THE EFFECTIVENESS OF SECRET WORD GAME TO TEACH STUDENTS' READING ABILITY

(An Experimental Research at the Eighth Grade of MTs Al Hikmah Pasir Mijen Demak in the Academic Year of 2015/2016)

THESIS

Submitted in Partial Fulfillment of the Requirement
For Gaining the Degree of Bachelor of Islamic Education
in English Language Education

By:

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SEMARANG

2016

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ABSTRACT

Title : **THE EFFECTIVENESS OF SECRET WORD GAME TO TEACH STUDENTS' READING ABILITY (An Experimental Research at the Eighth Grade of MTs Al Hikmah Pasir Mijen Demak in the Academic Year of 2015/ 2016)**

Writer : Alina Yanti

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Background of this research is based on the teaching reading process, which needs technique to make the students more active and interesting. Secret word game may help the students to increase their motivation in learning English especially in reading. The objective of this research is to find out the effectiveness of secret word game to teach students' reading ability at eighth grade of MTs Al Hikmah Pasir Mijen Demak in academic year of 2015/2016. This research used an experimental method in conducting research. The population in this research is eighth grade of MTs Al Hikmah Pasir Mijen Demak in the academic year of 2015/2016. Class VIII A was chosen as an experimental class and class VIII C was chosen as a control class. The experimental class was taught reading using secret word game while the control class was taught reading conventional. The research used a quantitative measurement to find the result. The analysis of the data shows that there was significant difference between the average score of experimental class and control class. The average score of post test of experimental class was 74.35 which was higher than the average of post test of control class was 68.72. The t-test result 3.69 was higher than the t-table 1.99. Since the t-test was higher than t table, the hypothesis is accepted. Based on the result of this research, the researcher concludes that secret word game was effective to teach students' reading ability at MTs Al Hikmah Pasir Mijen Demak in academic year of 2015/2016. The researcher suggests that secret word game may be used as alternative technique in teaching reading.

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MOTTO

فَإِنَّ مَعَ ٱلۡعُسۡرِ يُسۡرًا ٥ إِنَّ مَعَ ٱلۡعُسۡرِ يُسۡرِ ا ٦

Every hardship is followed by ease. Every hardship
is followed by ease.[1]

[1] Mahmud Y. Zayid, *The Quran:An English Translation of The Meaning of The Quran,* (Lebanon: Dar Al Choura, 1980)p. 456

DEDICATION

This thesis is dedicated to

- *My beloved mother Mrs. Sanipatun and beloved father Mr. Supardi. Thank you so much for your unending pray, help and support.*
- *My brothers Rudi Ismail and Ahmad Basyair, and my young sister Umi Aisyah. You are the best supporter for the researcher. I love you so much.*

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

Alhamdulillah, I would like to express my deepest gratitude by saying thank to Allah for the blessing and mercy given to me, so that I can compose and finish my final project. Peace and salutation are always sent to Prophet Muhammad, his family and his followers.

I realize that this final project would not have come to its final form without generous help, prayer of other, support, and advises. Many people have helped and contributed their ideas and time to completing this final project and it would be impossible to mention of all them. However, I would like to express my sincerest gratitude and appreciate to:

1. Dr. H. Raharjo, M.Ed. S.t as Dean of Islamic Education and Teacher Training Faculty of Walisongo State Islamic University.
2. Dr. H. Ikhrom as Head of English Department Islamic Education and Teacher Training Faculty of Walisongo State Islamic University.
3. Dra. Hj. Siti Maryam, M.Pd and Sofa Muthohar, M. Ag as the advisors for their patience in giving great motivation, helpful corrections and suggestions to improve this thesis during the consultation. There is no single word that I can say except, "Thank you so much for guiding me."

4. All of lecturers in English department of Education and Teacher Training Faculty for valuable knowledge and advices during the years of my study.
5. Karyono, S.Ag as the headmaster of MTs Al Hikmah Pasir Mijen Demak who has given permission for doing the research.
6. Neli Hikmatul H, S.Pd and Bi'atus Sholihah, S.Pd as the English teachers who help the researcher during the research.
7. My beloved family especially for my parents Mr. Supardi and Mrs. Sanipatun, my brothers Rudi Ismail and Ahmad Basyair, and my young sister Umi Aisyah thank you so much for your unending pray, help and support.
8. My teachers in Al-Hikmah Islamic Boarding House (Romo Kyai Amnan Muqoddam and Nyai Rofiqotul Makkiyah AH). Thank you very much for your guidance.
9. All of my friends in TBI B 11 especially (Nisa, Wulan, Lek Murwati, Anis, Amalina). Thanks for your support.
10. All of my friends in Al-Hikmah especially in Saadah room and my friends (mbk Aufa, Riska, Jeng Sri, Erni, mbk Yati, Yani, mbk Tun, Elok, Azka, Atina) Thanks for your support and motivation in any situation.
11. My PPL team (Ami, Atifah, Ika, Lily, Shelly, Nafa, Rere), my KKN team (Nurul, Iffa, Oink, mbk Fitri, Toha, Ramon, Zul, Mirza, Irham). Thanks you so much.

12. 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 realized that this thesis is still far from perfection, so that the researcher expects to constructive suggestion and criticism from all side for the benefit of this thesis project. Finally, the researcher expects that this thesis would be useful for further study.

Semarang, June 1 2016

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CHAPTER I
INTRODUCTION

A. Background of Study

English language has important role in educational world. In Indonesia, English is a foreign language. English is taught from junior and senior high schools as a compulsory subject. Moreover, English is one of the subjects included in the national examination. Indonesian government gives attention to English to be learned and developed. Based on curriculum of KTSP 2006, "The purposes of English in SMP / MTs such as students are able to develop their competence in communication in written and oral way to achieve the functional literacy; they also have an awareness of the nature and importance in English to improve the nation's competitiveness in global society; develop their understanding of the interrelationship between language and culture."[1]

To achieve the English purpose above, students were taught four skills required in English learning, there are listening, speaking, reading and writing. Students who want to communicate well in English, they have to master the four aspect skill. Besides the four skills, students also have to master in vocabulary, grammar and pronunciation.

[1] Depdiknas, *Kurikulum KTSP 2006 Standar Isi Satuan Pendiikan Dasar dan Menengah,* (Jakarta: Badan Standar Nasional Pendidikan, 2006), p. 124

Reading cannot separate from daily activity. Almost people get information from reading. People read many kinds of reading text. Such as newspaper, magazine, novel, article, academic book etc. Through reading activity, people can get many information, knowledge, pleasure etc. Therefore, the reading activity can bring great advantages for readers.

Reading becomes an important skill in learning a foreign language. Students can improve their English and expand their vocabulary outside of class by reading on their own. [2]Success in reading is very important for students, both for academic and vocational achievement. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on.

Reading skill is fundamental both first and second language. Students do not get difficulties when reading in first language, but it is not to students which read the text in foreign language. Furthermore, some English teachers still use traditional or conventional method to teach reading.[3] Conventional method

[2] Sisilia S. Halimi, *Becoming Creative Teacher: A Manual for Teaching English to Indonesian Elementary Students*, (Jakarta: UI Press, 2003), p. 30

[3]Muhammad Mufti Haris (073411029), *The Effectiveness of Using Team- Webbing to Increase Students' Reading Comprehension in News Item Text (An Experimental Research at the 10th Grade of MA Darul Amanah Sukorejo Kendal in Academic Year of 2010/2011)*, (Semarang : English Department and Educational Faculty IAIN Walisongo, 2010).

usually makes students bored because the method is monotonous and the students are not active so it makes the learners get difficulties to understand the reading text. One of the ways to make the teaching reading effective is making the students active so they will enjoy the learning and they can improve their reading skill.

حدثنا محمد بن بشار قال حدثنا يحي قال حدثنا شعبة قال حدثنى أبو التياح عن انس عن النبي صلى الله عليه وسلم قال يسروا ولاتعسرو اوبشروا ولاتنفروا .

> Muhammad bin Basyar conveys to us, from Yahya, from Syuaibah that said, Abu at Tayyah conveys from Anas, from the Prophet said, "Make it easy, do not complicate, give good news and do not make people run away."[4]

The Sunnah above explained about teaching learning process must be made easily and happy so that students do not bore toward class situation and teaching learning process more be fun and effective.

In teaching reading, teacher should be creatively in deliver material. Reading in English as a foreign language is not same as reading in the student's mother tongue that is Indonesian. It makes students encounter difficulties in vocabulary, structure, pronunciation, etc. Those difficulties sometimes make them bored

[4] Abu Abdullah Muhammad bin Ismail Al Bukhari, *Ensiklopedia Hadits Shahih Bukhari 1,* (Jakarta: Almahira:2011),p. 22

to read.[5] Therefore, teacher should use some interesting techniques, method and also media to make student motivate and enjoyable to read. So if the students' reading ability is good, then it can make students be good reader and students are easy to understand the text.

Media such as game, song, pictures, flashcard, tape, radio, television, video, film, and slide over projector are used in teaching learning process, especially in teaching English in improving reading ability.

Based on the reasons above, the researcher is interested to conduct research under title *"The Effectiveness of Secret Word Game to Teach Students' Reading Ability (An Experimental Research at the Eighth Grade of MTs Al Hikmah Pasir Mijen Demak in the Academic Year of 2015/2016).*

B. Research Question

From the statement above, the researcher formulates the problem: *"How high is the effectiveness of secret word game to teach students' reading ability at the eighth grade of MTs Al Hikmah Pasir Mijen Demak in the academic year of 2015/2016?"*

[5] Nadiah Makmun, *Teaching Reading Using Multiple Intelligences Approach,* (Semarang: English Department Tarbiyah Faculty IAIN Walisongo, 2012), p. 9

C. Objectives Study

To find out the effectiveness of using secret word game to teach students' reading ability at the eighth grade of MTs Al Hikmah Pasir Mijen Demak in the academic year of 2015/2016.

D. Pedagogical Significant

The result of this study is expected to be able to give the following benefit for:

1. For learner

   The result of this study will give many benefits to students because they can not only improve their understanding in reading descriptive text, but also can make students improve their vocabulary and make them active and work together.

2. For English teacher

   The teacher will get inspiration and motivation to use variety of learning technique in learning process especially in teaching reading.

3. For researcher

   The researcher hopes that this study can give a new knowledge about ways (media) in teaching learning process especially in teaching reading.

CHAPTER II

THE EFFECTIVENESS OF SECRET WORD GAME TO TEACH STUDENTS' READING ABILITY

In this chapter, the researcher would like to describe some theories related to the study.

A. Reading Ability

1. Definition of Reading Ability

There are many experts give definition of reading. According to William Grabe and Frederica L. Stoler, reading is the ability to draw meaning from the printed page and interpret this information appropriately.[1] The assumption is in line with Caroline has defined reading is a set of skills that involves making sense and deriving meaning from the printed word.[2] Reading is a process of readers combining information from a text and their own background knowledge to build meaning. The reader's background knowledge integrates with the text to create the meaning.[3]

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[1] William Grabe and Fedricka L. Stoller, *Teaching and Researching Reading* , (Great Britain: Pearson Education, 2002), p. 9

[2] Caroline T Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw Hill, 2005), p. 69

[3] Neil J. Anderson, *Practical English Language Teaching*, (New York: McGraw Hill Company, 2008), P. 2

According to Strevens, reading is visual. It needs exercise of the eye to process information.[4]Alderson said that "reading ability is not only abilities in learning new knowledge, but also abilities to process information.[5] In reading activity, people not only learn to get knowledge, but also it is a skill which people need concentration where eyes look the reading text and the message transferred to the brain to work out the message.

Reading is a way in which you understand.[6] It means that reading is the key to get understanding. The readers who want to get information and understand it, she / he has to read. Most people in the world get information from reading. They can find it through newspaper, magazine, internet, article, academic book and so on.

In Islam, reading becomes something important because it was the first commandment all at once the define revelation to the prophet Muhammad SAW. It is stated in Quran surah Al Alaq 1 – 5.

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[4] Peter Strevens, *New Orientation in the Teaching of English*, (Oxford: Oxford University Press, 1977),p. 109

[5]J. Charles Alderson and Lyle F Bachman, *Assessing Reading*, (New York: Cambridge University Press, 2000), p. 48

[6] http://dictionary.cambridge.org/dictionary/english/reading accessed on 10 July 2015

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِي خَلَقَ ١
خَلَقَ ٱلۡإِنسَٰنَ مِنۡ عَلَقٍ ٢ ٱقۡرَأۡ
وَرَبُّكَ ٱلۡأَكۡرَمُ ٣ ٱلَّذِي عَلَّمَ
بِٱلۡقَلَمِ ٤ عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ
يَعۡلَمۡ ٥

"Read the name of your Lord who created, created man from clots of congealed blood. Read! Your Lord is the most beautiful one, who taught by the pen, taught man what he did not know."[7]

The first verse explained that reading is the first commandment is the key to success earthly life and hereafter. As long as it is done for the sake of Allah SWT and welfare of beings. Reading is not limited only to the verses of the Quran, but everything that can be read. The second verse explained that humans are social creatures, who cannot live without cooperation with other parties. The third verse explained that repetition of the read command with the nature of God, with merciful hinted that despite reading the same object, but the with His Cheapness drove readers discover the secrets and new insights that have not been invented by the previous reading. Read the Quran with the nature or name's Allah you will undoubtedly find a new secret. The fourth and fifth verse Quraish Shihab said that source of knowledge in any

[7] Mahmud Y, Zayid, *The Quran: An English Translation of The Meaning of The Quran*, (Libanon: Dar al – Chaura, 1980), p. 457

discipline is God. He teaches humans and inspired. There are two ways of acquiring knowledge, the first is it is with his self human efforts to use the potential that is conferred God and the second is that no human effort such as that obtained through inspiration, intuition and divine revelation.[8]

Ability is a noun which has some synonym there are talent, skill, or proficiency in particular area.[9] A skill is an ability which has been automatized and operates largely subconsciously, whereas a strategy is conscious procedure carried out in order to solve a problem.[10] Based on Cambridge dictionary ability is the physical or mental power or skill needed to do something.[11] It means that ability has same meaning with skill that have objective is solve problem,

A reading skill can be described as "a cognitive ability which a person is able to use when interacting with texts".[12] In reading activity involved the reader and the text. According to Allington and Strange as cited by Merina Yuli

[8] M. Quraish Shihab, *Al Luba: makna, tujuan dan pelajaran dari surah-surah Al-Qurán,* (Tangerang: Lentera Hati, 2012), p. 689-690

[9] http://www.oxforddictionaries.com/definition/english/ability. accessed on June 15 2016

[10] International Education Studies, Reading Abilities and Strategies: A Short Introduction, Vol.3, No.3; August 2010,P.154

[11] http://dictionary.cambridge.org/dictionary/english/ability. accessed on June 15 2016

[12] International Education Studies, Reading Abilities and Strategies: A Short Introduction, Vol.3, No.3; August 2010,P.153

Astuti, reading ability is a complex skill and many issues surround its measurement. Most assessment of reading ability consider with both word identification abilities and the understanding or comprehension of the message.[13] Alderson said that there are some issues that arise in relation to assessment of reading ability:[14]ability to decode; knowledge of growing range of vocabulary; knowledge of a growing range of grammatical structures; ability to predict meaning from a range of cues; ability to draw on prior knowledge, and knowledge of different genres; ability to understand main idea and connections; ability to take responsibility for their own learning; confidence and motivation; ability to critically analyze and interpret.

