	4.
5.	Bayu Prasetyo	5.	5.	5.
6.	Dedi Romadhon	6.	6.	6.
7.	Dian Ayu Sulistyaningsih	7.	7.	7.
8.	Dewi Puspitarini	8.	8.	8.
9.	Feri Setiyana	9.	9.	9.
10.	Fitriyatul Magfiroh	10.	10.	10.
11.	Gondo Prasetyo	11.	11.	11.
12.	Hanyfatul Mujayanah	12.	12.	12.
13.	Imen Wahyuni	13.	13.	13.
14.	Khusnul Wafa	14.	14.	14.
15.	Liana Safitri	15.	15.	15.
16.	Lisa Kamilah	16.	16.	16.
17.	Marjanah	17.	17.	17.
18.	Miftahul Khoir	18.	18.	18.
19.	Muhammad Romadhon	19.	19.	19.

No.	Nama				
20.	Muhammad Wahyu Ajib	20.	20.	20.	
21.	Muhammad Sutawan	21.	21.	21.	
22.	Muhammad Yusuf	22.	22.	22.	
23.	Nia Aulia Fitriyani	23.	23.	23.	
24.	Nur Laila Anugrahini	24.	24.	24.	
25.	Nurkholis Majid	25.	25.	25.	
26.	Riska Mazidu	26.	26.	26.	
27.	Sarifatul Aminah	27.	27.	27.	
28.	Siti Marfuah	28.	28.	28.	
29.	Sukma Widianto	29.	29.	29.	
30.	Suprisno	30.	30.	30.	
31.	Tri Sundari	31.	31.	31.	

Demak, 01 Mei 2015

Kepala Madrasah,
MTs Hidayatullah Banjarejo

Ma'muni, S.Pd.I

English Teacher,
MTs Hidayatullah

Maftuhah Umami, S.Pd.

Researcher,

Ali Mashadi

Appendix 6

ABSENSI SISWA KELAS VIII MTs HIDAYATULLAH BANJAREJO

EXPERIMENTAL CLASS (VIII A)

No	Nama	Pre-Test	Tanda Tangan / Kegiatan	Post-Test
			Treatment	
1.	Adam Syahrindo	1.	1.	1.
2.	Adilio Hadi Saputro	2.	2.	2.
3.	Agung Ash Budi Utomo	3.	3.	3.
4.	Agus Setiyono	4.	4.	4.
5.	Ahmad Setyo Budi	5.	5.	5.
6.	Ahmad Syilojul Munir	6.	6.	6.
7.	Bagus Muhammad Muslih	7.	7.	7.
8.	Bagus Laksono	8.	8.	8.
9.	Dona Kristy Monica	9.	9.	9.
10.	Edi Purnomo	10.	10.	10.
11.	Editia Gilang Prabowo	11.	11.	11.
12.	Emillatul Kispia	12.	12.	12.
13.	Heru Susanto	13.	13.	13.
14.	Jejuk Anggun Gunawan	14.	14.	14.
15.	Jumuarsono	15.	15.	15.
16.	Kurniawan	16.	16.	16.
17.	Khoirul Adib	17.	17.	17.
18.	Melani Yuli Rahayu	18.	18.	18.
19.	Muhammad Abdul Munir	19.	19.	19.

YAYASAN PENDIDIKAN ISLAM HIDAYATULLAH

MADRASAH TSANAWIYAH HIDAYATULLAH
DESA BANJAREJO KECAMATAN GUNTUR KABUPATEN DEMAK
Alamat: Jl. Raya Banjarejo Desa Banjarejo Guntur Demak Telp. 082 133 854 545

NSM: 121233210113

Lembaga Pendidikan: Taman Pendidikan Qur'an, Madin Awaliyah & Wustho Hidayatullah, MTs. Hidayatullah

No.	Nama	Tanda Tangan		
20.	Muhammad Shofi Nazaruddin	20.	20.	20.
21.	Muhammad Slamet Wildado	21.	21.	21.
22.	Muhammad Zaenal Arifin	22.	22.	22.
23.	Nike Dwi Nurjanah	23.	23.	23.
24.	Novi Listiani	24.	24.	24.
25.	Parminah	25.	25.	25.
26.	Partiasih	26.	26.	26.
27.	Shofi Mubtaroh	27.	27.	27.
28.	Siti Nuryaningsih	28.	28.	28.
29.	Sodikun	29.	29.	29.
30.	Sulastri	30.	30.	30.
31.	Winda Risti Ari	31.	31.	31.

Kepala Madrasah,
MTs Hidayatullah Banjarejo

Aksuduri, S.Pd.I

English Teacher,
MTs Hidayatullah

Maftuhah Umami, S.Pd.

Demak, ... Mei 2015

Researcher,

Alif Mashadi

Appendix 7

THE SCHEDULE OF THE RESEARCH

NO	DATE	ACTIVITIES
1	On Monday, 13 April 2015	Choosing the sample of try-out class.
2	On Tuesday, 14 April 2015	Try-out test for try-out class.
3	On Wednesday, 15 April 2015	Pre-test for control class.
4	On Wednesday, 15 April 2015	Pre-test for experimental class
5	On Saturday, 18 April 2015	Conventional teaching for control class
6	On Saturday, 18 April 2015	Treatment for Experimental class
7	On Wednesday, 22 April 2015	Conventional teaching for control class
7	On Wednesday, 22 April 2015	Treatment for Experimental class
8	On Saturday, 25 April 2015	Post Test for Control Class
9	On Wednesday, 29 April 2015	Post Test for Experimental class

Appendix 8

TRY-OUT TEST SCORE OF TRY-OUT CLASS (VIII C)

NO.	CODE	SCORE
1	P-1	60
2	P-2	86
3	P-3	36
4	P-4	90
5	P-5	76
6	P-6	90
7	P-7	80
8	P-8	73
9	P-9	36
10	P-10	70
11	P-11	86
12	P-12	93
13	P-13	56
14	P-14	46
15	P-15	63
16	P-16	70
17	P-17	56
18	P-18	53
19	P-19	80
20	P-20	60
21	P-21	53
22	P-22	70
23	P-23	56
24	P-24	70
25	P-25	36
26	P-26	46
27	P-27	86
28	P-28	60
29	P-29	70
30	P-30	50

Appendix 9

The Computation of the Validity, Reliability, Difficulty Level and Discriminating Power of the Try-out Test

No	Kode	No Item 1	2	3	4	5	6	7	8	9	10	11
1	P-12	1	0	1	1	1	1	1	1	1	1	1
2	P-6	1	1	1	1	1	1	1	1	1	1	1
3	P-4	1	0	1	1	1	1	1	1	1	1	1
4	P-27	1	1	1	1	1	1	1	1	0	1	1
5	P-11	1	1	0	1	1	0	1	1	1	1	1
6	P-2	1	1	1	1	1	1	1	1	1	1	1
7	P-19	1	0	1	1	1	1	1	1	1	1	1
8	P-7	1	1	1	0	1	0	1	1	1	1	1
9	P-5	1	1	1	1	1	0	1	1	1	1	0
10	P-8	1	1	1	1	1	1	1	1	0	1	0
11	P-16	0	1	1	1	1	1	0	1	1	1	0
12	P-29	1	0	1	1	1	1	1	1	1	0	1
13	P-22	0	0	1	1	1	0	1	1	1	1	0
14	P-10	1	0	1	1	1	1	1	1	1	1	1
15	P-24	1	1	1	1	1	1	1	1	1	0	0
16	P-15	1	0	1	1	1	0	1	1	0	1	0
17	P-28	0	0	1	1	1	1	1	1	1	1	0
18	P-1	1	0	1	1	1	0	1	1	1	1	0
19	P-20	1	0	1	1	1	1	1	1	1	1	1
20	P-23	0	0	1	1	1	0	1	1	1	1	0
21	P-13	1	1	1	1	1	1	0	0	0	1	0
22	P-17	0	1	0	1	0	0	0	0	0	1	1
23	P-21	1	1	1	0	1	0	1	1	0	1	1
24	P-18	1	0	1	0	1	0	1	1	1	1	1
25	P-30	1	0	0	1	0	1	1	0	0	0	0
26	P-26	0	0	1	0	1	0	1	1	1	0	0
27	P-14	1	0	0	0	0	1	0	0	1	0	1
28	P-3	1	0	0	0	0	0	0	0	0	0	0
29	P-9	0	0	0	0	0	0	0	0	0	0	1
30	P-25	0	0	0	0	1	0	0	0	0	1	1
Validity	ΣX	22	12	23	22	25	16	23	23	19	23	17
	ΣX^2	22	12	23	22	25	16	23	23	19	23	17
	ΣXY	460	266	486	474	523	346	489	495	408	484	353
	r_{xy}	0.418	0.414	0.522	0.617	0.551	0.425	0.570	0.666	0.482	0.490	0.255
	r_{tabel}	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361
	Criteria	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid
Discriminating Power	U	13	9	14	14	15	11	14	15	13	13	10
	L	10	4	10	9	11	6	10	9	7	10	7
	N1	15	15	15	15	15	15	15	15	15	15	15
	N2	15	15	15	15	15	15	15	15	15	15	15
	D	0.20	0.33	0.27	0.33	0.27	0.33	0.27	0.40	0.40	0.20	0.200
	Criteria	Poor	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Poor	Poor
Difficulty Level	R	23	13	24	23	26	17	24	24	20	23	17
	N	30	30	30	30	30	30	30	30	30	30	30
	FR	0.77	0.43	0.80	0.77	0.87	0.57	0.80	0.80	0.67	0.77	0.57
	Criteria	Easy	Medium	Easy	Easy	Easy	Medium	Easy	Easy	Medium	Easy	Medium
	Criteria	Unused	Used	Used	Used	Used	Used	Used	Used	Used	Unused	Unused