It can be sum up from the definition above that reading ability is capability or skill of the readers in understanding the meaning and get information from the text.

2. Models of Reading

Anderson explained models of reading that are:[15]

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[13] Merina Yuli Astuti (109014000159), The Effectiveness of Numbered Heads Together Technique (NHT) on Students' Reading Ability (A Quasi Experimental Study at the Second Grade of SMPN 2 Tangerang Selatan), (Jakarta: Faculty of Tarbiyah and Teacher Training of UIN Syarif Hidayatullah, 2014),p. 7

[14] J Charles Alderson and Lyle F. Bachman, *Assessing Young Language Learners*,(Cambridge: Cambridge University Press, 2006), p. 228

[15] Neil J. Anderson, *Practical English Language Teaching*, (New York: McGraw Hill Company, 2008), P.5

a. Bottom up

Bottom up models consist of lower level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows them to move up to morpheme recognition followed by word recognition, building up to identification of grammatical structures, sentences, and longer text. Understanding letters, letter clusters, words, phrases, sentence, longer text, and finally meaning is the order in achieving comprehension. With the bottom model, students start from the bottom (letters and sounds) to get to the top (comprehension).

b. Top down

On the other hand, begin with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made.

c. Interactive

This type combines elements of both the bottom up and the top down approaches. The interactive model is a wise attempt to integrate those which too stick with grammatical oriented features and those which focus on previous learner's knowledge.[16] Interactive models of

[16] Journal Vision, *Model of Teaching Reading Lesson in EFL Classroom*, Vol.2, No.1, 2013,P. 74

reading are proposed for second language learners to give balanced emphasis to these top-down and bottom-up process.[17]

3. The Purpose of Reading

Every action has purpose in doing it, including in reading activity. The purpose of reading is based on what text they read by reader such as newspaper, novel, comic, article, dictionary and many more, for example: getting information, enhance knowledge and even for enjoyment.

Carolin said that there are two main reasons that people read: the first is for pleasure and the second is for information.[18]The purpose of reading according to Grabe and Stoller, it has been classified into four purpose, they are:[19]

a. Reading to search for simple information and reading to skim

Reading to search for simple information is a common reading ability. In reading to search, the reader scans the text for a specific piece of information or a

[17] J. Michael O'malley and Lorraine Valdez Pierce, *Authentic* Assessment *for English Language Learners*, (United states of America: Addison Wesley, 1996), p.95

[18]Caroline T Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw Hill, 2005), p.71

[19]William Grabe and Fedricka L. Stoller, *Teaching and Researching Reading* , (Great Britain: Pearson Education, 2002), p. 13

specific word. Meanwhile, reading to skim is the strategy for guessing important information.

b. Reading to learn from text

It occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text.

c. Reading to integrate information, write and critique text

This skill needs critical evaluation where the reader integrated and decided the information that he/ she wants. It involves ability such as compose, selecting, and making critique from the material.

d. Reading for general comprehension

It is the most basic purpose for reading, underlying and supporting most other purposes for reading. Comprehension is the process of deriving meaning from connected text.

Rivers and Temperly stated there are reasons that second language students may need or want to read:

a. To obtain information for some purposes or because learners are curious about some topic.
b. To obtain instruction on how to perform some task forwork or daily life.
c. To keep in touch with friends by correspondence or to understand business letters.

d. To know when or where something will take place or what is available.

e. To know what is happening or has happened (as reported in newspapers)

f. For enjoyment or excitement.[20]

It means that reading is an activity with a purpose. All of the purposes depend on the text what the readers read.

4. The Kinds of Reading Technique

There are many kinds of reading technique to make students understand with a text easily and quickly. According to Suyanto, "There are many techniques of teaching reading. There are: reading aloud, silent reading, reading comprehension, and independent reading.[21]

a. Reading Aloud

This activity refers to train students' reading ability with right pronunciation. Reading aloud forms a foundation for the early literacy framework. By having stories read, children learn to love stories and reading. Reading aloud involves children in reading for enjoyment and provides an adult demonstration of fluent reading.

[20]W. Rivers and M. Temperly, *A Practical Guide to the Teaching of English as a Foreign or* Second *Language*, (New York: Oxford University Press, 1978), p.187.

[21] K. E. Suyanto, *English for Young Learners*, (Jakarta: PT BumiAksara, 2010), p. 64

This activity refers to train the students serve as an evaluative check on bottom up processing skill, double as a pronunciation check, and serve to add some extra students participation if you want to highlight a certain short segment of a reading passage.[22]

b. Silent Reading

Silent reading refers to read the text by heart not oral reading. Student is trained to concentrate to understand the text. Benefits of effective silent reading include steady improvement of educational efficiency; exploration of a wide variety of reading material; learning how to read with purpose; and confidence in dealing with all forms of reading, whether for school, business or leisure. In other word reading aloud is vital in the beginning, while silent reading is beneficial for a life time.[23]

c. Reading Comprehension

This activity refers to get information from text. Comprehension is the process of deriving meaning from

[22] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd Edition, (San Fransisco State University: Longman, 2001), p.312

[23] IzzatulMabruroh (063411027), The Use of Group Investigation (GI) Method to Improve Students' Reading Ability in Descriptive Text (An Classroom Action with the Eight Grade of MTs SabilulUlumMayongJepara in the Academic Year of 2010/2011), (Semarang: English Department and Education Faculty IAIN Walisongo Semarang, 2011), p. 23

connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning.[24] Comprehension can be meant the process by which a person understands the meaning of written or spoken language.[25]

d. Independent Reading

Independent reading is a term used in educational settings, where students are involved in choosing and reading material (fiction books, non-fiction, magazine, and other media) for their independent consumption and enjoyment.[26] The reason independent reading promotes vocabulary growth is because we are exposed to new words and can discern their meaning through the context of what we are reading.

Grellet divided four main ways of reading are skimming, scanning, intensive and extensive reading.[27]

a. Skimming

Skimming is used in reading to get the main ideas of a text. Skimming consists of quickly running one's

[24]Elizabeth S. Pang et al, *Teaching Reading*, http://www.curtin.edu.au/ curtin/dept/smec/iae p. 15 cited on 15th May, 2015

[25]Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of AppliedLinguistics*., p 54

[26]Kasihani K.E Suyanto, *Ibid*, p. 45

[27]Francisco Grellet, *Developing Reading Skill A Practical Guide to Reading Comprehension Exercise*, (New York: Cambridge University Press, 2010), p. 8

eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.[28]

b. Scanning

Scanning is used to read quickly while looking for specific information. Scanning exercises may as students to look for names or dates, to find a definition of a key concept, or a list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

c. Intensive Reading

It is used to read shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail. [29] Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students attention to grammatical form, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication,

[28] H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd Edition, (San Fransisco State University: Longman, 2001), p. 308

[29]Francisco Grellet, *Developing Reading Skill: a Practical Guide to Reading Comprehension Exercise*, (Cambridge University Press, 1998), p.43

rethorical relationships, and the like. Intensive reading is generally at a slower speed, and requires a higher degree of understanding than extensive reading.[30]

d. Extensive Reading

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book long article, or essays, etc).[31] Extensive reading is also to obtain a general understanding of a subject and include reading longer text for pleasure; use extensive reading is to improve general knowledge.[32] The aims of extensive reading are to build reader confidence and enjoyment. Pleasure reading is often extensive. Extensive reading is always done for the comprehension of main ideas, not for specific details.[33]

Meanwhile, Brown states in his book about strategies for reading comprehension. They are stated below:[34]

a. Identify the purpose in reading

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[30] International Education Studies, Reading Abilities and Strategies: A Short Introduction, Vol.3, No.3; August 2010,P.155

[31] H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd Edition, (San Fransisco State University: Longman, 2001), p.312

[32]*Op Cit.,* Jeremy Harmer, p.210

[33] International Education Studies, Reading Abilities and Strategies: A Short Introduction, Vol.3, No.3; August 2010,P.155

[34] H. Douglas Brown, *Teaching by Principles An Interactive Approach to LanguagePedagogy*., p. 306

b. Use graphemic rules and patterns to aid in bottom-up decoding
c. Use efficient silent reading techniques for relatively rapid comprehension
d. Skim the text for main ideas
e. Scan the text for specific information
f. Use semantic mapping or clustering
g. Guess when you are certain
h. Analyze vocabulary
i. Distinguish between literal and implied meaning
j. Capitalize on discourse markers to process relationship

A good way to understand reading is to consider what is required for fluent reading. Fluent readers typically do all of the following:[35]

a. Read rapidly for comprehension
b. Recognize words rapidly and automatically (without seeming to pay any attention to them)
c. Draw on a very large vocabulary store
d. Integrate text information with their own knowledge
e. Recognize the purposes of reading
f. Comprehend the text as necessary
g. Shift purpose to read strategically
h. Use strategies to monitor comprehension

[35] Marianne Celce-Murcia, *Teaching English as a Second Language*,(USA: Thomson Learning, 2001), p. 188

i. Recognize and repair miscomprehension

j. Read critically and evaluate information

5. Types of Reading

There are several types of reading performance are typically identified, and these will serve as organizers of various assessments task:[36]

The first is perceptive. Reading task involves attending to the component of larger stretches of discourse: letters, words, punctuation, and other graphemic symbol.

The second is selective. This category is largely an artifact of assessment format. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language.

The third is interactive. Include among interactive reading types are stretches of language of several paragraphs to one pages or more in which the reader must interact with the text. Task in the level have a combination of form focused and meaning focused objectives but with more emphasis on the meaning.

The fourth is extensive. It applies to text of more than a page, up to including professional articles, essays, technical report, short story and book. The purpose is to tap into a

[36] H Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco State University: Longman, 2004), p.189

learner's global understanding of a text, as opposed to asking test – takers to zoom in on small details.

6. Types of Exercises

There are several exercises in reading skill[37]:

a. Read and do tasks requiring action responses

Students may be required to follow instruction, for example, read and draw, read and build, read and follow instructions.

b. Reading and retelling

Students can be asked to retell or rewrite as much as possible of the text they have read.

c. Read and do tasks requiring a short written answer.

Students are asked to respond in a few words, not just choose a correct response. Short answer tasks may be constructed around a variety of text, for example pictures with captions, paragraphs, whole text such as short stories or information pieces, or text such as advertisements, recipes and so on.

d. Read and do tasks requiring a longer written answer.

Students can be asked to respond to their reading with longer written answers. Students may be asked to write a letter to a character in a story, to write a summary of what they have heard.

[37] J Charles Alderson and Lyle F. Bachman, *Assessing Young Language Learners*,(Cambridge: Cambridge University Press, 2006), p.237

e. Reading and answering true or false questions

True false items give students two choices and therefore students have a 50% chance of getting the right answer.

f. Reading and picture matching

Matching techniques where students match a word, a short phrase or paragraph with a picture are appropriate to the young learners.

g. Reading and answering multiple choice items

Multiple choices tasks are very common in commercial test. Multiple choices questions involve skilled and time consuming preparation.

h. Reading and completing charts information transfer.

Information transfer tasks are very popular as teaching task in course book, where students are often asked to conduct a survey and then convey information to a simple grid.

i. Cloze and gap filling tasks

Cloze and gap filling tasks check students' abilities to focus on semantic, syntactic, and graphonic cues in the text, and therefore, if carefully constructed, can provide useful information about a students' reading ability.

B. General Concept of Secret Word Game

1. Definition of game

Game is form of play with set rules; children's activity when they play with toys, pretend to be somebody else.[38] Game is a form of competitive activity or sport played according to rules.[39]

In Longman dictionary of applied linguistics, game in language teaching is an organized activity that usually has the following properties: 1. A particular of assignment or purpose. 2. A set of rules. 3. Sense of competition between players. 4. Sense competition between players by spoken or written language.[40]

From the definition above, the writer concludes that a game is a competitive activity which the players with each other according to set of rules.

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[38] Oxford University, *Oxford Learner's Pocket Dictionary,* (Cambridge: University Press, 1992) p. 181

[39] http://www.oxforddictionaries.com/definition/english/game, accessed on January 23 2015

[40] Jack Richard, *et, al*, *Longman Dictionary of Applied Linguistics*, (Longman Group UK: England, 1985), p. 118

2. The advantages of game

Playing games allows students to explore and become familiar with word and phrases. There are several advantages of using game to teach English are the following:[41]

a. Games help the teacher create context in which the language is useful and meaningful.
b. Games help the teacher build better class relationships and encourage class participation.
c. Games provide language practice, review, and consolidation in the various skills- speaking, writing, listening and reading.
d. Through games, children experiment, discover, and interact with others.
e. Games encourage the creative and spontaneous use of language and promote real communication.
f. Games are enjoyable and challenging but no threatening.
g. Games promote healthy competition and help students overcome shyness about using the language.