No Item										
12	13	14	15	16	17	18	19	20	21	22
1	1	1	1	0	1	1	1	1	1	1
1	1	1	1	1	1	1	1	0	1	1
1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1
1	1	1	0	1	1	1	1	1	1	1
1	1	1	1	1	1	0	1	1	1	1
1	1	1	1	1	0	1	1	0	1	1
1	1	1	1	1	1	1	1	1	1	1
0	1	1	1	1	1	1	0	0	1	0
1	1	1	1	1	1	1	1	0	0	0
1	1	1	0	1	0	1	1	1	1	1
0	1	1	1	1	1	1	0	0	0	1
1	1	0	1	1	1	1	0	1	0	1
0	1	1	1	0	0	1	0	0	1	1
0	1	1	1	1	1	1	0	0	0	1
0	0	0	1	1	1	1	1	1	1	0
1	1	1	0	0	0	1	1	0	0	0
0	1	0	0	0	0	0	0	1	1	1
0	0	0	1	1	0	0	1	0	0	0
0	1	0	1	1	1	1	0	1	0	1
0	0	1	0	0	0	0	0	1	1	1
1	1	1	0	0	0	1	1	1	1	1
0	0	0	0	1	1	1	0	1	1	0
1	0	0	0	1	0	1	0	0	0	0
0	1	1	1	0	0	0	0	0	0	1
0	1	0	1	0	0	0	0	0	1	0
0	0	0	1	1	1	0	0	1	0	0
1	0	1	0	1	0	1	0	1	1	1
0	1	1	0	1	1	1	1	0	0	1
0	1	1	0	1	1	0	1	0	0	0
15	23	21	19	22	18	22	16	16	18	20
15	23	21	19	22	18	22	16	16	18	20
334	480	437	409	443	381	458	345	329	385	420
0.528	0.426	0.354	0.482	0.143	0.359	0.372	0.411	0.181	0.428	0.368
0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361
Valid	Valid	Invalid	Valid	Invalid	Invalid	Valid	Valid	Invalid	Valid	Valid
11	15	14	13	13	12	14	10	8	11	13
4	9	8	7	10	7	9	6	8	7	8
15	15	15	15	15	15	15	15	15	15	15
15	15	15	15	15	15	15	15	15	15	15
0.47	0.40	0.40	0.40	0.20	0.33	0.33	0.27	0.00	0.27	0.33
Good	Satisfactory	Satisfactory	Satisfactory	Poor	Satisfactory	Satisfactory	Satisfactory	Poor	Satisfactory	Satisfactory
15	24	22	20	23	19	23	16	16	18	21
30	30	30	30	30	30	30	30	30	30	30
0.50	0.80	0.73	0.67	0.77	0.63	0.77	0.53	0.53	0.60	0.70
Medium	Easy	Easy	Medium	Easy	Medium	Easy	Medium	Medium	Medium	Medium
Used	Used	Unused	Used	Unused	Unused	Used	Used	Unused	Used	Used

No Item								Y	Y²
23	24	25	26	27	28	29	30		
1	1	1	1	1	1	1	1	28	784
0	1	1	1	1	0	1	1	27	729
1	1	1	1	1	0	1	0	27	729
1	1	1	0	0	0	1	1	26	676
1	1	1	1	1	0	1	1	26	676
0	1	1	0	1	0	1	1	26	676
0	1	1	1	1	0	1	0	24	576
1	0	0	1	0	0	1	1	24	576
1	1	1	1	1	0	1	1	23	529
1	1	1	0	1	0	1	0	22	484
0	1	0	1	1	0	1	0	21	441
1	1	1	0	0	0	1	1	21	441
1	0	1	1	1	0	1	1	21	441
0	1	1	1	0	0	1	1	21	441
0	1	0	0	1	1	1	1	21	441
1	1	0	1	1	0	0	1	19	361
1	1	0	0	0	1	1	1	18	324
1	1	1	1	1	1	0	0	18	324
1	0	1	1	0	1	0	1	18	324
1	0	0	1	0	1	0	1	17	289
1	1	0	1	1	0	1	1	17	289
1	1	1	1	0	0	0	1	17	289
0	0	1	1	1	0	0	0	16	256
1	1	1	0	0	1	0	1	16	256
1	1	1	1	1	1	1	0	15	225
1	1	0	1	0	1	1	1	14	196
1	0	1	1	0	1	1	1	14	196
1	0	0	1	0	0	1	0	11	121
0	1	1	0	0	0	1	0	11	121
0	0	0	0	1	1	0	1	11	121
21	22	20	0	17	1	22	21	590	12332
21	22	20	0	17	1	22	21		
413	458	417	419	362	191	458	426		
-0.015	0.387	0.340	0.074	0.378	-0.370	0.387	0.177		
0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361		
Invalid	Valid	Invalid	Invalid	Valid	Invalid	Valid	Invalid		
9	13	12	10	11	2	15	11		
12	10	8	11	7	10	8	11		
15	15	15	15	15	15	15	15		
15	15	15	15	15	15	15	15		
-0.20	0.20	0.27	-0.07	0.27	-0.53	0.47	0.00		
Poor	Poor	Satisfactory	Poor	Satisfactory	Poor	Good	Poor		
21	23	20	21	18	12	23	22		
30	30	30	30	30	30	30	30		
0.70	0.77	0.67	0.70	0.60	0.40	0.77	0.73		
Medium	Easy	Medium	Medium	Medium	Medium	Easy	Easy		
Unused	Unused	Unused	Unused	Used	Unused	Used	Unused		

Appendix 10

SCORE PRE TEST BETWEEN EXPERIMENTAL CLASS AND CONTROL CLASS					
CONTROL			EXPERIMENT		
NO	CODE	SCORE	NO	CODE	SCORE
1	B-1	60	1	A-1	43
2	B-2	56	2	A-2	56
3	B-3	50	3	A-3	53
4	B-4	66	4	A-4	76
5	B-5	60	5	A-5	66
6	B-6	46	6	A-6	60
7	B-7	60	7	A-7	63
8	B-8	56	8	A-8	50
9	B-9	66	9	A-9	83
10	B-10	53	10	A-10	66
11	B-11	66	11	A-11	53
12	B-12	73	12	A-12	76
13	B-13	56	13	A-13	56
14	B-14	76	14	A-14	66
15	B-15	56	15	A-15	40
16	B-16	33	16	A-16	43
17	B-17	73	17	A-17	66
18	B-18	50	18	A-18	46
19	B-19	46	19	A-19	56
20	B-20	76	20	A-20	60
21	B-21	63	21	A-21	63
22	B-22	53	22	A-22	56
23	B-23	63	23	A-23	73

24	B-24	40	24	A-24	53
25	B-25	46	25	A-25	56
26	B-26	60	26	A-26	66
27	B-27	40	27	A-27	73
28	B-28	63	28	A-28	66
29	B-29	56	29	A-29	63
30	B-30	80	30	A-30	56
31	B-31	56	31	A-31	56
Total		1798			1859
N		31			31
X		58,00			59,97
Variant(s2)		125,733			105,166
Standard deviation (S)		11,213			10,255

Appendix 11

POST-TEST SCORE OF EXPERIMENTAL CLASS
AND CONTROL CLASS

NO	CONTROL CODE	SCORE	N0	EXPERIMENTAL CODE	SCORE
1	B-1	66	1	A-1	63
2	B-2	76	2	A-2	76
3	B-3	60	3	A-3	66
4	B-4	70	4	A-4	80
5	B-5	60	5	A-5	70
6	B-6	46	6	A-6	76
7	B-7	66	7	A-7	73
8	B-8	63	8	A-8	76
9	B-9	66	9	A-9	85
10	B-10	60	10	A-10	83
11	B-11	66	11	A-11	76
12	B-12	80	12	A-12	86
13	B-13	53	13	A-13	66
14	B-14	76	14	A-14	73
15	B-15	63	15	A-15	66
16	B-16	50	16	A-16	73
17	B-17	73	17	A-17	86
18	B-18	53	18	A-18	66
19	B-19	73	19	A-19	73
20	B-20	73	20	A-20	86
21	B-21	70	21	A-21	80
22	B-22	53	22	A-22	70
23	B-23	70	23	A-23	90
24	B-24	56	24	A-24	73

25	B-25	66	25	A-25	83
26	B-26	73	26	A-26	80
27	B-27	46	27	A-27	86
28	B-28	66	28	A-28	73
29	B-29	60	29	A-29	83
30	B-30	83	30	A-30	66
31	B-31	60	31	A-31	73
Total		1996			2356
N		31			31
X		64,39			76,00
Variant(s2)		90.312			55,867
Standard Deviation(S)		9,503			7,474

Appendix 12

LESSON PLAN FOR EXPERIMENTAL CLASS

I. Lesson Identity

School   : MTs Hidayatullah Banjarejo

Subject   : English

Theme   : Recount Text

Class/Semester   : VIII A/II

Allocated time   : 2 x 40 minutes

II. CORE COMPETENCE

3. Understanding and applying knowledge factual, conceptual and find out the meaning of recount text.

III. BASIC COMPETENCE

3.2 Understanding the way and fact that are needed in expressing activities in the past time (*recount text*).

IV. INDICATORS

3.1 Understanding the social function,generic structure,and language feature of recount text.

3.2 Students understand the rhetorical steps in developing recount reading texts.

3.3 Students are able to express various meaning in developing recount texts.

V. LEARNING AIMS

By the end of the lesson students are able to read clearly and identify the characteristic of recount text

VI. Teaching Material

1. Definition of recount text

   Recount text is a text which retells events or experience in the past.

2. Generic structure of recount

Orientation	: introducing the participants, place and time
Events	: describing series of event that happened in the past
Re-orientation	: it is optional. Stating personal comment of the writer to the story

3. Characteristic of recount text

Using past tense	: we went to beach, I was happy, etc.
Using conjunctions	: and, but, then, after that, etc.
Using action verbs	: went, slept, run, brought, etc.

Independence day celebrations

Orientation	Last week at my school we celebrated independence day. We had some performances and competitions like dances, football,volleyball,etc.
Event 1	We started our day off with sport competition. Our class competed with the other class. The game was very interesting. It was easy for our class to beat the opponent.
Event 2	On the next day we had some dance performances. Our class performed a Balinese Dance. Other classes performed Javanese Dance, Papuan Dance,etc.
Event 3	On the third day, we watched a heroic national film, some films were displayed in the hall
Event 4	Right after that, the committee announced the winner .Our class just won one championship.
Re-orientation	Although our class didn't win all the championship, independence Day was still fun.

VII. THEACHING METHOD

1. Approach   : Scientific approach
2. Method   : Cooperative Learning and gaming
3. Technique   : Observing, Playing a traditional game of Dhakon, Practicing, asking-question.

VIII. LEARNING ACTIVITIES

Activity	Description of activity
Pre activity	Teacher greets the students Teacher checks student's attendance Teacher and students pray together Teacher gives brainstorming to the students (Teacher invites the students to follow the instruction given by teacher) Teacher asks the students about the last material.
Main activity	**Observing** Teacher asks the student to retell a their experience. Teacher point one of the students to answer the question about a something that listen from their friend. Teacher explained the material. **Questioning** Teacher gives chance to the students to ask questions and in relation the material **Exploring** Students play a dhakon game to get a card. Student read a recount text **Associating** Teacher asks students to choose one of some examples the recount texts

	Teacher asks all the students gather read about the recount text of those who have choose. **Communicating** Teacher chose 3 or 5 of students to come forward and ask them to read their experience. The other students give feedback and Teacher gives explanation about the performance of the presentation.
Post activity	Students with teacher conclude the learning Teacher gives students a home work related to the material. Teacher invites students to recite *Hamdallah* to close the class. Teacher closes the class.

IX. MEDIA AND SOURCE

1. Media : Dhakon Board, Worksheet
2. Source : Wasimin, dkk, Let's Express It in English,

Pemerintah Kota semarang, CV Aneka Ilmu,2005

X. ASSESSMENT AND SCORING

1. Form : Reading test.
2. Technique :

The students read a recount text and answer the questions

3. Aspect   : Comprehension , decoding, retention
4. Scoring

- Correct the answer   : 60%
- Comprehension   : 10%
- Decoding   : 10%
- Retention   : 10%
- Students performance   : 10%

5. Instruments:

- Answer the questios

6. Scoring Rubrics:

a. Engagement

Criteria	Score
Active in the class	70– 100
Inactive in the class	20 – 60
Maximum score : 100 Minimum score : 60	

b. Reading test

Criteria	Score
Conprehension	30 - 50
Decoding	20 - 35
Retention	10 - 15
Maximum score : 100 Minimum score : 60	

Demak, ………….… 2015

Approved By

English Teacher   Researcher

Maftuhah Umami, S.pd   Ali Mashadi

Appendix 13

LESSON PLAN FOR CONTROL CLASS

I.   **Lesson Identity**

School   : MTs Hidayatullah Banjarejo

Subject   : English

Theme   : Recount Text

Class/Semester : VIII B/II

Allocated time   : 2 x 40 minutes

II.   **CORE COMPETENCE**

3. Understanding and applying knowledge factual, conceptual, and procedural in recount reading and understanding the meaning of simple written functional texts of recount text.

III.   **BASIC COMPETENCE**

3.2 Understanding the way and fact that are needed in expressing activities in the past time (*recount text*).

IV.   **INDICATORS**

3.1 Understanding the social function,generic structure,and language feature of recount text.

3.2 Students understand the rhetorical steps in developing recount reading texts.

3.3 Students are able to express various meaning in developing recount texts.

V. LEARNING AIMS

By the end of the lesson students are able to read clearly and understand the characteristic of recount text

VI. TEACHING MATERIAL

1. Definition of recount text

    Recount text is a text which retells events or experience in the past.

2. Generic structure of recount

    Orientation   : Introducing the participants, place and time

    Events   : describing series of event that happened in the past

    Re-orientation   : it is optional. Stating personal comment of the writer to the story

3. Characteristic of recount text

    Using past tense   : we went to beach, I was happy, etc.

    Using conjunctions   : and, but, then, after that, etc.

    Using action verbs   : went, slept, run, brought,etc.

Independence day celebrations

Orientation	Last week at my school we celebrated independence day. We had some performances and competitions like dances, football, volleyball, etc.
Event 1	We started our day off with sport competition. Our class competed with the other class. The game was very interesting. It was easy for our class to beat the opponent.
Event 2	On the next day we had some dance performances.Our class performed a Balinese Dance. Other classes performed Javanese Dance, Papuan Dance,etc.
Event 3	On the third day, we watched a heroic national film,some films were displayed in the hall
Event 4	Right after that, the committee announced the winner.Our class just won one championship.
Re-orientation	Although our class didn't win all the championship, independence Day was still fun.

4. **THEACHING METHOD**
   1. Approach   : Teacher-centered approach
   2. Method   : Direct Teaching

3. Technique   : Observing, Discussion, Practicing, asking-question.

4.   LEARNING ACTIVITIES

Activity	Description of activity
Pre activity	Teacher greets the students
	Teacher checks student's attendance
	Teacher and students pray together
	Teacher gives brainstorming to the students (Teacher invites the students to follow the instruction given by teacher)
	Teacher asks the students about the last material.
Main activity	**Observing**
	Teacher asks the student to retell a their experience.
	Teacher point one of the students to answer the question about a something that listen from their friend.
	Teacher explained the material.
	Questioning
	Teacher gives chance to the students to ask questions and in relation the material
	Exploring
	Student read an example of recount text
	Student submite the assigment
	Associating

	Teacher asks students to read student's experience
	Teacher asks all the students gather read about the experience of those who have written on paper.
	Communicating
	Teacher chose 3 or 5 of students to come forward and ask them to read their experience.
	The other students give feedback and Teacher gives explanation about the performance of the presentation.
Post activity	Students with teacher conclude the learning
	Teacher gives students a home work related to the material.
	Teacher invites students to recite *Hamdallah* to close the class.
	Teacher closes the class.

5. MEDIA AND SOURCE

1. Media : Slide Show, Worksheet.
2. Source : Wasimin, dkk, Let's Express It in English, Pemerintah Kota semarang, CV Aneka Ilmu,2005

3. ASSESSMENT AND SCORING

1. Form : Reading test.
2. Technique :

The students read a recount text and answer the questions

3. Aspect   : Comprehension , decoding, retention

4. Scoring

- Correct the answer   : 60%
- Comprehension   : 10%
- Decoding   : 10%
- Retention   : 10%
- Students performance   : 10%

5. Instruments:

- Answer the questios

6. Scoring Rubrics:

c. Engagement

Criteria	Score
Active in the class	70– 100
Inactive in the class	20 – 60
Maximum score : 100	
Minimum score : 60	

d. Reading test

Criteria	Score
Conprehension	30 - 50
Decoding	20 - 35
Retention	10 - 15
Maximum score : 100	
Minimum score : 60	

Demak, ……………..… 2015

Approved By

English Teacher   Researcher

Maftuhah Umami, S.pd   Ali Mashadi

Appendix 14

Name   :……………………………   **SCORE**
Student Number :……………………………
Class   :……………………………

TEST SHEET

Lesson   : English
Class/ Semester : VIII/ II

A. Choose the right answer with a mark (X) on the letters A, B, C or D! Read carefully, and then answer according to the text below.

Last week the students of class VIII went camping. The campsite was in the village near Kaliurang. It was about 10 kms of Mount Merapi. There were a stream with clean water nearby, and the air was cool and fresh. It was really a good place for camping.

All students of class B had to take part in the camping. Only those who were sick could stay at home. Some teachers also took part in the camping activity.

The camping activity lasted for two days. The weather was good during the camping. Everybody had their own useful experience. They all enjoyed the camping.