There are many ways to teach English. One of them is by using games. Games are not only for fun but also for motivating students to learn English fast and easily. Games

[41] Sisilia S. Halimi, *Becoming Creative Teacher: A Manual for Teaching English to Indonesian Elementary Students,* (Jakarta: UI Press, 2003), p. 72

are able to facilitate language learning because they help learning to be:[42]

a. More meaningful, for example by showing how words relate to each other.
b. More memorable, for example by involving as many approaches to how language is 'stored' as possible, such as mime and movement, the use of color and pattern, personalization, etc.
c. More accessible, for example by getting students to make their own language record to suit their individual strategies for reference and access.

3. Secret Word game

Games can be an interesting activity for students to learn English. By using games, the students do not feel that they learn something through activity. They will feel happy to learn English and don't feel difficult.

Secret word game is a kind of games by guess words which is presented with letter forming words as the answers from the clues related to the question provided or guessing the word.

This game can be played in a group of up to eight players. If the class has a large student, select random people from the audience to participate, and bring them to the front of

[42] Siti Tarwiyah, *Games, Songs, and Practical Ideas to Teach Language*, (Semarang: Need's Press, 2012) p. 2

the class. If the class has a small group, everyone can play. First, cut out the cards on the next three pages. Then, divide the participants into two teams and hand out a stack of cards to each team. Teachers distribute a card to each student, and tell them to keep their word secret. One at a time, each student signs or says a series of clues — a word that begins with each letter in their secret word, in order. For example, if the secret word is "ice cream," the clues could be: cone, cold, chocolate flake. The other students use the clues to guess the secret word.

The secret word game (cards)[43]

Secret word Sun-cream **Forbidden word** Protection White sun	**Secret word** volley ball **forbidden words** game ball play sport	**secret word** postcard **forbidden words** picture letter post stamp
Secret word Camera **Forbidden words** Photograph Flash Picture	**Secret word** Ice cream **Forbidden words** cone cold chocolate flake	**Secret word** Book **Forbidden words** Diary Paper Pages

[43] http://www.wimpykidclub.co.uk/wp-content/uploads/TLH_Secret-Word-Game1.pdf accessed on 21 January 2015

By secret word game, the researcher can create fun atmosphere, because the students will be given opportunity to express their idea in trying to guess the secret words.

4. The secret word game as strategy to improve reading ability on Descriptive text

There are many genres of text that students learn in the school. The genre of text divided into two types there are story genre and factual genre. There are six type texts in story genres that are narrative, news story, exemplum, anecdote, recount, spoof. While the factual genres consist of procedure, explanation, report, exposition, discussion, description, review, news item and commentary.[44]In this research, the researcher focuses on descriptive text.

According to Entika the social function of descriptive text is to describe a particular person, place or thing.[45]The schematic/ generic structure are Identification (identifies phenomenon to be described), Description (describe parts, qualities, characteristics). Then, the language features of descriptive text are focus on specific participant, Use of distributive and identifying processes. They are used to describe the characteristic of the topic and the parts. The characteristic can be the color, quality, size (example: red,

[44]Entika Fani Prastikawati and Siti Musarokah, *Writing 3*(Semarang: IKIP PGRI Press, 2010), p. 11

[45]Entika Fani Prastikawati and Siti Musarokah, *Writing 3*, p. 40

green, smart, long, big etc), frequent use of epithets and classifier in nominal groups, use of the simple present.

There are many strategies to improve students' reading ability on descriptive text. Secret word game is one of learning techniques. It is a way to teach students to be master in learning materials. In this research, secret word game is used to teach English reading. The researcher chose secret word game to teach the students' reading ability on descriptive text because the secret word game can make students interested in teaching learning and help students to communicate one another if they have problems in the material. Usually in the descriptive text, there are many problems which got by students. For example: difficult word, how to read the word or sentence correctly, comprehension of sentences etc. Through this technique, students learn how to identify main ideas and to locate specific information. The kind of the test which used in this research is multiple choices. This kind of test was chosen because it was easy and consistent, it was easy to compute and determine the reliability of the test, and it was economical because the number of items can be answered in a short period of testing time. [46] Therefore the researcher used the game to make

[46]J.B Heaton, *Writing English Language Tests*, (London: Longman, 1975), p. 12-13

students interest in reading and make students enjoy with teaching learning process.

The secret word game is very easy to use. The teaching procedures in English classroom by secret word game might be sequenced as follows:

a. Teacher gives brainstorming about the material
b. Teacher asks students to mention vocabulary from the picture
c. Teacher divides class into some groups and every group contains 5 until 6 students.
d. Teacher gives one text to each group and students are asked to read and discuss it during 5 minutes.
e. One of students in each group read the text loudly, while other groups guess who person is.
f. Teacher explains the material about the descriptive text.
g. Students ask to teacher about descriptive text.

C. Previous Research

The previous researches that be used are:

1. Izzatul Mabruroh, "The Use of Group Investigation (GI) Method to Improve Students' Reading Ability in Descriptive Text (A Classroom Action Research with the Eight Graders of MTs Sabilul Ulum Mayong Jepara in the Academic Year of 2010/2011)''. The objectives of the study, the writer conducted classroom action research. In analyzing the data, the writer used a descriptive qualitative and a simple

quantitative measurement to find the result. The analysis of the data showed that there was a significant difference of the students' achievement in the pre-cycle up to second cycle. The average of the students' achievement in the pre-cycle was 57. 73, the first cycle was 64.05 and the second cycle was 75.23.[47] The similarity between her research and this research is on the object of the study (reading ability). The differences between her research and this research in the method, her research in action research whereas this research in experimental method in quantitative design. Besides that, her research was conducted with eight grade students of MTs Sabilul Ulum Mayong Jepara, and this research was be conducted with eighth grade of MTs Al Hikmah Pasir Mijen Demak.

2. Muhammad Yusuf Mauludi, The Effectiveness of Jigsaw Technique to Improve Students' Reading Narrative Text Ability (An Experimental Research with the Eleventh Grade of MAN Kendal in Academic Year of 2010/2011. This study used experimental method. The researcher divided class into two groups in his researcher; experimental method which was taught using jigsaw technique and control class which was

[47]Izzatul Mabruroh (063411027), The Use of Group Investigation (GI) Method to Improve Students' Reading Ability in Descriptive Text (An Classroom Action with the Eight Grade of MTs Sabilul Ulum Mayong Jepara in the Academic Year of 2010/2011), (Semarang: English Department and Education Faculty IAIN Walisongo Semarang, 2011)

taught without jigsaw technique. [48]The similarity between his research and this research is he used quantitative research. The differences between his research and this research are the using media and participants. His study used Jigsaw technique to teach reading, while this research used secret word game to teach reading. Besides that, his research was conducted with eleventh grade students of MAN Kendal, whereas this research was conducted in MTs Al Hikmah Pasir Mijen Demak.

3. Muhamad Mufti Haris, The Effectiveness of Using Team Word Webbing to Increase Students' Reading Comprehension in News Item (An Experimental Study at the tenth grade of MA Darul Amanah in the academic year of 2010/2011), English Department of Tarbiyah Faculty, Semarang Walisongo State Institute For Islamic Studies, 2010. In the research, the researcher used an experimental study. The data were obtained by giving test to experimental class and control class after giving different learning to both classes. The result of research showed that Team Word-Webbing is effective to increase students' reading comprehension at the tenth grade of MA Darul Amanah Sukorejo Kendal in academic year of

[48]Muhammad Yusuf Mauludi (063411007), The Effectiveness of Jigsaw Technique to Improve Student's Reading Narrative Text ability; An Experimental Research with the Eleventh Grade of Man Kendal in Academic Year of 2010/2011 (Semarang: English Department and Education Faculty IAIN Walisongo Semarang, 2011)

2010/ 2011. It shows that based on students' score, the experimental class that was given treatment using Team Word-Webbing to teach reading comprehension in news item got higher score that was 88,9 compare with the control class who did not get treatment using Team Word-Webbing was 80,91. The similarity between his research and this research is he used quantitative research. The differences between his research and this research are the using media and participants. His study used Team Word-Webbing to teach reading, while this research used secret word game to teach reading. Besides that, his research was conducted with tenth grade students of MA Darul Amanah Sukorejo Kendal, whereas this research was conducted in MTs Al Hikmah Pasir Mijen Demak.[49]

4. Merina Yuli Astuti, The Effectiveness of Number Head Together (NHT) Toward Students' Reading Ability (A Quasi Experimental Study at Second Grade of SMPN 2 Tangerang Selatan in Academic Year 2013/2014. The method in her study was quantitative method in the design of quasi experimental study. The sampling technique used in this study was purposive sampling. Instrument that used in this study was reading test consists of pre – test and post – test. The

[49]Muhammad Mufti Haris (073411029), The Effectiveness of Using Team Word Webbing to Increase Students ' Reading Comprehension in News Item Text (An Experimental Research at the Tenth Grade of MA Darul Amanah Sukorejo Kendal in Academic Year of 2010/2011), (Semarang: English Department and Education Faculty IAIN Walisongo Semarang, 2011)

result of this research showed that the using of Number Head Together (NHT) technique is effective to improve students reading ability on descriptive text. It can be seen from mean of post test in experimental class (68.33) is higher than control class (64.48). The data analyzed by using t- test formula.[50] The differences between the thesis above and the writer thesis was the technique of research and participants. The thesis above used Number Head Together (NHT) technique while the writer thesis used secret word game. Besides that, the thesis above was conducted with eighth grade students of SMPN 2 Tangerang Selatan whereas the writer thesis was conducted with eighth grade of MTs Al Hikmah Pasir Mijen Demak.

D. Hypothesis

Hypothesis is assumption about something which is made to explain something that often cropped to check it.[51] The hypothesis of this research is using secret word game is effective to teach students' reading ability at the eighth grade of MTs Al Hikmah Pasir Mijen Demak in academic year of 2015/2016.

[50] Merina Yuli Astuti (109014000159), The Effectiveness of Numbered Heads Together Technique (NHT) on Students' Reading Ability (A Quasi Experimental Study at the Second Grade of SMPN 2 Tangerang Selatan), (Jakarta: Faculty of Tarbiyah and Teacher Training of UIN Syarif Hidayatullah, 2014)

[51] Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), p. 219

CHAPTER III
METHOD OF INVESTIGATION

A. Research Approach

The kind of this research is experimental research. According to Nunan, "Experiments are design to collect data in such a way that threats to reliability and validity of the research are minimized.[1] Arikunto said that experiment is the way to look for the cause of relationship "causability" between two factors which are raised by the researcher with eliminating or reducing any distracting factors.[2]The researcher used experimental design to identify the effectiveness of secret word game to teach student's reading ability in MTs Al Hikmah Pasir Mijen Demak at the eighth grade in the academic year of 2015/2016.

This research is quantitative in nature, because the result of the students' achievement in pretest and post-test expressed in language of mathematic, evaluated consequently and also interpreted by appropriate statistical procedures. Referring to this research, the researcher took two classes they are the experimental and control class. The experimental class received a new treatment by using secret word game while the control class was treated by using non-secret word game. This study used pre-test and post-test

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

[2] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,*(Jakarta: PT. Rineka Cipta, 2006), p.9

to measure both classes' changes in the period before and after receiving a treatment.

The experimental design could be described as follows:[3]

Pattern:

R	O_1	X	O_2
R	O_3		O_4

Where:

R : Experimental and control group that are chosen randomly

O_1: Pre-test for the experimental class

O_2: Post-test for the experimental class

O_3: Pre-test for the control class

O_4: Post-test for the control class

X : Treatment with secret word game.

Two classes were decided as experimental and control class. These classes were equated as nearly as possible. The students of VIII A were chosen as the experimental class while those of VIII C were chosen as control class of this research. Pre test was given to the both control and experimental group to measure the condition before treatment. Next, the treatment was given to the experimental group while the control class taught conventional method. After finishing the treatment, the test was given to both as the post test.

[3]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: CV. Alfabeta, 2009), p.112

B. Research Setting

1. Subject and Place of the Research

   This research was conducted at MTs Al Hikmah Pasir Mijen Demak. The subject of this research was the eighth grade of MTs Al Hikmah Pasir Mijen Demak in the academic year of 2015/ 2016.

2. Time of the Research

   This research was conducted during three weeks as of ratification of the research proposal, starting from November, 13th 2015 to December, 13th 2015 on the first semester in the academic year of 2015/2016 counted since the proposal is submitted until the end of research.

C. Research Variable

According to Arikunto, variable is the object of research or something that became the concern of research.[4]

In this study there are two variables. They are Independent Variable (x) and Dependent Variable (y).

1. Independent variable (x)

   Independent variable is the variable that the experimenter expects to influence the other.[5]The independent

[4]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p. 161

[5] David Nunan, *Research, Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p. 25.

variable of this research was the use of secret word game in teaching reading.

2. Dependent Variable (y)

Dependent variable is variable that was affected or that be the result because of the existence of the independent variable.[6] The dependent variable of this study was the students' achievement in the written test score in reading.

The indicators were:

a. identifying main idea of a paragraph
b. identifying purpose of descriptive text
c. identifying generic structure of descriptive text
d. identifying the language features of descriptive text

D. Technique of Data Collection

To get data from object of research is needed accurate method to collect data. The method is used in this research are:

1. Documentation

Documentation is material that provides official information or evidence or that serves as a record.[7] The documentation is one of methods which are used to help collecting the needed data.

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[6]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p. 162

[7] http://www.oxforddictionaries.com/definition/english/documentation accessed on 21 January 2015

The researcher used the document to know data of the students and teacher in the school and get the groups to be experimental class and control class. The researcher also gets the list of teachers and student's name and pictures of their activities.

2. Test

Test is a set of question and exercises used to measure the achievement or capability of the individual or group.[8]This method is used to get data about score of the pre-test and post-test was given for both of groups. The experimental class and control class. The test in this study is a multiple choice. In multiple choice test of reading, the student was given four chosen (a, b, c or d) to freedom chance to think as much as possible. They can freely choose their ideas as a correct answer.

a. Pre-test

Before the teacher teaches new material by using secret word game, the teacher will give a test to the students. Pre-test were given to experimental class and control class.

[8]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p.193

b. Post-test

Post-test was given to the experimental class and the control class. The test was given in order to know the improvement of students' reading ability using secret word game. The experimental class was taught in reading descriptive text by secret word game while the control class was taught without using secret word game.

In collecting the required data in the test the writer used multiple choices. The choice of multiple-choice type was based on the following considerations:

a. It was easy and consistent
b. It was easy to compute and determine the reliability of the test
c. It was economical because the number of items can be answered in a short period of testing time.[9]

In multiple choice test, the students was given four choices (a, b, c, or d) to freedom chance to think as much as possible. The score of students' achievement of reading can be calculated by using this formula:

$$score = \frac{The\ number\ of\ rigth\ answer}{The\ number\ of\ question}\ x\ 100\ \%$$

[9]J.B Heaton, Writing *English Language Tests*, (London: Longman, 1975), p. 12-13

E. Technique of Data Analysis

In this research, the researcher measured the effectiveness of using secret word game to teach students' reading ability. The researcher used statistic method to analyse data because the research is quantitative analysis. Quantitative analysis is concerned with the amount or number.

In this study, there are kinds of tests that were held in experimental research, they are try-out test, pre test and post test. So there must be three processes of analyzing the data collection from test.

1. Try-out instrument

Try-out test analysis is meant to get the validity, reliability, index difficulty and discriminating power. The try-out was given to VIII B. The choosing of the instrument was done by considering: validity, reliability, the degree of test difficulty and discriminating power as follows:

a. Validity

According to Arikunto, "A test is valid if it measures what it purposes to be measured."[10] The validity of an item can be known by doing item analysis. It is counted using product-moment correlation formula:

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

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

Which:

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

N = the number of students in group

X = the score of each component of test

Y = the total score of correct answer

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

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

$\sum XY$ = 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 students in the group.

Calculating 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.[11]

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

b. Reliability

Arikunto said that a reliable measure in one that provides consistent and stable indication of the characteristic being investigated. A good test should have high reliability, besides having high validity. Alpha formula is used to know reliability of test is K-R 20.[12]

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

Where:

r_{11} = The reliability coefficient of items

p = The proportion of students who give the right answer

q = The proportion of students who give the wrong answer. (q = 1-p)

$\sum pq$ = The total result of multiplication between p and q

n = The number of item in the test

S^2 = The standard deviation of the test

. Calculating result of r_{11} is compared with $r_{table}$of product moment by 5% degree of significant. If r_{11} is higher than r_{table} the item of question is reliable.

[12] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*(Jakarta: Bumi Aksara, 2007), p. 100-101

c. Degree of Test Difficulty

Degree of test difficult is used to know the difficult items (difficult, medium or easy). To know the item difficulty, the researcher used formula:[13]

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

Where:

P = index of difficulty

B = the number of students who answer an item correctly.

JS = the total number of students.

Where the criterion of computation is:

Table 1.1 Criteria of Difficulty Test

P = 0.00	Very difficult
0.00 < P	Difficult
0.30 < P	Medium
0.70 < P	Easy
P = 1.00	Very easy

[13]Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2007), p. 208

d. Discrimination Power

Item of discrimination power tells how well the item performs in separating the better students from the poorer one. To calculate the index of discriminating power, the researcher used formula:[14]

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

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 answer the item correctly.

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

P_A = The proportion of the upper group who answer the item correctly.

P_B = The proportion of the upper group who answer the item correctly.

Table 1.2 The Criteria of Discrimination Index

Criteria	
D = 0.00 – 0.20	Poor
D = 0.20 – 0.40	Enough
D = 0.40 – 0.70	Good
D = 0.70 – 1.00	Excellent

[14]Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan,* (Jakarta: Bumi Akasara, 2007), p.213-214

2. Pre – Test

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. Chi square was used to find out the distribution of data.

Steps' Chi square test is as follow:

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 $P = \frac{range}{number\ of\ class}$ Make a frequency distribution table
4) Determine the class boundaries (bc) of each class interval
5) Calculating the average Xi *(X).* with the formula $\bar{X} = \frac{\sum f_1 x_1}{\sum f_1}$
6) Calculate variants, with the formula: $S = \sqrt{\frac{\sum f_i(x_i - \overline{x})^2}{n-1}}$
7) Calculate the value of Z, with the formula: $Z = \frac{x - \bar{x}}{s}$

X = limit class

$\bar{x}$ = average

S = standard deviation

8) Define the wide area of each interval
9) Calculate the frequency of expository (Ei), with formula:

   Ei = n x wide area with the n number of sample
10) Make a list of frequency of observation (Oi), with the frequency expository as follows:

Class	Bc	Z	P	L	Ei	Oi	$\frac{O_i - E_i}{E_i}$

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

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

12) Determine dk = k-1, where k is the number of class intervals and α = 5%
13) Determine the value of X^2 table
14) Determine the distribution normality with test criteria:

   If $X^2_{count} > X^2_{table}$ so the data is normal distribution.[15]

[15] Sudjana, *Metode Statistika*,(Bandung: Tarsito, 2001), 6^{th} Ed,p. 272

b. Homogeneity test

It is used to know whether experimental class and control class, that are taken from population that has relatively same variant or not. The hypothesis was used in homogeneity test are:

$$H_O : \acute{o}_1^2 = \acute{o}_2^2$$

$$H_1 : \acute{o}_1^2 \neq \acute{o}_2^2$$

$H_0 =$ The distribution of normal data

$H_1 =$ Abnormal distributed data

Where:

$\acute{o}_1$ = Variants value of beginning data with secret word game

σ_2 = Variants value of beginning data is subjected to conventional learning classes.

F_{count} = $\frac{\text{Biggest Variance}}{\text{smallest Variance}}$

F_{table} = $F_{\left[\frac{1}{2}a\ (v1\ .v2)\right]}$

F_{count} = F distribution

Where:

S_1^2 : Variant of experimental class

S_2^2 : Variant of control class

$n_{1:}$ The number of students in experimental class

n_2 : The number of students in control class

v_1 : Degrees of freedom of the biggest variance

v_2 : Degrees of freedom of the smallest variance

The steps as follows:

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

   $S_1^2 = \frac{\sum(x-\bar{x})^2}{n_1-1}$ and $S_2^2 = \frac{\sum(x-\overline{x})^2}{n-1}$

2) Determine $F = {}^{Vb}/_{Vk}$

   Where:

   Vb : Bigger Variant

   Vk : Smaller Variant

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

3) Determine F_{table} with α = 5%

4) Determining the distribution homogeneity with test.

   Test criteria:

   H_o accepted if $F_{count} < F_{[1/2\ a\ (v1.v2)]}$ with α = 5%

   If $F_{count} > F_{table,}$ the data is not homogenous and the other way if the $F_{count} < F_{table,}$ the data is homogenous.[16]

c. Test of the average

   It is used to examine average whether experimental and control group that has been decided having significant different average.

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

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

$$t = \frac{\bar{x_1} - \bar{x_2}}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With

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

$\bar{x_1}$: The mean score of experimental group

$\bar{x_2}$: The mean score of control group

n_1 : The number of experimental group

n_2 : The number of control group

S_1^2 : The standard deviation of experimental group

S_2^2 : The standard deviation of control group

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

$$t = \frac{x_1 - x_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

The hypothesis are:

Ho : μ1 = μ2

Ha : μ1 ≠ μ2

μ1 : average data of experimental class

μ2 : average data of control class

Testing criteria was applied: H_O is accepted if $-t_{(1-1/2a)} < t < t_{(1-1/2a)}$, where $t_{(1-1/2a)}$ obtained from distribution list t with dk = (n_1+n_2-2) and opportunities (1-1/2a). Values for other Ho rejected.[17]

3. Post test

It was done to answer hypothesis of this research. This test was used to measure students' achievement after the experimental class and the control class was given treatments and explanation. The result of test is analyzed statistically. There are types of post-test as follow:

a. Normality Test

The step is same with the normality test on the initial data.

b. Homogeneity Test

The step is same with the homogeneity test on the initial data.

c. Test Average

This used t-test formula as follows.[18]

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

$$t = \frac{\bar{x_1} - \bar{x_2}}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

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

[17]Sudjana, *Metode Statistika*, p. 239

[18]Sudjana, *Metode Statistika*, p. 239.

$\bar{x_1}$: The mean score of experimental group

$\bar{x_2}$: The mean score of control group

n_1 : The number of experimental group

n_2 : The number of control group

S_1^2 : The standard deviation of experimental group

S_2^2 : The standard deviation of control group

If $ó_1^2 \neq ó_2^2$ (has no same variant) the formula is:

$$t = \frac{x_1 - x_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

The hypothesis are:

Ho : μ1 = μ2

Ha : μ1 ≠ μ2

μ1 : average data of experimental class

μ2 : average data of control class

Testing criteria was applied; H_O is accepted if $t_{count} < t_{table}$ with determine dk = (n1+ n2-2) and α = 5% with opportunities (1- α).

CHAPTER IV
RESEARCH FINDING AND ANALYSIS

A. Description of the Result

Finding of this research described that there were different result between the experimental class which was taught reading by using secret word game and the control class which was taught reading without secret word game. The research was conducted in MTs Al Hikmah Pasir Mijen Demak at the eighth grade in academic year of 2015/ 2016.

The research had been conducted since November 13th 2015 until December 13th 2015. The researcher conducted an analysis of quantitative data. The data is obtained by giving test to the experimental class and control class after giving a different treatment both classes. The subjects of this research were divided into two classes. They are experimental class (VIII A) and control class (VIII C).

In this research, the researcher tested the instrument to VIII B. In this class there are 43 students but 3 students was sick. So, there are 40 students who conducted the try out test. Then researcher prepared 35 items as the instrument of the test. The choosing of the instrument had been done by considering many categories, like: validity, reliability, discriminating power and degree of test difficulty. The instrument was used for pre test and post test. Test was given before and after the students follow the

learning process that was provided by the researcher, this test was given for control and experimental class.

Before the activities were conducted, the researcher determined the materials and lesson plan of learning. The experimental class learned using secret word game, while the control class without used secret word game.

B. Data analysis

1. Analysis of Try out Test

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

a. Validity of Instrument

As mentioned in chapter III, validity refers to a measurement which shows validity of the instrument. In this research, item validity is used to know the index validity of the test. To know the validity of instrument, the researcher used the Pearson product moment formula to analyze each item. It was obtained that from 35 test items; there were 26 test items which were valid and 9 test items which were invalid. They were on number 1, 8, 11, 12, 17, 18, 25,28, and 34. They were invalid with the reason that the computation result of their r_{xy} value (the correlation of score each item) was lower than their r_{table} value.

Table 1.3The Validity of Each Item

Criteria	r_{table}	Number of question	Total
Valid	0.312	2, 3, 4, 5, 6, 7, 9, 10, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 26, 27, 29, 30, 31, 32, 33, 35	26
Invalid		1, 8, 11, 12, 17, 18, 25, 28, 34	9

N = 40 ΣY = 586

ΣXY = 167 ΣX^2 = 11

ΣX = 11 ΣY^2 = 10122

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

$$r_{xy} = \frac{40\,(167) - 11(586)}{\sqrt{\{40\,(11) - (11)^2\}\{40\,(10122) - (586)^2\}}}$$

r_{xy} = 0.053

From the computation above, the result of computing validity of the item number 1 is 0.053. After that, the researcher consulted the result to the table of r Product Moment with the number of subject (N) = 40 and significance level 5% it is 0.312. Since the result of the computation is lower than r in table, the index of validity of the item number 1 was considered to be invalid. The list of the validity of each item can be seen in appendix.

b. Reliability

After validity items had done, the next analysis was to test the reliability of instrument. It was done to find out whether a test had higher critical score and gave the stability or consistency of the test scores or not. The complete analysis and the computation as follow:

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

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

Calculation result of r11 is compared with r *table* of product moment by 5% degree of significance. If r11 is higher than r_{table}, the item of question is reliable.

S^2 = 39.413

Σpq = 8.053

N = 35

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

$= \left(\frac{35}{35-1}\right)\left(\frac{39.413-8.053}{39.413}\right)$

= 0.819

From the computation above, it is found out that r11 (the total of reliability test) is 0.819, whereas the number of subjects is 35 and the critical value for r-table with significance level 5% is 0.312. Thus, the value resulted from the computation is higher than its critical

value. It could be concluded that the instrument used in this research is reliable.

c. Degree of Index Difficulty

Degree of test difficult was used to know the index difficulty of the test. The following is the computation of the degree of test difficulty for item number 1 and for the other items would use the formula.

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

P = 0,00≤ p ≤ 0,30 Difficult question

P = 0,30≤ p ≤ 0,70 Medium

P = 0,70≤ p ≤ 1,00 Easy.

B = 11

JS = 40

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

P $= \frac{11}{40}$

P = 0.275

It is proper to say that the index difficulty of the item number 1 above can be said as the difficult category, because the calculation result of the item number 1 is in the interval 0.00<p< 0.30. The whole computation result of difficulty level can be seen in appendix.

d. The Discriminating Power

As mentioned in chapter III, The discrimination power measures how well the test items arranged to

identify the differences in the students' competence. To do this analysis, the number of try-out subjects was divided into two groups, upper and lower groups.

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

The criteria are:

D = 0.00 – 0.20 : Poor

D = 0.20 – 0.40 : Enough

D = 0.40 – 0.70 : Good

D = 0.70 – 1.00 : Excellent

Example of number 1 of items:

JA = 20

JB = 20

BA = 6

BB = 5

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

$$D = \frac{6}{20} - \frac{5}{20} = \frac{1}{20}$$

$$D = 0.05$$

The following is the computation of the discriminating power for item number 1, and for other items would use the same formula. The obtained result states that D = 0.05 and after being consulted to the discriminating power category, it is found that the result is on the $0.00 < D \leq 0.20$. Thus, the items number one is on

the poor level. The result of the discriminating power of each item could be seen appendix.