1. What is the purpose of the text?
   A. To tell the funny story
   B. To entertain the writer
   C. To retell the past event
   D. To describe the future event

2. What form of tense did the writer uses in the text above?
   A. Present tense   C. Future tense
   B. Passive voice   D. Past tense
3. What are the generic structures found in the text above?
   A. Orientation-reorientation-coda
   B. Orientation-complication-resolution
   C. Orientation-events-reorientation
   D. Classification-events-resolution
4. How long camping did?
   A. One Day   C. Four Days
   B. Two Days   D. Six Days
5. What is correct title text above ?
   A. Mount Merapi   C. Experience
   B. Camping   D. Class VIII
6. *It* was about 10 kms…' (paragraph 1). The word '*it*' refers to…
   A. Stream   B. Kaliurang
   C. Mount Merapi   D. Campsite
7. The form V1 from *Went* is. (paragraph 1, Line 1).
   A. Gone   B. Want   C. Go   D. Going
8. The type of text above is ?
   A. Narrative Text   C. Report Text
   B. Procedure Text   D. Recount Text
9. Who goes camping in Kaliurang ?
   A. Writer   C. Writer's Family
   B. Student of class VIII   D. Friend Writer
10. How far from campsite to the Mount Merapi.
    A. 11 Km   B. 20 Km   C. 15 Km   D. 10 Km

(11)………., my friend and I rode our bikes to the beach. It was only five kilometers from our houses.

It (12)…….... quite windy and there was hardly anyone there. It(13)…………… us because there were always many people coming there on the weekends. So, we had the beach on our own. We (14)……….. some hot chips, rode our bikes, played in the water and sat under the trees.

We really (15)…….. a great time

11. A. Next Year   B. Tomorrow   C. Last Week   D. Today

12. A. Am   B. Was   C. Were   D. Is

13. A. Surprised   C. Surprise

    B. Surprising   D. Surpriseded

14. A. Bought   B. Buy   C. Buying   D. Buyed

15. A. Has   B. Were   C. Had   D. Have

B.Essay

   (Complete the sentences by change the verb in brackets correctly !)

    I had a terrible day yesterday. First, I (16)……………... (Wake up) an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I (17)…………… (burn) my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

    Next, I (18)…………….. (run) out of the house trying to get the 9:30 bus, but of course I missed it. I (19)……………. (want) to take a taxi, but I didn't have enough money.

    Finally, I (20)……………. (walk) the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Recreation

    Last week my parents and I went to the zoo. We went there for recreation. We left at 06.00 a.m. and arrived there at 08.00 a.m. It is about a hundred kilometers from my house.

    There were a lot of people watching a giant snake. The snake was there for about a week. It was 9 meters long. I thought it was the biggest snake I had ever seen. After we satisfied going around and watching various animals, we went home. On the way home, we stopped at the Borobudur temple for half an hour.

    We are very happy

21. What is the title of the story above ?…………………..

22. The Generic Structure of text above is Orientation, Events, and

23. Where is the writer go to recreation ?...........................

24. When they arrived at the zoo ?.........................

25. What is the type text above ?……………….

26. What far from home to the zoo ?………………..
27. Where is the last place their visit ?………………
28. How many hours did the trip take to the Zoo from writer house ?
29. When they leave from home?...............……..
30. What form of verb did the writer uses in the text above ?

INSTRUMENT FOR PRE TEST
MTs HIDAYATULLAH
BANJAREJO GUNTUR DEMAK 2015

		SCORE
Name	:………………………….	
Student Number	:………………………….	
Class	:………………………….	

TEST SHEET
Lesson   : English
Class/ Semester : VIII/ II

A. Choose the right answer with a mark (X) on the letters A, B, C or D! Read carefully, and then answer according to the text below.

Last week the students of class VIII went camping. The campsite was in the village near Kaliurang. It was about 10 kms of Mount Merapi. There were a stream with clean water nearby, and the air was cool and fresh. It was really a good place for camping.

All students of class B had to take part in the camping. Only those who were sick could stay at home. Some teachers also took part in the camping activity.

The camping activity lasted for two days. The weather was good during the camping. Everybody had their own useful experience. They all enjoyed the camping.

1. What is the purpose of the text?
    A. To tell the funny story   C. To retell the past event
    B. To entertain the writer   D.To describe the future event
2. What form of tense did the writer uses in the text above?
    A. Present tense   C. Future tense
    B. Passive voice   D. Past tense
3. What are the generic structures found in the text above?
    A. Orientation-reorientation-coda

B. Orientation-complication-resolution
C. Orientation-events-reorientation
D. Classification-events-resolution
4. How long camping did?
   A. One Day   C. Four Days
   B. Two Days   D. Six Days
5. What is correct title text above ?
   A. Mount Merapi   C. Experience
   B. Camping   D. Class VIII
6. *It* was about 10 kms…' (paragraph 1). The word '*it*' refers to?
   A. Stream   C. Kaliurang
   B. Mount Merapi   D. Campsite
7. The form V1 from __*Went*__ is. (paragraph 1, Line 1).
   B. Gone   B. Want   C. Go   D. Going
8. The type of text above is ?
   A. Narrative Text   C. Report Text
   B. Procedure Text   D. Recount Text
9. Who goes camping in Kaliurang ?
   A.Writer   C. Writer's Family
   B.Student of class VIII   D. Friend Writer
10. How far from campsite to the Mount Merapi.
    B. 11 Km   B. 20 Km   C. 15 Km   D. 10 Km

B.Essay
   (Complete the sentences by change the verb in brackets correctly !)

      Last Week, my friend and I rode our bikes to the beach. It was
only five kilometers from our houses.

      It (11)……......... (to be) quite windy and there was hardly
anyone there. It(12)…………… (Surprise) us because there were
always many people coming there on the weekends. So, we had the
beach on our own. We (13)………….. (buy) some hot chips, rode our
bikes, (14)…………… (play) in the water and sat under the trees.

      We really (15)……………… (Have) a great time

Recreation

Last week my parents and I went to the zoo. We went there for recreation. We left at 06.00 a.m. and arrived there at 08.00 a.m. It is about a hundred kilometers from my house.

There were a lot of people watching a giant snake. The snake was there for about a week. It was 9 meters long. I thought it was the biggest snake I had ever seen. After we satisfied going around and watching various animals, we went home. On the way home, we stopped at the Borobudur temple for half an hour.

We are very happy

16. What is the title of the story above ?…………………..
17. The Generic Structure of text above is Orientation, Events, and
18. When they arrived at the zoo ?.........................
19. Where is the last place their visit ?………………
20. When they leave from home?................……..

Appendix 16

Name :	**SCORE**
Student Number :	
Class :	

TEST SHEET

Lesson   : English
Class/ Semester : VIII/ II

A. Choose the right answer with a mark (X) on the letters A, B, C or D! Read carefully, and then answer according to the text below.

Vacation to Jogja

      Last week, My friends and I went to Jogja. We visited many places. First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We also saw a lot of people in that beach. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo.

      For me, that was a beautiful day. we really enjoyed it, and I hope I could visit Jogja again.

1. What is the title of the story above?
    A.My Friends and I   C. Go to Jogjakarta
    B.The Zoo   D. Vacation to Jogja
2. What form of tense did the writer uses in the text above?
    A.Present tense   C. Future tense
    B.Passive voice   D. Past tense
3. What are the generic structures found in the text above?

A.Orientation-reorientation-coda
B.Orientation-complication-resolution
C.Orientation-events-reorientation
D.Classification-events-resolution
4. Where is the first place their visit?
   A.The Zoo   C. Parangtritis Beach
   B.Jogjakarta   D. Many Places
5. What is a animal their saw in Gembiro Loka Zoo, **Except** ?
   A.Butterflys   B. Snakes   C. Crocodiles   D. Tigers
6. "We really enjoyed **it** …" (Last paragraph). The word '**it**' refers to…
   A.Souvenirs   C. The Zoo
   B.Vacation to Jogja   D. Jogja
7. "We **saw** many kinds of animals" The form V1 from **Saw** is. (paragraph 1, Line 4).
   A. See   B. Sow   C. Sew   D. Sawer
8. The type of text above is ?
   A. Narrative Text.   C. Report Text
   B. Procedure Text   D. Recount Text
9. Who goes vacation to Jogja ?
   A. Writer   C. Writer and His Friends
   B. My Friends   D. Friend Writer
10. Where are many sellers who sold many kinds of souvenirs.?
    A.In the Zoo   C. Vacation
    B.Parangtritis Beach   D. Many Places

B.Essay
(Complete the sentences by change the verb in brackets correctly !)

It was Saturday, August 23rd. our school was holding a special event. It was (11)………….. (call) the 'Performance Day".

At 9 a.m., the event (12)……………… (start). Every student was taking part in the event. Some students were joining a chess competition and some others were taking part in face painting. I

myself was working with my team. We were doing an experiment with some clay.

The "Performance Day" (13)…………….. (finish) at 2 p.m. we were all happy. We(14)………………(have) a good time.

15. What is the title of the story above ?…………………..
16. The Generic Structure of text above is Orientation, Events, and
17. When did their school celebrate the Performance Day ?
18. Who participated in the competitions ?………………
19. What time is the event starts?.................………..
20. What time is the event finish?.....................