2. Analysis of pre-test

Table 1.4
The Pretest Score of Experimental Class and Control Class

No	Experimental Class		No	Control Class	
	Code	Score		Code	Score
1	E-1	55	1	C-1	45
2	E-2	80	2	C-2	65
3	E-3	55	3	C-3	60
4	E-4	55	4	C-4	50
5	E-5	75	5	C-5	70
6	E-6	40	6	C-6	55
7	E-7	60	7	C-7	50
8	E-8	55	8	C-8	55
9	E-9	65	9	C-9	70
10	E-10	70	10	C-10	65
11	E-11	80	11	C-11	70
12	E-12	60	12	C-12	60
13	E-13	50	13	C-13	65
14	E-14	75	14	C-14	50
15	E-15	70	15	C-15	70
16	E-16	60	16	C-16	55
17	E-17	75	17	C-17	50
18	E-18	80	18	C-18	80
19	E-19	70	19	C-19	55
20	E-20	60	20	C-20	45
21	E-21	80	21	C-21	60
22	E-22	65	22	C-22	70
23	E-23	65	23	C-23	60
24	E-24	50	24	C-24	50
25	E-25	65	25	C-25	75
26	E-26	70	26	C-26	65

No	Experimental Class		No	Control Class	
	Code	Score		Code	Score
27	E-27	80	27	C-27	80
28	E-28	65	28	C-28	75
29	E-29	55	29	C-29	70
30	E-30	60	30	C-30	50
31	E-31	60	31	C-31	65
32	E-32	65	32	C-32	55
33	E-33	70	33	C-33	70
34	E-34	40	34	C-34	50
35	E-35	70	35	C-35	70
36	E-36	80	36	C-36	70
37	E-37	75	37	C-37	65
38	E-38	60	38	C-38	65
39	E-39	65	39	C-39	80
40	E-40	55	40	C-40	65
41	E-41	60	41	C-41	75
42	E-42	60	42	C-42	60
43	E-43	70	43	C-43	65
44	E-44	65	44	C-44	75
45	E-45	80	45	C-45	45
46	E-46	60	46	C-46	75
			47	C-47	70
Sum		2980			2960
N		46			47
Average		64.7826			62.9787
Varians(s2)		104.396			100.717
Standard Deviation (S)		10.2174			10.0358

a. The Normality Pre-test of the Experimental Class

Hypothesis:

Ho : the distribution list was normal

Ha : the distribution list was not normal

Ho accepted if $x_{count} < x_{table}$ with α = 5%, dk = k-1

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

Minimum score = 40

Range (R) = 80 – 40 = 40

Number of class (K)= 1 + 3.3log46 = 6.487 = 6

Length of class = 40 : 6 = 6.67 = 7

Table 1.5
The Frequency Distribution of Pre Test of Experimental Class

Class	Bk	Z_i	$P(Z_i)$	L	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
	39.5	-2.47	-0.4933				
40 - 47				0.0387	1.8	2	0.0271
	47.5	-1.69	-0.4546				
48 - 55				0.1364	6.3	8	0.4736
	55.5	-0.91	-0.3182				
56 - 63				0.2682	12.3	10	0.4435
	63.5	-0.13	-0.0499				
64 - 71				0.2945	13.5	15	0.1558
	71.5	0.66	0.2446				
72 - 79				0.1806	8.3	4	2.2326
	79.5	1.44	0.4251				
80 - 87				0.0618	2.8	7	6.0840
	87.5	2.22	0.4869				
						X^2 =	9.42

By using the computation in the Chi-quadrate table (x^2_{table}) for 5% alpha of significance with dk = 6 – 1 = 5, it was found (x^2_{table}) = 11.07. Because of $x^2_{count}$was lower thanx^2_{table} (9.42 < 11.07), so the distribution list is normal.

b. The Normality Pre-test of the Control Class

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

Hypothesis:

Ho : the distribution list was normal

Ha : the distribution list was not normal

Ho accepted if $x_{count} < x_{table}$with α = 5%, dk = k-1

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
Minimum score	= 45
Range (R)	= 80 – 45 = 35
Number of class (K)	= 1 + 3.3log47 = 6.518 = 6
Length of class	= 35 : 6 = 5.83 = 6

Table 1.6
The Frequency Distribution of Pretest of the Control Class

Class	Bk	Z_i	$P(Z_i)$	L	Ei	Oi	$\frac{(O_1 - E_1)^2}{E_1}$
	44.5	-1.82	-0.4657				
45 - 51				0.0947	4.4	10	6.9225
	51.5	-1.13	-0.3710				
52 - 58				0.2005	9.4	5	2.0762
	58.5	-0.44	-0.1705				
59 - 65				0.2687	12.6	14	0.1493
	65.5	0.25	0.0981				
66 - 72				0.2279	10.7	10	0.0469
	72.5	0.94	0.3260				
73 - 79				0.1223	5.7	5	0.0973
	79.5	1.63	0.4483				
80 - 86				0.0415	2.0	3	0.5637
	86.5	2.32	0.4898				
					X^2	=	9.86

By using the computation in the Chi-quadrate table (x^2_{table}) for 5% alpha of significance with dk = 6 – 1 = 5, it was found (x^2_{table}) = 11.07. Because of x^2_{count} was lower than x^2_{table} (9.86 < 11.07), so the distribution list is normal.

c. Homogeneity Test

Homogeneity test was used to know whether experimental class and control class, that were taken from population that has relatively same variant or not.

Hypothesis:

Ho : $\sigma_1^2 = \sigma_2^2$

Ha : $\sigma_1^2 \neq \sigma_2^2$

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

Calculation formula: $F = \frac{Vb}{Vk}$

Table 1.7
The Homogeneity Pre Test

Variant Source	Experimental Class	Control class
Sum	2980	2960
Mean	64.7826	62.9787
S^2	104.396	100.717
N	46	47

According to the formula above, it is obtained that:

$F = \frac{Vb}{Vk} = \frac{104.396}{100.717} = 1.037$

With α = 5% and dk_1 = (47 – 1 = 46) : (46 – 1 = 45) obtained F_{table}= 1. 638. Because $F_{count}$is lower than F_{table}(1.037 < 1.638). So, it could be concluded that both experimental and control group had no differences. The result showed both groups had similar variants (homogenous).

d. Average Test

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

Ho : μ1 = μ2

Ha : μ1 ≠ μ2

μ1 : average data of experimental class

μ2 : average data of control class

Ho is accepted if $-t_{table} < t_{count} < t_{table}$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

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

According to the formula above, it was obtained that:

$$S = \sqrt{\frac{(47 - 1)\ 100.717 + (46 - 1)\ 104.396}{47 + 46 - 2}}$$

$$S = 10.1817$$

$$t = \frac{64.78 - 62.98}{10.1817\sqrt{\frac{1}{46} + \frac{1}{47}}}$$

$$t = 0.859$$

For α = 5% and dk = 46 + 47 - 2 = 91, $t_{(0.05)(91)}$ = 1.99

With α = 5% and dk = 47 + 46 - 2 = 91, obtained t_{table} = 1.99. Because t_{count} was lower than t_{table} (0.859< 1.99) so, Ho was accepted and there was no difference of the pre-test average from both groups.

3. Analysis of post-test

Table 1.8
The Post Test Score of Experimental Class and Control Class

No	Experimental class		No	Control class	
	Code	Score		Code	Score
1	E-1	70	1	C-1	60
2	E-2	80	2	C-2	55
3	E-3	75	3	C-3	65
4	E-4	70	4	C-4	70

No	Experimental class		No	Control class	
	Code	Score		Code	Score
5	E-5	80	5	C-5	75
6	E-6	65	6	C-6	70
7	E-7	70	7	C-7	65
8	E-8	75	8	C-8	80
9	E-9	75	9	C-9	55
10	E-10	80	10	C-10	85
11	E-11	80	11	C-11	60
12	E-12	75	12	C-12	80
13	E-13	75	13	C-13	65
14	E-14	85	14	C-14	60
15	E-15	65	15	C-15	70
16	E-16	75	16	C-16	55
17	E-17	70	17	C-17	65
18	E-18	80	18	C-18	75
19	E-19	80	19	C-19	65
20	E-20	70	20	C-20	70
21	E-21	80	21	C-21	60
22	E-22	80	22	C-22	55
23	E-23	65	23	C-23	70
24	E-24	85	24	C-24	70
25	E-25	80	25	C-25	55
26	E-26	65	26	C-26	65
27	E-27	70	27	C-27	75
28	E-28	85	28	C-28	70
29	E-29	65	29	C-29	65
30	E-30	75	30	C-30	75
31	E-31	70	31	C-31	70
32	E-32	70	32	C-32	85
33	E-33	75	33	C-33	65
34	E-34	70	34	C-34	70
35	E-35	75	35	C-35	65
36	E-36	80	36	C-36	80
37	E-37	75	37	C-37	60

No	Experimental class		No	Control class	
	Code	Score		Code	Score
38	E-38	70	38	C-38	75
39	E-39	75	39	C-39	70
40	E-40	90	40	C-40	75
41	E-41	65	41	C-41	65
42	E-42	70	42	C-42	75
43	E-43	80	43	C-43	60
44	E-44	70	44	C-44	70
45	E-45	80	45	C-45	80
46	E-46	70	46	C-46	85
			47	C-47	75
Sum		3420			3230
N		46			47
Average		74.3478			68.7234
Varians(s2)		38.4541			68.897
Standard Deviation (S)		6.20114			8.30584

a. The Normality of the Experimental Class Post Test

Hypothesis:

Ho : the distribution list was normal

Ha : the distribution list was not normal

Ho accepted if $x_{count} < x_{table}$ with α = 5%, dk = k-1

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 = 90

Minimum score = 65

Range (R) = 90 - 65 = 25

Number of class (K)= 1 + 3.3log46 = 6.487 = 6

Length of class = 25 : 6 = 4.17 = 4

Table 1.9
The Frequency Distribution of Post Test of the Experimental Class

Class	Bk	Z_i	$P(Z_i)$	L	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
	64.5	-1.59	-0.4439				
65 - 69				0.1610	7.4	6	0.2676
	69.5	-0.78	-0.2828				
70 - 74				0.2926	13.5	13	0.0157
	74.5	0.02	0.0098				
75 - 79				0.2872	13.2	11	0.3698
	79.5	0.83	0.2970				
80 - 84				0.1522	7.0	12	3.5663
	84.5	1.64	0.4492				
85 - 89				0.0435	2.0	3	0.4973
	89.5	2.44	0.4927				
90 - 94				0.0067	0.3	1	1.5545
	94.5	3.25	0.4994				
					χ^2	=	6.27

By using the computation in the Chi-quadrate table (x^2_{table}) for 5% alpha of significance with dk = 6 – 1 = 5, it was found (x^2_{table}) = 11.07. Because of x^2_{count} was lower than x^2_{table} (6.27< 11.07), so the distribution list is normal.

b. The Normality of the Control Class Post Test

Hypothesis:

Ho : the distribution list was normal

Ha : the distribution list was not normal

Ho accepted if $x_{count} < x_{table}$ with α = 5%, dk = k-1

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 = 85

Minimum score = 55

Range (R) = 85 – 55 = 30

Number of class (K) = 1 + 3.3log47 = 6.518 = 6

Length of class = 30 : 6 = 5

Table 1.10

The Frequency Distribution of Post Test of Control Class

Class	Bk	Z_i	$P(Z_i)$	L	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
	54.5	-1.60	-0.4457				
55 - 60				0.1309	6.2	11	3.8219
	60.5	-0.90	-0.3148				
61 - 66				0.2405	11.3	10	0.0427
	66.5	-0.19	-0.0742				
67 - 72				0.2732	12.8	11	1.8233
	72.5	0.52	0.1989				
73 - 78				0.1917	9.0	8	0.1131
	78.5	1.23	0.3906				
79 - 84				0.0831	3.9	4	0.3067
	84.5	1.94	0.4737				
85 - 90				0.0222	1.0	3	0.8727
	90.5	2.65	0.4959				
					x^2	=	8.71

By using the computation in the Chi-quadrate table (x^2_{table}) for 5% alpha of significance with dk = 6 – 1 = 5, it was found (x^2_{table}) = 11.07. Because of x^2_{count} was lower than x^2_{table} (8.71 < 11.07), so the distribution list is normal.

c. Homogeneity Test

Hypothesis:

Ho :$\sigma_1^2 = \sigma_2^2$

Ha :$\sigma_1^2 \neq \sigma_2^2$

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

Calculation formula: $F = \frac{Vb}{Vk}$

Table 1.11
The Homogeneity Posttest

Variation Source	Experimental Class	Control Class
Sum	3420	3230
N	46	47
Average (X)	74.348	68.723
Varians (s^2)	38.454	70.520
Standard deviation (s)	6.201	8.398

According to the formula above, it is obtained that:

$F = \frac{59.432}{70.5201} = 0.545$

With α = 5% and dk_1 = (47 – 1 = 46) : (46 – 1 = 45) obtained F_{table}= 1. 638. Because F_{count} is lower than F_{table}(0.545< 1.638). So, it could be concluded that both experimental and control group had no differences. The

result showed both groups had similar variants (homogenous).

d. Hypothesis test

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

Ho: μ1 = μ2

Ha: μ1 ≠ μ2

μ1: average data of experimental class

μ2: average data of control class

Ho is accepted if $-t_{table} < t_{count} < t_{table}$

$$t = \frac{\bar{x_1} - \bar{x_2}}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

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

According to the formula above, it was obtained that:

$$S = \sqrt{\frac{(46 - 1)\ 38.4541 + (47 - 1)\ 68.9870}{46 + 47 - 2}}$$

$$S = 7.3409$$

$$t = \frac{74.35 - 68.72}{7.3409\sqrt{\frac{1}{46} + \frac{1}{47}}}$$

$$t = 3.694$$

For α = 5% and dk = 46 + 47 - 2 = 91, $t_{(0.05)(91)} = 1.99$

With α = 5% and dk = 46 + 47- 2 = 91, obtained t_{table} = 1.99. Because t_{count} was higher than t_{table} (3.694> 1.99) so, Ho was rejected and there was a difference of the post test average from both groups.