Appendix 17

Answer Key of Try-out Test, Pre-test and Post-test

Try-ot Test

1. C	11. C	21. Recreation
2. D	12. B	22. Reorientation
3. C	13. A	23. The Zoo
4. B	14. A	24. At 08.00 a.m
5. B	15. C	25. Recount Text
6. D	16. Woke Up	26. 100 KM
7. C	17. Burned	27. Borobudur
8. D	18. Ran	28. Two Hours
9. B	19. Wanted	29. At 06.00 a.m
10.D	20. Walked	30. Past Tense

Pre-test

1. C	6.D	11. Was	16. Recreation
2. D	7.C	12. Surprised	17. Reorientation
3. C	8.D	13. Bought	18. At 08.00 a.m
4. B	9.B	14. Played	19. Borobudur
5. B	10.D	15. Had	20. At 06.00 a.m

Post-test

1. D	11 . Called
2. D	12. Started
3. C	13. Finished
4. C	14. Had
5. A	15. Performance Day
6. C	16. Reorientation
7. A	17. On Saturday,August 23rd
8. D	18. Students
9. C	19. At 9 a.m
10. B	20. At 2 p.m

10. How far from campsite to the Mount Merapi.

    A. 11 Km   B. 20 Km   C. 15 Km   **D.** 10 Km

    (11)........., my friend and I rode our bikes to the beach. It was only five kilometers from our houses.

    It (12)........ quite windy and there was hardly anyone there. It(13)............... us because there were always many people coming there on the weekends. So, we had the beach on our own. We (14)........... some hot chips, rode our bikes, played in the water and sat under the trees.

    We really (15)........ a great time.

11. A. Next Year   B. Tomorrow   C. Last Week   **D.** Today
12. A. Am   **B.** Was   C. Were   D. Is
13. **A.** Surprised   B. Surprising   C. Surprise   D. Surpriseded
14. **A.** Bought   B. Buy   C. Buying   D. Buyed
15. **A.** Has   B. Were   C. Had   D. Have

B. Essay

(Complete the sentences by change the verb in brackets correctly !)

    I had a terrible day yesterday. First, I (16) Woke up (Wake up) an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I (17) burned (burn) my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

    Next, I (18) Ran .... (run) out of the house trying to get the 9:30 bus, but of course I missed it. I (19) Wanted (want) to take a taxi, but I didn't have enough money.

    Finally, I (20) Walked (walk) the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Recreation

    Last week my parents and I went to the zoo. We went there for recreation. We left at 06.00 a.m. and arrived there at 08.00 a.m. It is about a hundred kilometers from my house.

    There were a lot of people watching a giant snake. The snake was there for about a week. It was 9 meters long. I thought it was the biggest snake I had ever seen. After we satisfied going around and watching various animals, we went home. On the way home, we stopped at the Borobudur temple for half an hour.

    We are very happy

21. What is the title of the story above ? Recreation
22. The Generic Structure of text above is Orientation, Events, and. Reoriontation
23. Where is the writer go to recreation ? Jakarta
24. When they arrived at the zoo ? At 08.00 a.m
25. What is the type text above ? West On 09
26. What far from home to the zoo ? 100 km
27. Where is the last place their visit ? At the Borobudur
28. How many hours did the trip take to the Zoo from writer house ? animals
29. When they leave from home? At 06.00 a.m
30. What form of verb did the writer uses in the text above story

B = 10

Name	: Johan Adi Prasetya	SCORE
Student Number	: 14	
Class	: VIII C	46

TEST SHEET

Lesson : English
Class/ Semester : VIII/ II

A. Choose the right answer with a mark (X) on the letters A, B, C or D! Read carefully, and then answer according to the text below.

Last week the students of class VIII went camping. The campsite was in the village near Kaliurang. It was about 10 kms of Mount Merapi. There were a stream with clean water nearby, and the air was cool and fresh. It was really a good place for camping.

All students of class B had to take part in the camping. Only those who were sick could stay at home. Some teachers also took part in the camping activity.

The camping activity lasted for two days. The weather was good during the camping. Everybody had their own useful experience. They all enjoyed the camping.

1. What is the purpose of the text?
   A. To tell the funny story   X To retell the past event
   B. To entertain the writer   D. To describe the future event
2. What form of tense did the writer uses in the text above?
   X Present tense   C. Future tense
   B. Passive voice   D. Past tense
3. What are the generic structures found in the text above?
   A. Orientation-reorientation-coda
   X Orientation-complication-resolution
   C. Orientation-events-reorientation
   D. Classification-events-resolution
4. How long camping did?
   X One Day   C. Four Days
   B. Two Days   D. Six Days
5. What is correct title text above ?
   A. Mount Merapi   B. Camping   X Experience   D. Class VIII
6. It was about 10 kms...' (paragraph 1). The word 'it' refers to...
   A. Stream   B. Kaliurang
   C. Mount Merapi   X Campsite
7. The form VI from Went is. (paragraph 1, Line 1).
   X Gone   B. Want   C. Go   D. Going
8. The type of text above is ?
   X Narrative Text   B. Procedure Text   C. Report Text   D. Recount Text
9. Who goes camping in Kaliurang ?
   A. Writer   C. Writer's Family
   X Student of class VIII   D. Friend Writer

$B = 5 + 9 = \frac{14}{3} \cdot 4,6$

10. How far from campsite to the Mount Merapi.

    A. 11 Km   ~~B. 20 Km~~   C. 15 Km   D. 10 Km

(11)........., my friend and I rode our bikes to the beach. It was only five kilometers from our houses.

It (12)......... quite windy and there was hardly anyone there. It(13).............. us because there were always many people coming there on the weekends. So, we had the beach on our own. We (14).......... some hot chips, rode our bikes, played in the water and sat under the trees.

We really (15)........ a great time.

11. A. Next Year   B. Tomorrow   ~~C. Last Week~~   D. Today
12. ~~A. Am~~   B. Was   C. Were   D. Is
13. A. Surprised   ~~B. Surprising~~   C. Surprise   D. Surpriseded
14. A. Bought   B. Buy   ~~C. Buying~~   D. Buyed
15. A. Has   B. Were   ~~C. Had~~   D. Have

B. Essay

(Complete the sentences by change the verb in brackets correctly !)

I had a terrible day yesterday. First, I (16)..WOKE UP.. (Wake up) an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I (17).Burned.. (burn) my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I (18)...MAS RY0... (run) out of the house trying to get the 9:30 bus, but of course I missed it. I (19)...howd.... (want) to take a taxi, but I didn't have enough money.

Finally, I (20)..WALKED..... (walk) the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Recreation

Last week my parents and I went to the zoo. We went there for recreation. We left at 06.00 a.m. and arrived there at 08.00 a.m. It is about a hundred kilometers from my house.

There were a lot of people watching a giant snake. The snake was there for about a week. It was 9 meters long. I thought it was the biggest snake I had ever seen. After we satisfied going around and watching various animals, we went home. On the way home, we stopped at the Borobudur temple for half an hour.

We are very happy

21. What is the title of the story above ?..WEEK day.......
22. The Generic Structure of text above is Orientation, Events, and..WAS THER....
23. Where is the writer go to recreation ?..The ZOO........
24. When they arrived at the zoo ?....tSmall......
25. What is the type text above ?..RECOUNT TEXT....
26. What far from home to the zoo ?..100. KM......
27. Where is the last place their visit ?..happy......
28. How many hours did the trip take to the Zoo from writer house ?.TWO HOURS
29. When they leave from home?..01.06.00 a.m
30. What form of verb did the writer uses in the text above..Past tense........

B = 9

Name	: Agil Setiawati	SCORE
Student Number	: 15	
Class	: VIII. C	63

TEST SHEET

Lesson : English
Class/ Semester : VIII/ II

A. Choose the right answer with a mark (X) on the letters A, B, C or D! Read carefully, and then answer according to the text below.

Last week the students of class VIII went camping. The campsite was in the village near Kaliurang. It was about 10 kms of Mount Merapi. There were a stream with clean water nearby, and the air was cool and fresh. It was really a good place for camping.

All students of class B had to take part in the camping. Only those who were sick could stay at home. Some teachers also took part in the camping activity.

The camping activity lasted for two days. The weather was good during the camping. Everybody had their own useful experience. They all enjoyed the camping.

1. What is the purpose of the text?
   A. To tell the funny story   C. To retell the past event
   B. To entertain the writer   D. To describe the future event
2. What form of tense did the writer uses in the text above?
   A. Present tense   C. Future tense
   B. Passive voice   D. Past tense
3. What are the generic structures found in the text above?
   A. Orientation-reorientation-coda
   B. Orientation-complication-resolution
   C. Orientation-events-reorientation
   D. Classification-events-resolution
4. How long camping did?
   A. One Day   C. Four Days
   B. Two Days   D. Six Days
5. What is correct title text above ?
   A. Mount Merapi   B. Camping   C. Experience   D. Class VIII
6. 'It was about 10 kms...' (paragraph 1). The word 'it' refers to...
   A. Stream   B. Kaliurang
   C. Mount Merapi   D. Campsite
7. The form VI from _Went_ is. (paragraph 1, Line 1).
   A. Gone   B. Want   C. Go   D. Going
8. The type of text above is ?
   A. Narrative Text   B. Procedure Text   C. Report Text   D. Recount Text
9. Who goes camping in Kaliurang ?
   A. Writer   C. Writer's Family
   B. Student of class VIII   D. Friend Writer

$$B = B + 11 = \frac{19}{?} = 6,3$$

10. How far from campsite to the Mount Merapi.

    A. 11 Km   B. 20 Km   C. 15 Km   **X** 10 Km

    (11)..........., my friend and I rode our bikes to the beach. It was only five kilometers from our houses.

    It (12)......... quite windy and there was hardly anyone there. It(13).............. us because there were always many people coming there on the weekends. So, we had the beach on our own. We (14)........... some hot chips, rode our bikes, played in the water and sat under the trees.

    We really (15)........ a great time.

11. **X** Next Year   B. Tomorrow   C. Last Week   D. Today
12. A. Am   B. Was   C. Were   **X** Is
13. A. Surprised   B. Surprising   **X** Surprise   D. Surpriseded
14. A. Bought   B. Buy   **X** Buying   D. Buyed
15. A. Has   B. Were   **X** Had   D. Have

B. Essay

    (Complete the sentences by change the verb in brackets correctly !)

    I had a terrible day yesterday. First, I (16).*Woke-up* (Wake up) an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I (17).*Burned*.. (burn) my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

    Next, I (18)..*Ran*..... (run) out of the house trying to get the 9:30 bus. but of course I missed it. I (19)...*wanted* (want) to take a taxi, but I didn't have enough money.

    Finally, I (20).*Walked* (walk) the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Recreation

    Last week my parents and I went to the zoo. We went there for recreation. We left at 06.00 a.m. and arrived there at 08.00 a.m. It is about a hundred kilometers from my house.

    There were a lot of people watching a giant snake. The snake was there for about a week. It was 9 meters long. I thought it was the biggest snake I had ever seen. After we satisfied going around and watching various animals, we went home. On the way home, we stopped at the Borobudur temple for half an hour.

    We are very happy

21. What is the title of the story above ?. *Recreation*
22. The Generic Structure of text above is Orientation, Events, and...*Re-orienta....*
23. Where is the writer go to recreation ?.*the zoo..*
24. When they arrived at the zoo ?.*At 08.00 a.m.*
25. What is the type text above ?.*fokus,......*
26. What far from home to the zoo ?...*100 km*
27. Where is the last place their visit ?.*At The Borobudur*
28. How many hours did the trip take to the Zoo from writer house ?..*about 2......*
29. When they leave from home?....*At 03.00 a.m.*
30. What form of verb did the writer uses in the text above...*Past tense*

Name	: Eh Kosrini	**SCORE**
Student Number	: 1)	
Class	: VIII C	86

TEST SHEET

Lesson : English
Class/ Semester : VIII/ II

A. Choose the right answer with a mark (X) on the letters A, B, C or D! Read carefully, and then answer according to the text below.

Last week the students of class VIII went camping. The campsite was in the village near Kaliurang. It was about 10 kms of Mount Merapi. There were a stream with clean water nearby, and the air was cool and fresh. It was really a good place for camping.

All students of class B had to take part in the camping. Only those who were sick could stay at home. Some teachers also took part in the camping activity.

The camping activity lasted for two days. The weather was good during the camping. Everybody had their own useful experience. They all enjoyed the camping.

1. What is the purpose of the text?
   A. To tell the funny story
   B. To entertain the writer
   C. To retell the past event
   D. To describe the future event
2. What form of tense did the writer uses in the text above?
   A. Present tense
   B. Passive voice
   C. Future tense
   D. Past tense
3. What are the generic structures found in the text above?
   A. Orientation-reorientation-coda
   B. Orientation-complication-resolution
   C. Orientation-events-reorientation
   D. Classification-events-resolution
4. How long camping did?
   A. One Day
   B. Two Days
   C. Four Days
   D. Six Days
5. What is correct title text above ?
   A. Mount Merapi
   B. Camping
   C. Experience
   D. Class VIII
6. It was about 10 kms…' (paragraph 1). The word 'it' refers to…
   A. Stream
   B. Kaliurang
   C. Mount Merapi
   D. Campsite
7. The form V1 from *Went* is. (paragraph 1, Line 1).
   A. Gone
   B. Want
   C. Go
   D. Going
8. The type of text above is ?
   A. Narrative Text
   B. Procedure Text
   C. Report Text
   D. Recount Text
9. Who goes camping in Kaliurang ?
   A. Writer
   B. Student of class VIII
   C. Writer's Family
   D. Friend Writer

$$B = 12 + 14 = \frac{26}{3}$$

10. How far from campsite to the Mount Merapi.

A. 11 Km   B. 20 Km   C. 15 Km   **D. 10 Km**

(11)........., my friend and I rode our bikes to the beach. It was only five kilometers from our houses.

It (12)......... quite windy and there was hardly anyone there. It(13).............. us because there were always many people coming there on the weekends. So, we had the beach on our own. We (14)........... some hot chips, rode our bikes, played in the water and sat under the trees.

We really (15)........ a great time.

11. A. Next Year	B. Tomorrow	**C. Last Week**	D. Today
12. A. Am	**B. Was**	C. Were	D. Is
13. **A.** Surprised	B. Surprising	C. Surprise	D. Surpriseded
14. **A.** Bought	B. Buy	C. Buying	D. Buyed
15. A. Has	B. Were	C. Had	**D. Have**

B. Essay

(Complete the sentences by change the verb in brackets correctly !)

I had a terrible day yesterday. First, I (16)...Woke up... (Wake up) an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I (17)...burned... (burn) my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I (18)...Ran........ (run) out of the house trying to get the 9:30 bus, but of course I missed it, I (19)...Wanted... (want) to take a taxi, but I didn't have enough money.

Finally, I (20)..Walked... (walk) me three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Recreation

Last week my parents and I went to the zoo. We went there for recreation. We left at 06.00 a.m. and arrived there at 08.00 a.m. It is about a hundred kilometers from my house.

There were a lot of people watching a giant snake. The snake was there for about a week. It was 9 meters long. I thought it was the biggest snake I had ever seen. After we satisfied going around and watching various animals, we went home. On the way home, we stopped at the Borobudur temple for half an hour.

We are very happy

21. What is the title of the story above ?... Recreation ....
22. The Generic Structure of text above is Orientation, Events, and...Reorientation...
23. Where is the writer go to recreation ?...The Zoo...
24. When they arrived at the zoo ?...At 08.00 a.m
25. What is the type text above ?...Recount Text
26. What far from home to the zoo ?...100 km...
27. Where is the last place their visit ?...At The Borobudur
28. How many hours did the trip take to the Zoo from writer house ?...two minutes
29. When they leave from home?...at 06.00 a.m
30. What form of verb did the writer uses in the text above....Past Tense...

$B = 14$

INSTRUMENT FOR PRE TEST
MTs HIDAYATULLAH
BANJAREJO GUNTUR DEMAK 2015

Name	: Bagus muhammad rusdin	SCORE
Student Number	: 07	
Class	: VIII A	63

TEST SHEET

Lesson : English
Class/ Semester : VIII/ II

A. Choose the right answer with a mark (X) on the letters A, B, C or D! Read carefully, and then answer according to the text below.

Last week the students of class VIII went camping. The campsite was in the village near Kaliurang. It was about 10 kms of Mount Merapi. There were a stream with clean water nearby, and the air was cool and fresh. It was really a good place for camping.

All students of class B had to take part in the camping. Only those who were sick could stay at home. Some teachers also took part in the camping activity.

The camping activity lasted for two days. The weather was good during the camping. Everybody had their own useful experience. They all enjoyed the camping.

1. What is the purpose of the text?
   A. To tell the funny story
   B. To entertain the writer
   C. To retell the past event
   D. To describe the future event
2. What form of tense did the writer uses in the text above?
   A. Present tense
   B. Passive voice
   C. Future tense
   D. Past tense
3. What are the generic structures found in the text above?
   A. Orientation-reorientation-coda
   B. Orientation-complication-resolution
   C. Orientation-events-reorientation
   D. Classification-events-resolution
4. How long camping did?
   A. One Day
   B. Two Days
   C. Four Days
   D. Six Days
5. What is correct title text above ?
   A. Mount Merapi   B. Camping   C. Experience   D. Class VIII
6. *It* was about 10 kms…' (paragraph 1). The word '*it*' refers to…
   A. Stream
   B. Kaliurang
   C. Mount Merapi
   D. Campsite
7. The form V1 from *Went* is. (paragraph 1, Line 1).
   A. Gone   B. Want   C. Go   D. Going
8. The type of text above is ?
   A. Narrative Text   B. Procedure Text   C. Report Text   D. Recount Text
9. Who goes camping in Kaliurang ?
   A. Writer
   B. Student of class VIII
   C. Writer's Family
   D. Friend Writer

9 + 10 = 19 - 63

10. How far from campsite to the Mount Merapi.
    A. 11 Km   B. 20 Km   C. 15 Km   ✗.10 Km

B. Essay
(Complete the sentences by change the verb in brackets correctly !)

Last Week, my friend and I rode our bikes to the beach. It was only five kilometers from our houses.

It (11)....*is*........ (to be) quite windy and there was hardly anyone there. It (12) *surprised* (Surprise) us because there were always many people coming there on the weekends. So, we had the beach on our own. We (13) *bought* ...... (buy) some hot chips, rode our bikes, (14) *played* ... (play) in the water and sat under the trees.
We really (15) *having* .... (Have) a great time.

Recreation

Last week my parents and I went to the zoo. We went there for recreation. We left at 06.00 a.m. and arrived there at 08.00 a.m. It is about a hundred kilometers from my house.

There were a lot of people watching a giant snake. The snake was there for about a week. It was 9 meters long. I thought it was the biggest snake I had ever seen. After we satisfied going around and watching various animals, we went home. On the way home, we stopped at the Borobudur temple for half an hour.