C. Discussion of the Research Findings

1. The students' achievement of pre-test

Based on the result of pre-test, it can be known that both of experimental group and control group is normal distribution and homogeneous. The normality test of experimental group is $x^2_{count}(9.42) < x_{table}$ (11.07) while control group with chi-square is $x^2_{count}(9.86) < x_{table}$ (11.07).The homogeneity test of pre-test shows that F_{count} is lower than F_{table} (1.037 < 1.638).

In addition, the result of calculation t-test of pre-test is obtained t_{count} 0.859 and t_{table} 1.99. It shows that $t_{count} < t_{table}$ (0.859< 1.99). It means that there is no different average both experimental group and control group before the treatment.

2. The students' achievement of post test

The normality test of experimental group is $x^2_{count}(6.27) < x_{table}$ (11.07) while control group with chi-square is $x^2_{count}(8.71) < x_{table}$ (11.07). The homogeneity test of post-test shows that F_{count} is lower than F_{table} (0.545 < 1.638), it means that both experimental group and control group of post test is normal distribution and homogeneous.

Based on the result of calculation t-test shows that t_{count} is higher than t_{table} (3.694> 1.99). It means that there is a difference of the post test average between experimental group which has been taught by using secret word game and control group which has been taught without secret word game.

From the result above, it can be concluded that secret word game is effective to teach students' reading ability.

D. Limitation of the Research

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

1. This research was conducted in short time. It makes this research could not be done maximally.
2. The research was limited at MTs Al Hikmah Pasir Mijen Demak. So, when the similar research is conducted in other schools, it is still possible to get different result.
3. The implementation of the research process was less perfect because of the lacks of experience of the writer.

Considering all those limitations, it is a need to do more research about teaching English using the same or different medium, to obtain more optimal result.

CHAPTER V
CONCLUSION

A. Conclusion

Based on the research finding and discussion in the previous chapter, the researcher draws the conclusion as below:

Secret word game is effective to teach students' reading ability at eighth grade of MTs Al Hikmah Pasir Mijen Demak in the academic year of 2015/2016. The test of hypothesis using t-test formula shows the value of t-test is higher than the value of the t-table. The value of t-test is 3.694 while the value of the table on $\alpha = 5\%$ is 1.99 (3.694 > 1.99). The hypothesis is accepted.

To describe the extent of using secret word game in teaching reading, the researcher takes averages score of pre and post test of both classes. The pretest average score of experimental class is 64.78 and control class is 62.97. The post test average score of experimental class is 74.348 and control class is 68.723. So it can be concluded that the result of experimental class is higher than control class. Therefore, secret word game is effective to teach students' reading ability at eighth grade of MTs Al Hikmah Pasir Mijen Demak in the academic year of 2015/2016.

B. Suggestion

As a result of the research, the researcher gives some suggestions for all the readers of this thesis.

1. For the students

   Students should pay attention to the teacher when the teacher conveys the material so that they understand the material. Students also have to bring a dictionary for helping them enrich vocabulary.

2. For the teacher

   The teacher should teach the students using interesting media, technique, and method so that students enjoy the learning process and understand the material easily. One of techniques that the researcher suggests is secret word game. In addition, this kind of teaching and learning technique should not always be applied to teach reading only but it may be applied for any other language skill as well, such as for, vocabulary and speaking class.

3. For the readers

   The researcher hopes this thesis can be useful for the readers. So, they know that secret word game is effective to teach students' reading ability. Moreover, the researcher may suggest the next researcher to conduct further study that can enhance this research because this research actually can be broaden and extended to other subject and also in different setting.

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Appendix 1

Subject List of VIII B (Try out Class)

No	Name	Code
1	Ahmad Ridwan Ullah	T – 1
2	Ahmad Sobirin	T – 2
3	Ahmad Zida Akmala	T – 3
4	Aji Faruq Akbar	T – 4
5	Amrozi	T – 5
6	Anisa Wulan Suci Rahmawati	T – 6
7	Asih Nur Nailafi	T – 7
8	Ayu Krisnawati	T – 8
9	Azka Nur Nailina	T – 9
10	Desi Lia Safitri	T– 10
11	Eni Rosyanti	T – 11
12	Faizatun Nikmah	T – 12
13	Fina Ainidha	T – 13
14	Fitri Indah Lestari	T – 14
15	Hidayat	T – 15
16	Hilda Zuhairotul Amida	T – 16
17	Iin Nadhiroh	T – 17
18	Ima Nur Fitri	T – 18
19	Izzatun Niswah	T – 19
20	Laila Nuriyyatun Nikmah	T – 20
21	Leni Irbatul Athiroh	T – 21
22	Lia Husnul Nisa	T – 22
23	Maulana Rijal Fadli	T – 23
24	Miladia Nur Nafsiani	T – 24
25	Misbah	T – 25
26	Muhammad Salik Aulawi	T – 26
27	Muhammad Nur Arif	T – 27
28	Muhammad Edi Santoso Kurniawan	T – 28
29	Muhammad Fathulizza	T – 29
30	Muhammad Nurul Mustofa	T – 30
31	Nafis Alwi	T – 31
32	Nor Muhammad Iskandar	T – 32
33	Nova Ardhianto	T – 33

No	Name	Code
34	Nur Rofi ‘atun	T – 34
35	Reza Ainul Fikri	T – 35
36	Sa’idatul Fitriyah	T – 36
37	Salakhudin	T – 37
38	Sani’atul Lathoif	T – 38
39	Shailla Yonandasari	T – 39
40	Wahyuningsih	T – 40

Appendix 2

INDICATOR OF TRY OUT

NO	Indicator	Number of question
1	Identifying main idea of a paragraph	1, 7, 16, 20, 23, 32, 35
2	Identifying purpose of the descriptive text	3, 15
3	Identifying generic structure of the descriptive text	2, 4, 8, 10, 11, 12, 13, 14, 17, 18, 21, 22, 24, 26, 27, 29, 30, 31, 33, 34
4	Identifying the language features of the descriptive text	5, 6, 9, 19, 25, 28
Total		35

Appendix 3

INSTRUMENT FOR TRY OUT

Choose the correct answer by crossing a, b, c, or d!

Text for number 1 – 6

Mr. Ahmad is a postman. Every day he delivers many letters to many people. His wife, Mrs. Ahmad is a Biology teacher. She teaches in SMP 1 Boyoagung. Mr. Ahmad and Mrs. Ahmad have one son named Budi and two twin daughters named Lila and Leli. Budi is in twelve grades, while Lila and Leli are still in ten grades. They study in the same school, SMU Darmawangsa.

Every holiday Mr. Ahmad's family always goes picknicking. Sometimes they go to a beach, a lake or garden. People love this family because Mr. Ahmad and family is friendly people

(kumpulan soal smpn. Blogspot.com).

1. What is being described on the text?
   a. A family
   b. Mr. Ahmad's family
   c. Mr. Ahmad
   d. Mr. Ahmad's holiday
2. What is Mr. Ahmad ?
   a. A postman
   b. A teacher
   c. A student
   d. A housewife
3. What is the purpose of the text?
   a. To entertain the reader
   b. To describe about Mr. Ahmad
   c. To explain how Mr. Ahmad be a postman

d. To persuade the reader to be a postman

4. Where does Mr. Ahmad work?
   a. Post office
   b. Police office
   c. School
   d. Bank
5. ***They*** study in the same school, SMU Darmawangsa. What does the italicized word refer to?
   a. Budi
   b. Budi and Lila
   c. Lila and Lili
   d. Budi, Lila and Leli
6. Everyday he <u>delivers</u> many letters to many people. The underlined word is synonimous with the word below. ***Except***.....
   a. Sends
   b. Takes
   c. Carries
   d. Distributes

Text for number 7 – 11

Young Stars

The finalists of "Akademi Fantasi Indosiar 1" (AFI) are wonderful young people. Mawar who was born on 26 February 1985 is a cute girl. She has straight, short hair. Her bright skin, chubby cheeks, and lovely smile make her look very marvelous. She is not very tall. However, her weight which is 40 kg matches her body well and makes her look cute.

Unlike Mawar, Ve looks tall. She is 1.69 meters tall. She looks quite slim. She weights 45 kg. Compared to Mawar, Ve looks darker. The 22 year old girl has black, straight hair.

Another finalist is Ismail who is better known as Smile. The young man who was born on 16 September 1983 looks much bigger and taller than his two female friends. He is tall and muscular. His complexion is fair and his hair is short and straight.

Adapted from Ujian Nasional Bahasa Inggris, 2007

7. The text is about ……
   a. Mawar AFI
   b. Ve AFI
   c. Ismail AFI
   d. The finalists of AFI
8. What do you think about Mawar ……
   a. She is taller than Ve.
   b. She is heavier than Ve.
   c. She is younger than Smile.
   d. Her skin is darker than.
9. "Her bright skin, chubby cheeks, and lovely smile"(paragraph 2). The underlined word can mean…..
   a. White
   b. Black
   c. Brown
   d. Brownish
10. What doesVe look like?
    a. Fat
    b. Slim
    c. Semi medium weight
    d. Thin
11. Meanwhile, Smile looks ____
    a. Darker and tall
    b. Thin and tall
    c. Short hair and tall
    d. Bigger and darker

Text for 12 – 15

Bali is an island in Indonesia archipelago. It is in the south of the equator and has warm weather all the year. The rainy reason is November to April, but it can rain anytime. Bali is 120 km wide from east to west and 80 kilometers from north to south, so everywhere is quite close to the sea. Bali is shaped like a diamond. Mouth Agung, a volcano, is 3.142 meters high and is visible from far away. Most of the people are Hindus. There are many temples and many religious festivals.

Tourism is the most important industry. Many tourists visit Bali to see beautiful scenery and interesting festivals, to swim in the warm seas, to look at beautiful mountains and valleys, and to shop for inexpensive and beautiful clothes, paintings, and wood crafts.

http://www.carabelajarbahasainggrisok.com accessed on 23 January 2015

12. Where is Bali located?
    a. It is along the equator
    b. In the south of equator
    c. 120 Km from east to west
    d. Close to many temples and Mount Agung
13. The tourism industry in Bali offers us the following thing, ***except….***
    a. Culture and nature
    b. Belief and religion
    c. Handicraft and tradition

d. Wood crafting and painting

14. Which one of the following statements is NOT TRUE according to the text?
    a. Bali has four seasons
    b. Bali is beautiful and interesting
    c. Bali is surrounding by the sea
    d. Bali is one of tourism destinations in Indonesia.
15. What is the purpose of the text?
    a. To persuade the readers to go to Bali
    b. To describe about Bali
    c. To inform the history of Bali
    d. To explain how to go to Bali

Text for 16 – 19

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school he plays football and tennis. He is the best badminton player in our family.

(Soal UN Bahasa Inggris SMP 2009)

16. What is the text mostly about?
    a. Peter
    b. Peter's hobby
    c. Peter's family
    d. Peter's elder brother

17. From the text we know that Peter is
    a. The writer's youngest brother
    b. The writer's elder brother
    c. A naught boy
    d. A friendly boy
18. Based on the text we know that the writer is ….year old.
    a. Fourteen c. Eighteen
    b. Sixteen d. nineteen
19. "Peter is interested sports very much, and at school he plays football and tennis". The underlined phrase can be replaced with ….
    a. Dislike sport c. Hates sport very much
    b. Really likes sport d. finds sport not really entertaining

Text for 20 - 23

The Water Lily

The water lily is a plant of the aquatic family Nymphaeaceae, and the genus Nymphae. These plants are found in fresh, still water throughout the warm temperate regions. People cultivate this plant. The plant can grow easily from the seed. It may be grown in containers or ponds.

The water lily is a beautiful plant. It has round leaves. The leaves may float or immerse. The flower has four sepals and many petals stamens. The color of this flower may be white, pink, yellow or

blue. When blossoming, it sometimes smells good.Some species of this plant open by day and close at night; others open at night and close by days. The life span of the flower is usually three days.

Ujian Nasional tahun 2010

20. What does the text tell us about?
    a. A plant named water lily
    b. A beautiful plant grown in water
    c. An aquatic plant cultivated in warm region
    d. Water lily cultivated in ponds
21. How long is a water lily flower usually open in blossom?
    a. A day or a night
    b. A day and a night
    c. Three days
    d. More than three days.
22. From the text above, we can conclude that water lily **cannot** live in…
    a. Fresh still water
    b. Wet areas
    c. Dry ground areas
    d. Watery places
23. Paragraph two tells us about…
    a. The shape of water lily leaves
    b. The beauty of the water lily
    c. The flower of water lily
    d. The parts of the water lily flower

Text for 24 – 25

This is SLTP Putra Pertiwi. It is a good junior secondary school in West Jakarta. The students of this school come here everyday. They do a lot of activities. They learn different kinds of subject, such as Mathematics, Indonesian language, Biology and English. Everyday they wear the school uniform, white and white for every Monday, white and blue for every Tuesday to Thursday, Batik and blue for every Friday and scout uniform and the PMR uniform for every Saturday.

Taken from *Ujian Nasional Bahasa Inggris*, 2001

24. What days do students wear the white and blue uniform?
    a. Tuesday, Monday and Wednesday
    b. Tuesday, Wednesday and Thursday
    c. Tuesday, Thursday and Friday
    d. Monday, Thursday and Saturday
25. They learn different kinds of subjects. The underlined word means …
    a. Lessons
    b. Studies
    c. Topic
    d. Problem

Text for 26 - 28

Hi friends! This is my friend .Miranda. She comes from Sulawesi. She was born in Makasar on June 12, 1980. Her hobbies are singing and swimming. She also likes planting flowers very much. She lives at 12 Jalan Jaya. She lives together with her parents and two sisters. They are Mr. and Mrs. Yudhatama, Sherina and Tiara.

Miranda studies at SMP 7. Her older sister is in the first year of SMA, and Tiara is still in SD. They all love one another.