We are very happy
16. What is the title of the story above ? *Recreation*
17. The Generic Structure of text above is Orientation, Events, and *closing*
18. When they arrived at the zoo ? *At 08.00 a.m.*
19. Where is the last place their visit ? *Borobudur*
20. When they leave from home? *At 06.00 a.m.*

B = 5 X 2 = 10

Name	: Ajie Maulana Saputra	SCORE
Student Number	: 04	
Class	: VIII B	66

TEST SHEET

Lesson   : English
Class/ Semester : VIII/ II

A. Choose the right answer with a mark (X) on the letters A, B, C or D! Read carefully, and then answer according to the text below.

Last week the students of class VIII went camping. The campsite was in the village near Kaliurang. It was about 10 kms of Mount Merapi. There were a stream with clean water nearby, and the air was cool and fresh. It was really a good place for camping.

All students of class B had to take part in the camping. Only those who were sick could stay at home. Some teachers also took part in the camping activity.

The camping activity lasted for two days. The weather was good during the camping. Everybody had their own useful experience. They all enjoyed the camping.

1. What is the purpose of the text?
   A. To tell the funny story
   B. To entertain the writer
   C. To retell the past event
   D. To describe the future event
2. What form of tense did the writer uses in the text above?
   A. Present tense
   B. Passive voice
   C. Future tense
   D. Past tense
3. What are the generic structures found in the text above?
   A. Orientation-reorientation-coda
   B. Orientation-complication-resolution
   C. Orientation-events-reorientation
   D. Classification-events-resolution
4. How long camping did?
   A. One Day
   B. Two Days
   C. Four Days
   D. Six Days
5. What is correct title text above ?
   A. Mount Merapi   B. Camping   C. Experience   D. Class VIII
6. *It was about 10 kms...* (paragraph 1). The word *'it'* refers to...
   A. Stream
   B. Kaliurang
   C. Mount Merapi
   D. Campsite
7. The form V1 from *Went* is. (paragraph 1, Line 1).
   A. Gone   B. Want   C. Go   D. Going
8. The type of text above is ?
   A. Narrative Text   B. Procedure Text   C. Report Text   D. Recount Text
9. Who goes camping in Kaliurang ?
   A. Writer
   B. Student of class VIII
   C. Writer's Family
   D. Friend Writer

$$B = 8 + 12 = \frac{20}{2} = 6,6$$

10. How far from campsite to the Mount Merapi.

A. 11 Km   B. 20 Km   C. 15 Km   X 10 Km

B. Essay

(Complete the sentences by change the verb in brackets correctly !)

Last Week, my friend and I rode our bikes to the beach. It was only five kilometers from our houses.

It (11)..IS.......... (to be) quite windy and there was hardly anyone there. In (12) Surprised. (Surprise) us because there were always many people coming there on the weekends. So, we had the beach on our own. We (13) Qought... (buy) some hot chips, rode our bikes, (14).. Played..... (play) in the water and sat under the trees.

We really (15) Having..... (Have) a great time.

Recreation

Last week my parents and I went to the zoo. We went there for recreation. We left at 06.00 a.m. and arrived there at 08.00 a.m. It is about a hundred kilometers from my house.

There were a lot of people watching a giant snake. The snake was there for about a week. It was 9 meters long. I thought it was the biggest snake I had ever seen. After we satisfied going around and watching various animals, we went home. On the way home, we stopped at the Borobudur temple for half an hour.

We are very happy

16. What is the title of the story above ?. Recreation.....

17. The Generic Structure of text above is Orientation, Events, and ..End.............

18. When they arrived at the zoo ?. At...08:00 a.m.

19. Where is the last place their visit ?. the zoo....

20. When they leave from home?. At...06:00 a.m

B. 6 X 2 = 12

Name	:..Ba.gus..lak.sono.......	SCORE
Student Number	:..08.............................	76
Class	:..VIII..A.........................	

TEST SHEET

Lesson   : English
Class/ Semester : VIII/ II

A. Choose the right answer with a mark (X) on the letters A, B, C or D! Read carefully, and then answer according to the text below.

Vacation to Jogja

Last week, My friends and I went to Jogja. We visited many places. First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We also saw a lot of people in that beach. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo.

For me, that was a beautiful day, we really enjoyed it, and I hope I could visit Jogja again.

1. What is the title of the story above?
   A. My Friends and I   C. Go to Jogjakarta
   B. The Zoo   X Vacation to Jogja
2. What form of tense did the writer uses in the text above?
   A. Present tense   C. Future tense
   X Passive voice   D. Past tense
3. What are the generic structures found in the text above?
   A. Orientation-reorientation-coda
   B. Orientation-complication-resolution
   X Orientation-events-reorientation
   D. Classification-events-resolution
4. Where is the first place their visit?
   A. The Zoo   X Parangtritis Beach
   B. Jogjakarta   D. Many Places
5. What is a animal their saw in Gembira Loka Zoo, *Except* ?
   X Butterflys   B. Snakes   C. Crocodiles   D. Tigers
6. "We really enjoyed it …" (Last paragraph). The word '*it*' refers to…
   A. Souvenirs   X The Zoo
   C. Vacation to Jogja   D. Jogja
7. "We *saw* many kinds of animals" The form V1 from *Saw* is. (paragraph 1, Line 4).
   A. See   X Sow   C. Sew   D. Sawer
8. The type of text above is ?
   A. Narrative Text   B. Procedure Text   C. Report Text   X Recount Text
9. Who goes vacation to Jogja ?
   A. Writer   C. Writer and His Friends
   X My Friends   D. Friend Writer

10. Where are many sellers who sold many kinds of souvenirs.?
    A. In the Zoo   C. Vacation
    B. Parangtritis Beach   R. Many Places

C. Essay

(Complete the sentences by change the verb in brackets correctly !)

It was Saturday, August 23rd. our school was holding a special event. It was (11) _called_ (call) the 'Performance Day".

At 9 a.m., the event (12) _started_. (start). Every student was taking part in the event. Some students were joining a chess competition and some others were taking part in face painting. I myself was working with my team. We were doing an experiment with some clay.

The "Performance Day" (13) _finished_ (finish) at 2 p.m. we were all happy. We (14) _Had_ ………(have) a good time.

15. What is the title of the story above ?. _Performance Day_

16. The Generic Structure of text above is Orientation, Events, and.. _ending_ …..

17. When did their school celebrate the Performance Day ?. _on Saturday, August 23rd_

18. Who participated in the competitions ?. _students_

19. What time is the event starts?. _at 9 a.m_

20. What time is the event finish?. _at 2 p.m_

$$B = 9 \times 2 = 18$$

Name	: Ahmad Wahyu Condoo	SCORE
Student Number	: 02	
Class	: VIII B	60

TEST SHEET

Lesson : English
Class/ Semester : VIII/ II

A. Choose the right answer with a mark (X) on the letters A, B, C or D! Read carefully, and then answer according to the text below.

Vacation to Jogja

Last week, My friends and I went to Jogja. We visited many places. First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We also saw a lot of people in that beach. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo.

For me, that was a beautiful day. we really enjoyed it, and I hope I could visit Jogja again.

1. What is the title of the story above?
   A. My Friends and I
   B. The Zoo
   C. Go to Jogjakarta
   D. Vacation to Jogja

2. What form of tense did the writer uses in the text above?
   A. Present tense
   B. Passive voice
   C. Future tense
   D. Past tense

3. What are the generic structures found in the text above?
   A. Orientation-reorientation-coda
   B. Orientation-complication-resolution
   C. Orientation-events-reorientation
   D. Classification-events-resolution

4. Where is the first place their visit?
   A. The Zoo
   B. Jogjakarta
   C. Parangtritis Beach
   D. Many Places

5. What is a animal their saw in Gembira Loka Zoo, *Except* ?
   A. Butterflys   B. Snakes   C. Crocodiles   D. Tigers

6. "We really enjoyed *it* ..." (Last paragraph). The word '*it*' refers to...
   A. Souvenirs
   B. The Zoo
   C. Vacation to Jogja
   D. Jogja

7. "We *saw* many kinds of animals" The form VI from *Saw* is. (paragraph 1, Line 4).
   A. See   B. Sow   C. Sew   D. Sawer

8. The type of text above is ?
   A. Narrative Text   B. Procedure Text   C. Report Text   D. Recount Text

9. Who goes vacation to Jogja ?
   A. Writer
   B. My Friends
   C. Writer and His Friends
   D. Friend Writer

$$B = 8 + 10 = \frac{18}{3} = 6$$

10. Where are many sellers who sold many kinds of souvenirs.?
   A. In the Zoo   C. Vacation
   B. Parangtritis Beach   D. Many Places

B. Essay
(Complete the sentences by change the verb in brackets correctly !)

It was Saturday, August 23ʳᵈ, our school was holding a special event. It was (11) *calling* (call) the "Performance Day".

At 9 a.m., the event (12) *starting* (start). Every student was taking part in the event. Some students were joining a chess competition and some others were taking part in face painting. I myself was working with my team. We were doing an experiment with some clay.

The "Performance Day" (13) *finishing* (finish) at 2 p.m. we were all happy. We (14) *having* (have) a good time.

15. What is the title of the story above ?... *PERFORMANCE DAY*
16. The Generic Structure of text above is Orientation, Events, and... *Reorientation*
17. When did their school celebrate the Performance Day ?... *On SATURDAY. AUGUST 23*
18. Who participated in the competitions ?... *SCHOOL*
19. What time is the event starts?... *At 9 a.m*
20. What time is the event finish? *At 2 P.M*

$$B = 5 \times 2 = 10$$

Appendix 18

Documentation of Research

| Try-Out Test | Pre-Test of Control Class |

| Pre-Test of Experimental Class | Treatment of Control Class |

| Treatment of Control Class | Treatment of Experimental Class |

Treatment of Experimental Class

Treatment of Experimental Class

Treatment of Experimental Class

Treatment of Experimental Class

Post-Test of Control Class

Post-Test of Experimental Class

Appendix 19

The Result of Validity

LABORATORIUM MATEMATIKA
JURUSAN PENDIDIKAN MATEMATIKA
FAKULTAS SAINS DAN TEKNOLOGI
UIN WALISONGO SEMARANG

Jln. Prof. Dr. Hamka Kampus 2 (Gdg. Lab. MIPA Terpadu Lt.3) ☎ 7601295 Fax. 7615387 Semarang 50182

PENELITI : Ali Mashadi
NIM : 093411005
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : THE USE OF DHAKON TRADISIONAL GAME FOR FUN LEARNING OF RECOUNT READING
(An Experimental Study at the Eighth Grade of MTs Hidayatullah Banjarejo Demak in the Academic Year of 2014/2015)

HIPOTESIS1 :
a. Hipotesis Varians :
    Ho : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.
    Ha : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.
b. Hipotesis Rata-rata :
    Ho : Rata-rata rata-rata hasil belajar siswa kelas eksperimen ≤ kontrol.
    Ha : Rata-rata rata-rata hasil belajar siswa kelas eksperimen > kontrol.

DASAR PENGAMBILAN KEPUTUSAN :

Ho DITERIMA, jika nilai t_hitung ≤ t_tabel
Ho DITOLAK, jika nilai t_hitung > t_tabel

HASIL DAN ANALISIS DATA :

Group Statistics

	kelas	N	Mean	Std. Deviation	Std. Error Mean
hasil belajar	eksp	31	76.7097	7.66461	1.37660
	kontr	31	68.7742	11.45341	2.05709

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
hasil belajar	Equal variances assumed	4.990	.029	3.206	60	.002	7.93548	2.47521	2.98432	12.88664
	Equal variances not assumed			3.206	52.381	.002	7.93548	2.47521	2.96947	12.90150

1. Pada kolom *Levenes Test for Equality of Variances*, diperoleh nilai sig. = 0,029. Karena sig. = 0,029 < 0,05, maka Ho DITOLAK, artinya kedua varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.

2. Karena tidak identiknya varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol, maka untuk membandingkan rata-rata antara rata-rata hasil belajar siswa kelas eksperimen dan kontrol dengan menggunakan t-test adalah menggunakan dasar nilai t_hitung pada baris kedua (*Equal variances not assumed*), yaitu t_hitung = 3,206.

3. Nilai t_tabel (60;0,05) = 1,670 (*one tail*). Berarti nilai t_hitung = 3,206 > t_tabel = 1,670, hal ini berarti Ho DITOLAK, artinya : Rata-rata rata-rata hasil belajar siswa kelas eksperimen lebih baik dari rata-rata rata-rata hasil belajar siswa kelas kontrol.

Semarang, 24 Nopember 2015
Ketua Jurusan Pend. Matematika,

Yulia Romadiastri, M.Sc.
NIP. 19810715 200501 2 008

Ap

Appendix 20
Advisor Letter

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI WALISONGO
SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Alamat: Jl. Prof. Dr. HamkaTelp/ Fax (024) 7601295, 7615387

Nomor   : In.06.3/J4/PP.00.9/4474/2014   Semarang, 30 Agustus 2014

Lamp   : -

Hal   : **Penunjukan Pembimbing Skripsi**

Kepada Yth

1. Siti Tarwiyah,M.Hum.

2. Fina Sa'adah,S.Pd.I

Di tempat

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Tadris Bahasa Inggris, maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama   : Ali Mashadi

NIM   : 093411005

Judul   : The Use of Dhakon Traditional Game for Fun Learning of Recount Reading (An experimental study at the eighth grade of MTs Hidayatullah Banjarejo Demak in the academic year of 2014/2015)

dan menunjuk saudari Siti Tarwiyah, M.Hum dan Fina Sa'adah,S.Pd.I sebagai pembimbing. Demikian atas kerjasama yang diberikan kami ucapkan terima kasih.

A.n. Dekan,
Ketua Jurusan Tadris Bahasa Inggris

Siti Tarwiyah, M.Hum.
NIP. 19721108 199903 2001

Tembusan:

1. Dekan Fakultas Tarbiyah IAIN Walisongo (sebagai laporan)

2. Mahasiswa yang bersangkutan

3. Arsip

Appendix 21

Research Permission Letter

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Kampus II Ngaliyan (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : In.06.3/DI/TL.00./1875/2015   Semarang, 09 April 2015
Lamp. : 1 (satu) Proposal
Hal   : Mohon Izin Riset

A.n. : Ali Mashadi
NIM : 093411005

Yth. :
Kepala MTs Hidayatullah Banjarejo
di Demak

Assalamu'alaikum Wr. Wb
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:
Nama   : Ali Mashadi
NIM   : 093411005
Alamat   : Sidokumpul RT 03/III Guntur Demak
Judul skripsi :

THE USE OF DHAKON TRADITIONAL GAME
FOR FUN LEARNING OF RECOUNT READING
(An experimental study at the eighth grade of MTs Hidayatullah Banjarejo Demak
in the academic year of 2014/2015)

Pembimbing : 1. Siti Tarwiyah M.Hum
              2. Fina Sa'adah,S.Pd.I

Bahwa mahasiswa tersebut membutuhkan data-data dengan dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu kami mohon diberi ijin riset selama 18 hari, pada tanggal 13 April 2015 sampai dengan 30 April 2015.
Demikian atas perhatian dan kerjasamanya disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb

An. Dekan,
Wakil Dekan Bidang Akademik

Drs. H. Wahyudi, M.Pd.
NIP. 19680314 199503 1 001

Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

Appendix 22
Research Final Letter

YAYASAN PENDIDIKAN ISLAM HIDAYATULLAH
MADRASAH TSANAWIYAH HIDAYATULLAH
DESA BANJAREJO KECAMATAN GUNTUR KABUPATEN DEMAK
Alamat: Jl. Raya Banjarejo Desa Banjarejo Guntur Demak Telp. 082 133 854 545

NSM: 121233210113

Lembaga Pendidikan: Taman Pendidikan Qur'an, Madin Awaliyah & Wustho Hidayatullah, MTs. Hidayatullah

SURAT KETERANGAN
Nomor : 203/MTS-MHD/IV/2015

Yang bertandatangan di bawah ini Kepala Madrasah Tsanawiyah Hidayatullah Banjarejo Kecamatan Guntur, menyatakan bahwa :

Nama	: ALI MASHADI
NIM	: 093411005
Tempat, tanggal lahir	: Semarang, 25 Januari 1989
Jurusan / Program	: Pendidikan Bahasa Inggris / S1
Alamat	: Jln. Kamandowo, Kp. Tengah RT 03/III
	Desa Sidokumpul Kec. Guntur Kab.Demak

Pada Tanggal 13 April 2015 s.d 30 April 2015 Telah melaksanakan Penelitian Penyusunan Skripsi dengan judul "THE USE OF DHAKON TRADITIONAL GAMEFOR FUN LEARNING OF RECOUNT READING(An experimental study at the eighth grade of MTs Hidayatullah Banjarejo Demak in the academic year of 2014/2015)".

Demikian surat keterangan ini kami buat dan untuk digunakan sebagaimana mestinya.

Demak, 01 Mei 2015
Kepala Madrasah

Asmuni, S.Pd.I

Appendix 23

TOEFL Certificate

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
PUSAT PENGEMBANGAN BAHASA
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185
email: pbb.walisongo@gmail.com

Certificate

Nomor : In.06.0/P5/PP.00.9/C.130/2015

Certificate Number : 12015066

This is to certify that

ALI MASHADI

Student Register Number: 20150142066

the TOEFL Preparation Test

conducted by

*the Language Development Center State University for Islamic Studies (UIN) "Walisongo"
Semarang*

On February 18th, 2015

and achieved the following result:

Listening Comprehension	Structure and Written Expression	Vocabulary and Reading	Score
47	44	45	453

*Give in Semarang,
March 12th, 2015*

Director,

H. Muhammad Saifullah, M.Ag.
NIP. 19700321 199603 1 003

TOEFL is registered trademark by Educational Testing Service.
This program or test is not approved or endorsed by ETS.

CURRICULUM VITAE

Name   : Ali Mashadi

Place and date of birth : Semarang, 25th January 1989

Original address   : Sidokumpul RT 03/III Guntur Demak

Dormitory address   : Sidokumpul RT 03/III Guntur Demak

Mobile number   : 085743662855

Education   : 1. SD Bintang Pancasila, Jakarta Timur

      2. MTs Sultan Fatah Guntur, Demak

      3. MA Nurul Ulum Mranggen, Demak

      4. Student of Education and Teacher

        Training Faculty Walisongo Islamic State

        University of Semarang 2009

Semarang,   2015

The Researcher,

Ali Mashadi
093411005