Taken from *Ujian Nasional Bahasa Inggris*, 2006

26. What are Miranda's hobbies?
    a. Swimming and singing
    b. Swimming and planting flowers
    c. Singing, swimming and planting flowers
    d. Singing and planting flowers with her friends
27. Who is the second child of the family?
    a. Yudhatama
    b. Sherina
    c. Miranda
    d. Tiara
28. "They all love one another." The word "They" in the sentence refers to ...and her parents.
    a. Miranda's sisters
    b. Miranda's parents
    c. Miranda's father
    d. Miranda and her sister

Text for 29 - 31

Erna is a Junior high school student. She in the first grade now and she is a smart student. Her school is on Jalan Semar. The school has twenty four classrooms and one library. It also has a wide school yard.

Erna and her friends like to play in the school yard. It is fun to play there. Erna likes English lesson very much. Her English teacher is Mr. Chandra. He is good teacher.

(Taken from Ringkasan dan bank soal Bahasa Inggris untuk SMP/MTs)

29. Who is Erna?
    a. SMP student
    b. SMA student
    c. Teachers
    d. Customers
30. Where do the students play? They play….
    a. On Jalan Semar
    b. In the library
    c. In the school yard
    d. In the classroom
31. Which is the identification of the text?
    a. Erna is a Junior high school student.
    b. Her school is on Jalan Semar
    c. Erna and her friends like to play in the school yard.
    d. Her English teacher is Mr. Chandra.

Text for 32 – 35

Aloe vera is also known as the "crocodile's tongue" plant in Indonesia. It is called so because the leave is thick, long and sharp, and the sides are serrated like the body of a crocodile. Aloe vera is planted in dry areas and in warm climates. It takes little water to grow.

Aloe vera is a short-stemmed succulent plant growing to 60-100 cm tall. Spreading by offsets, the stems are thick and fleshy, green to grey-green, with some varieties showing white flecks on the upper and lower stem surfaces. Aloe vera is a multifunctional plant. It can be used to cure a wound caused by burning. Using aloe vera to heal the wound is easy and simple. Pick the leaves, peel the rind, then squeeze the sticky liquid and spread it over the wound. Aloe vera also can be made into healthy drink to prevent rheumatism and diabetes because it contains vitamin and minerals.

Generally, the drink helps to repair the damaged cells and makes the organs of the human body work well. Aloe vera can also make our hairthick too. Apply it over the scalp and massage it gently so it could soak thoroughly. Ten minutes later, rinse the hair.

(Soal UN Bahasa Inggris SMP 2010)

32. What does the text mostly tell us about?
    a. Crocodile tongue.
    b. A special plant.
    c. Aloe Vera
    d. A crocodile plant

33. Where does aloe vera grow?
    a. In dry areas and warm climates.
    b. In wet areas and cold climates.
    c. In the mountain and dry areas.
    d. In wet and damp places.

34. "It can be used for curing the wounds caused by burning."From the underlined word, we can conclude that ....
    a. Aloe vera is a medical herb
    b. The plant has a magical power
    c. Aloe vera is a very fleshy plant
    d. Aloe vera can be squeezed

35. What does paragraph three tell us about?
    a. The physical appearance of aloe vera.
    b. The advantages of aloe vera.
    c. The procedure to plant aloe vera.
    d. The reason why aloe vera called crocodile's tongue.

Appendix 4

THE ANSWER KEY OF TRY OUT TEST

1. C
2. A
3. B
4. A
5. D
6. B
7. D
8. C
9. A
10. B
11. C
12. B
13. A
14. A
15. B
16. A
17. A
18. C
19. B
20. A
21. C
22. C
23. B
24. B
25. A
26. C
27. C
28. D
29. A
30. C
31. A
32. C
33. A
34. A
35. B

Appendix 5

ANALYSIS OF VALIDITY, RELIABILITY, DISCRIMINATING POWER AND DIFFICULTY LEVEL

No	Kode	1	2	3	4	5	6	7	8	9	10	11
1	U_19	0	1	1	1	1	1	0	1	1	1	1
2	U_7	0	1	1	1	1	1	0	1	1	1	0
3	U_15	0	1	1	1	1	1	1	1	0	1	1
4	U_34	1	1	1	1	0	1	1	0	1	1	0
5	U_21	0	1	1	0	1	1	1	0	1	1	0
6	U_8	0	1	1	1	1	0	0	1	1	1	1
7	U_11	1	1	1	1	1	1	1	0	0	1	0
8	U_31	0	1	0	1	1	1	1	0	0	1	0
9	U_2	0	1	1	1	1	1	1	0	0	1	0
10	U_23	0	1	1	1	1	1	1	0	0	1	0
11	U_12	1	1	1	1	1	1	1	0	0	1	0
12	U_39	0	0	1	1	1	1	1	0	0	1	0
13	U_30	0	0	1	0	0	1	0	0	0	0	1
14	U_24	1	1	0	1	1	1	1	0	1	1	0
15	U_3	0	1	1	0	1	1	0	0	0	1	0
16	U_5	0	1	1	0	0	0	0	0	1	1	1
17	U_27	1	0	0	1	0	0	0	0	1	0	0
18	U_29	1	0	1	0	1	1	1	0	0	0	1
19	U_37	0	0	0	1	0	0	1	1	1	1	1
20	U_26	0	0	0	0	1	1	0	0	0	0	0
21	U_1	0	0	1	1	1	0	0	0	0	0	0
22	U_33	1	1	0	0	1	1	1	0	0	0	0
23	U_6	0	0	0	0	0	0	0	1	1	1	1
24	U_20	1	1	1	1	1	0	1	0	1	0	0
25	U_28	0	0	0	1	0	1	1	0	0	0	0
26	U_35	0	1	1	0	0	1	0	1	0	0	0
27	U_40	1	0	1	1	0	1	0	1	0	0	0
28	U_4	0	1	1	1	0	0	0	0	0	0	1
29	U_25	1	1	1	0	0	0	1	1	0	0	0
30	U_16	0	0	0	0	0	0	0	0	0	0	0
31	U_13	0	1	1	1	0	0	0	0	0	1	0
32	U_22	1	1	1	0	0	0	1	0	0	0	0
33	U_32	0	0	1	0	0	0	0	0	0	1	0
34	U_9	0	1	0	0	0	0	0	0	0	0	0
35	U_14	0	0	0	0	0	0	0	0	0	0	0
36	U_38	0	1	0	1	0	0	0	0	0	1	0
37	U_17	0	0	0	1	1	1	0	0	0	0	0
38	U_36	0	0	0	1	1	1	1	0	0	1	0
39	U_10	0	0	0	0	0	1	0	1	0	1	0
40	U_18	0	0	0	0	0	0	0	1	0	1	1
Validity	∑X	11	23	24	23	20	23	18	11	11	23	10
	∑X²	11	23	24	23	20	23	18	11	11	23	10
	∑XY	167	394	412	385	362	396	307	171	206	392	165
	(∑X)²	121	529	576	529	400	529	324	121	121	529	100
	rxy	0,053	0,465	0,497	0,392	0,557	0,482	0,351	0,089	0,405	0,449	0,172
	r tabel	Dengan taraf signifikan 5% dan N = 40 di peroleh r t				0,312						
	kriteria	**INVALID**	**VALID**	**VALID**	**VALID**	**VALID**	**VALID**	**VALID**	**INVALID**	**VALID**	**VALID**	**INVALID**
Reliability	p	0,275	0,575	0,600	0,575	0,500	0,575	0,450	0,275	0,275	0,575	0,250
	q	0,725	0,425	0,400	0,425	0,500	0,425	0,550	0,725	0,725	0,425	0,750
	p*q	0,199	0,244	0,240	0,244	0,250	0,244	0,248	0,199	0,199	0,244	0,188
	r11	0,819										
	Kriteria	RELIABEL										
Difficulty Level	B	11	23	24	23	20	23	18	11	11	23	10
	JS	40	40	40	40	40	40	40	40	40	40	40
	P	0,275	0,575	0,600	0,575	0,500	0,575	0,450	0,275	0,275	0,575	0,250
	Kriteria	Difficult	Medium	Medium	Medium	Medium	Medium	Medium	Difficult	Difficult	Medium	Difficult
Discriminating Power	BA	6	14	15	14	15	16	12	5	9	16	7
	BB	5	9	9	9	5	7	6	6	2	7	3
	JA	20	20	20	20	20	20	20	20	20	20	20
	JB	20	20	20	20	20	20	20	20	20	20	20
	DP	0,050	0,250	0,300	0,250	0,500	0,450	0,300	-0,050	0,350	0,450	0,200
	Kriteria	Poor	Enough	Enough	Enough	Good	Good	Enough	Very Poor	Enough	Good	Poor
Criteria		**Unused**	**Used**	**Used**	**Used**	**Used**	**Used**	**Used**	**Unused**	**Used**	**Used**	**Unused**

12	13	14	15	16	17	18	19	20	21	22	23	24
0	0	1	1	1	0	0	1	1	1	1	1	1
0	1	0	0	1	0	0	1	1	1	0	1	1
0	1	1	1	1	0	0	1	1	1	1	1	0
1	0	1	1	1	0	0	1	1	1	1	1	0
0	1	1	1	1	0	0	1	1	1	0	1	1
0	1	1	1	1	0	0	1	1	1	0	1	0
0	1	1	0	1	1	0	1	1	1	1	1	1
1	1	1	1	1	0	0	1	1	1	1	1	0
0	1	0	0	1	1	0	1	1	0	1	1	1
0	1	0	0	1	0	0	1	1	1	1	1	1
0	1	0	0	1	0	0	1	1	1	1	1	0
0	1	1	1	1	0	1	0	1	0	0	0	1
1	1	1	1	0	0	1	1	0	1	0	1	1
0	0	0	0	0	0	0	1	1	0	0	0	0
1	0	0	0	0	0	1	0	1	1	0	0	0
0	0	0	0	0	0	0	0	0	0	1	0	1
0	0	1	1	1	0	0	0	0	1	1	0	1
1	0	0	1	1	1	0	0	0	0	0	0	0
1	1	0	0	0	0	0	0	0	0	1	1	1
0	0	0	0	0	1	1	0	0	1	0	1	0
0	0	1	1	1	1	1	1	0	0	1	0	0
1	1	1	0	0	0	0	1	1	0	0	0	0
0	0	0	0	0	1	0	0	1	1	0	0	0
0	0	1	1	0	1	0	0	0	0	0	0	0
1	1	0	0	0	0	1	0	0	1	0	0	0
1	1	0	1	0	0	1	1	0	0	0	1	0
1	0	1	0	0	0	1	0	0	0	1	0	0
1	0	0	0	0	0	0	0	1	1	1	1	0
1	1	0	0	0	1	1	1	0	0	1	0	0
1	0	0	0	1	1	0	0	0	0	0	1	1
0	0	0	1	1	0	0	0	1	1	0	0	0
0	0	0	0	0	0	0	1	0	1	0	0	0
0	1	0	0	0	0	0	1	0	0	0	0	0
0	0	0	0	0	1	0	0	1	1	0	0	0
0	0	0	0	0	1	0	0	0	1	0	0	0
0	1	0	0	1	0	0	0	0	1	0	0	0
1	0	0	0	0	0	0	0	0	0	0	1	0
0	0	0	0	0	0	1	0	1	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0
15	18	14	14	18	11	10	19	20	22	15	18	12
15	18	14	14	18	11	10	19	20	22	15	18	12
200	317	268	257	344	146	131	356	368	371	272	342	233
225	324	196	196	324	121	100	361	400	484	225	324	144
-0,165	0,432	0,532	0,439	0,651	-0,137	-0,144	0,627	0,605	0,395	0,435	0,635	0,503
INVALID	**VALID**	**VALID**	**VALID**	**VALID**	**INVALID**	**INVALID**	**VALID**	**VALID**	**VALID**	**VALID**	**VALID**	**VALID**
0,375	0,450	0,350	0,350	0,450	0,275	0,250	0,475	0,500	0,550	0,375	0,450	0,300
0,625	0,550	0,650	0,650	0,550	0,725	0,750	0,525	0,500	0,450	0,625	0,550	0,700
0,234	0,248	0,228	0,228	0,248	0,199	0,188	0,249	0,250	0,248	0,234	0,248	0,210
15	18	14	14	18	11	10	19	20	22	15	18	12
40	40	40	40	40	40	40	40	40	40	40	40	40
0,375	0,450	0,350	0,350	0,450	0,275	0,250	0,475	0,500	0,550	0,375	0,450	0,300
Medium	Medium	Medium	Medium	Medium	Difficult	Difficult	Medium	Medium	Medium	Medium	Medium	Difficult
6	12	10	10	14	4	4	13	14	14	11	14	11
9	6	4	4	4	7	6	6	6	8	4	4	1
20	20	20	20	20	20	20	20	20	20	20	20	20
20	20	20	20	20	20	20	20	20	20	20	20	20
-0,150	0,300	0,300	0,300	0,500	-0,150	-0,100	0,350	0,400	0,300	0,350	0,500	0,500
Very Poor	Enough	Enough	Enough	Good	Very Poor	Very Poor	Enough	Enough	Enough	Enough	Good	Good
Unused	**Used**	**Used**	**Used**	**Used**	**Unused**	**Unused**	**Used**	**Used**	**Used**	**Used**	**Used**	**Used**

25	26	27	28	29	30	31	32	33	34	35	Y	Y²
1	0	1	1	1	1	1	1	1	0	1	27	729
1	1	1	0	1	1	1	1	1	1	1	25	625
0	1	1	0	0	1	1	1	1	0	1	25	625
0	1	1	0	0	1	1	1	1	0	1	24	576
0	1	1	0	0	1	1	1	1	1	1	24	576
0	1	1	1	1	0	1	0	1	0	1	23	529
0	1	0	1	1	0	1	0	0	1	0	23	529
0	1	1	0	1	0	1	1	1	0	0	22	484
0	1	1	0	0	0	1	1	1	1	1	22	484
0	0	1	0	1	1	1	1	0	0	1	21	441
0	1	1	0	0	0	1	0	0	1	1	20	400
1	0	1	0	0	1	1	1	1	0	0	19	361
0	0	1	0	1	1	1	1	1	0	1	19	361
0	1	1	0	0	1	1	1	0	1	1	17	289
1	1	0	1	1	1	0	0	1	1	0	16	256
1	1	0	0	0	0	1	1	1	1	1	14	196
1	0	0	0	1	1	1	1	0	0	0	14	196
1	0	1	0	0	0	0	0	0	1	1	14	196
0	0	1	1	0	0	0	0	0	1	0	14	196
1	1	0	1	1	1	0	0	1	1	0	13	169
1	0	1	0	0	0	0	0	1	0	0	13	169
0	1	0	0	0	0	0	0	0	0	1	12	144
1	1	1	0	0	0	0	0	0	1	1	12	144
0	0	0	0	0	0	0	0	1	1	0	12	144
1	0	0	0	1	0	0	0	0	1	1	11	121
0	0	1	0	0	0	0	0	0	0	0	11	121
0	0	0	0	0	1	1	0	0	0	0	11	121
0	0	1	0	1	0	0	0	0	0	0	11	121
0	0	0	0	0	0	0	0	0	0	0	11	121
0	1	1	1	1	1	1	0	0	0	0	11	121
0	0	0	0	0	0	0	1	0	0	1	10	100
0	0	1	0	0	0	1	0	0	1	0	9	81
0	0	0	0	1	0	1	0	1	1	0	8	64
0	0	1	0	0	0	0	1	1	0	1	8	64
0	0	1	0	0	0	1	1	1	0	1	7	49
1	0	0	0	0	0	0	0	0	0	0	7	49
0	0	0	0	0	0	1	0	0	0	1	7	49
0	0	0	0	0	0	0	0	0	0	0	7	49
0	0	0	0	0	0	0	1	1	1	0	6	36
1	0	0	0	0	0	0	1	0	0	0	6	36
13	16	23	7	14	14	22	18	19	17	20	586	10122
13	16	23	7	14	14	22	18	19	17	20	(∑Y)²=	343396
191	303	398	127	244	266	392	310	327	260	342		
169	256	529	49	196	196	484	324	361	289	400		
0,005	0,565	0,498	0,260	0,329	0,515	0,565	0,375	0,393	0,089	0,395		
INVALID	**VALID**	**VALID**	**INVALID**	**VALID**	**VALID**	**VALID**	**VALID**	**VALID**	**INVALID**	**VALID**		
0,325	0,400	0,575	0,175	0,350	0,350	0,550	0,450	0,475	0,425	0,500		
0,675	0,600	0,425	0,825	0,650	0,650	0,450	0,550	0,525	0,575	0,500		
0,219	0,240	0,244	0,144	0,228	0,228	0,248	0,248	0,249	0,244	0,250	∑pq	8,053
											S	39,413
13	16	23	7	14	14	22	18	19	17	20		
40	40	40	40	40	40	40	40	40	40	40		
0,325	0,400	0,575	0,175	0,350	0,350	0,550	0,450	0,475	0,425	0,500		
Medium	Medium	Medium	Difficult	Medium	Medium	Medium	Medium	Medium	Medium	Medium		
8	13	15	6	10	12	16	13	13	11	13		
5	3	8	1	4	2	6	5	6	6	7		
20	20	20	20	20	20	20	20	20	20	20		
20	20	20	20	20	20	20	20	20	20	20		
0,150	0,500	0,350	0,250	0,300	0,500	0,500	0,400	0,350	0,250	0,300		
Poor	Good	Enough	Enough	Enough	Good	Good	Enough	Enough	Enough	Enough		
Unused	**Used**	**Used**	**Unused**	**Used**	**Used**	**Used**	**Used**	**Used**	**Unused**	**Used**		

Appendix 6

List of students VIII A (Experimental Class)

No	Name	Code
1	Aalamudin	E – 1
2	Aam Fiky Sari Hidayah	E – 2
3	Abdul Kho'ifatul Hasan	E – 3
4	Abdullah Azzam	E – 4
5	Afi'datur Rohmaniya	E – 5
6	Agung Maulana	E – 6
7	Ahmad Murtaqi	E – 7
8	Ahmad Reza Izul Haq	E – 8
9	Ahmad Zamroni	E – 9
10	Ani Faizatun Naja	E – 10
11	Anifatul Fajriyah	E – 11
12	Ari Bahrul Alam	E – 12
13	Ari Kurniawan Saputro	E – 13
14	Badiatul Fikriyah	E – 14
15	Baity Puji Astuti	E – 15
16	Bintang Ilham Pratama	E – 16
17	Dzuhrotin 'Adillah	E – 17
18	Elfaricha Suryani	E – 18
19	Evi Husniati	E – 19
20	Faizul Jamal	E – 20
21	Fika Zubdatul Izza	E – 21
22	Himmatul Ulya	E – 22
23	Ifa Zumrotul Mualifah	E – 23
24	Ilham Haqiqi	E – 24
25	Indah Setyaningsih	E – 25
26	Iyanul Haq	E – 26
27	Mila Ulfa	E – 27
28	Muhamad Irbbul Lubab	E – 28
29	Muhammad Indi Farkhan	E – 29
30	Muhammad Muzayyin	E – 30
31	Muhammad Sobirin	E – 31
32	Muhammad Syamsudhuha	E – 32
33	Naili Rahmawati	E – 33

No	Name	Code
34	Nazar Ardiansyah	E – 34
35	Nihayatul Fauziyah	E – 35
36	Nur Cahyani Putri	E – 36
37	Sabila Afidatul Aulia	E – 37
38	Sabit Khaesusik Ahyar	E – 38
39	Sela Afianita Muna	E – 39
40	Silfi Nihayatus Syarifah	E – 40
41	Tegar Rianto	E – 41
42	Tri Agus Hendra Kurniawan	E – 42
43	Ulwiyatul Fikriyah	E – 43
44	Wahyu Hidayatullah	E – 44
45	Wahyu Tiyas Safitri	E – 45
46	Zunasih	E – 46

Appendix 7

List of students VIII C (Control Class)

No	Name	Code
1	A .Nizar Hamdi	C – 1
2	Aditya Aji Mahawan	C – 2
3	Ahmad Azrul Musyarof	C – 3
4	Ahmad Rifqi	C – 4
5	Ahmad Rofi'ur Rohman	C – 5
6	Amirul Mustaqim	C – 6
7	Ani Tri Widiawati	C – 7
8	Anisa Rahma	C – 8
9	Dewik Nihayatul H	C – 9
10	Diana Safira Damayanti	C – 10
11	Dwi Listiyaningsih	C – 11
12	Dwi Putri Yani	C – 12
13	Dwi Wahyu Santoso	C – 13
14	Ega Nur Saputri	C – 14
15	Endang Susilowati	C – 15
16	Faiqhotul Hasanah	C – 16
17	Ferlina Intan Fauziah	C – 17
18	Hilal Musyarof	C – 18
19	Ilham Fajar Ghalib	C – 19
20	Khoirus Shofa	C – 20
21	Miftahul Ahyar	C – 21
22	Miftahul Minan	C – 22
23	Misbakhul Munir	C – 23
24	Miskiyah	C – 24
25	Mohamad Akhid Izul Haq	C – 25
26	Muhammad Fathullohil Ahyar	C – 26
27	Muhammad Narjussalam	C – 27
28	Nanjil Muminin	C – 28
29	Neva Nur Hafidloh	C – 29
30	Nidatin Zakiyah	C – 30
31	Nizar Ali Abdullah	C – 31
32	Noor Janah	C – 32
33	Nor Faizah	C – 33

No	Name	Code
34	Oktafia Amrina Qotrun Nada	C – 34
35	Puput Setiawan	C – 35
36	Rif'aln Alwi Al Fariqi	C – 36
37	Rizki Kusgia Suryani	C – 37
38	Robet Alwani	C – 38
39	Saifullah Yusuf	C – 39
40	Siti Asriyatus Sholikha	C – 40
41	Siti Magfiroh	C – 41
42	Suci Irmawati	C – 42
43	Syahril Imam	C – 43
44	Umi Kholifatun Nikmah	C – 44
45	Vira Oktafiana	C – 45
46	Wahyu Dian Wafiq	C – 46
47	Yoga Ayudha Praman	C – 47

Appendix 8
Teaching material

It is an animal. It lives in a jungle. It has big body. It has wide ear. It has long trunk. It has long ivory. It is a biggest animal in the world. What is it? Elephant	It is an animal. It lives in a jungle. It is a hairy animal. It has long hand It has long tail. It likes to eat banana. It likes to jump. What is it? Monkey	It is an animal. It lives in a jungle. It has thin body. It has long neck. It has four legs. It likes to eat leaves. It is the tallest animal in the world. What is it? Giraffe
It is an animal. It is from western china and Tibet. It has big body. It has black and white color. It has black eyes patches and black ears. The head is white. It likes to eat bamboo. What is it? Panda	It is an animal. It lives in Australia. It has brown color. It has long tail. It has big body. It has pouch on its stomach. It has long leg. It is like to jump. What is it? Kangaroo	It has brown, white and black color. It has long ears. It has small body. It has short tail. It is a funny animal. It likes to eat carrots. What is it? Rabbit
It is an animal. It is a Carnivorous animal. It can live in a land and a river. It has long body. It has sharp teeth. It has small eye. It has long mouth. What is it? Crocodile		

Appendix 9

Pre test

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

Text for number 1 – 5

Mr. Ahmad is a postman. Every day he delivers many letters to many people. His wife, Mrs. Ahmad is a Biology teacher. She teaches in SMP 1 Boyoagung. Mr. Ahmad and Mrs. Ahmad have one son named Budi and two twin daughters named Lila and Leli. Budi is in twelve grades, while Lila and Leli are still in ten grades. They study in the same school, SMU Darmawangsa.

Every holiday Mr. Ahmad's family always goes picknicking. Sometimes they go to a beach, a lake or garden. People love this family because Mr. Ahmad and family is friendly people

(kumpulan soal smpn. Blogspot.com).

1. What is Mr. Ahmad ?
   a. A postman
   b. A teacher
   c. A student
   d. A housewife
2. What is the purpose of the text?
   a. To entertain the reader
   b. To describe about Mr. Ahmad
   c. To explain how Mr. Ahmad be a postman
   d. To persuade the reader to be a postman
3. Where does Mr. Ahmad work?
   a. Post office
   b. Police office
   c. School
   d. Bank

4. ***They*** study in the same school, SMU Darmawangsa. What does the italicized word refer to?

   a. Budi
   c. Lila and Lili
   b. Budi and Lila
   d. Budi, Lila and Leli

5. Everyday he <u>delivers</u> many letters to many people. The underlined word is synonimous with the word below. ***Except***.....

   c. Sends
   c. Carries
   d. Takes
   d. Distributes

<u>Text for number 6 - 8</u>

Young Stars

The finalists of "Akademi Fantasi Indosiar 1" (AFI) are wonderful young people. Mawar who was born on 26 February 1985 is a cute girl. She has straight, short hair. Her bright skin, chubby cheeks, and lovely smile make her look very marvelous. She is not very tall. However, her weight which is 40 kg matches her body well and makes her look cute.

Unlike Mawar, Ve looks tall. She is 1.69 meters tall. She looks quite slim. She weights 45 kg. Compared to Mawar, Ve looks darker. The 22 year old girl has black, straight hair.

Another finalist is Ismail who is better known as Smile. The young man who was born on 16 September 1983 looks much bigger and taller than his two female friends. He is tall and muscular. His complexion is fair and his hair is short and straight.

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6. The text is about ……

   a. Mawar AFI c. Ismail AFI

   b. Ve AFI d. The finalists of AFI.

7. "Her bright skin, chubby cheeks, and lovely smile"(paragraph 2). The underlined word can mean…..

   a. White c. Brown

   b. Black d. Brownish

8. What doesVe look like?

   a. Fat c. Semi medium weight

   b. Slim d. Thin

Text for number 9 – 11

Bali is an island in Indonesia archipelago. It is in the south of the equator and has warm weather all the year. The rainy reason is November to April, but it can rain anytime. Bali is 120 km wide from east to west and 80 kilometers from north to south, so everywhere is quite close to the sea. Bali is shaped like a diamond. Mouth Agung, a volcano, is 3.142 meters high and is visible from far away. Most of the people are Hindus. There are many temples and many religious festivals.

Tourism is the most important industry. Many tourists visit Bali to see beautiful scenery and interesting festivals, to swim in the warm seas, to look at beautiful mountains and valleys, and to shop for inexpensive and beautiful clothes, paintings, and wood crafts.

http://www.carabelajarbahasainggrisok.comaccessed on 23 January 2015

9. The tourism industry in Bali offers us the following thing, ***except….***
   a. Culture and nature
   b. Belief and religion
   c. Handicraft and tradition
   d. Wood crafting and painting
10. Which one of the following statements is NOT TRUE according to the text?
   a. Bali has four seasons
   b. Bali is beautiful and interesting
   c. Bali is surrounding by the sea
   d. Bali is one of tourism destination in Indonesia.
11. What is the purpose of the text?
   a. To persuade the readers to go to Bali
   b. To describe about Bali
   c. To inform the history of Bali
   d. To explain how to go to Bali

Text for number 12 – 13

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school he plays football and tennis. He is the best badminton player in our family.

(Ujian Nasional Bahasa Inggris SMP 2009)

12. What is the text mostly about?
    a. Peter
    b. Peter's hobby
    c. Peter's family
    d. Peter's elder brother

13. "Peter is interested sports very much, and at school he plays football and tennis". The underlined phrase can be replaced with ….
    a. Dislike sport
    b. Really likes sport
    c. Hates sport very much
    d. finds sport not really entertaining

Text for number 14 – 17

The Water Lily

The water lily is a plant of the aquatic family Nymphaeaceae, and the genus Nymphae. These plants are found in fresh, still water throughout the warm temperate regions. People cultivate this plant. The plant can grow easily from the seed. It may be grown in containers or ponds.

The water lily is a beautiful plant. It has round leaves. The leaves may float or immerse. The flower has four sepals and many petals stamens. The color of this flower may be white, pink, yellow or blue. When blossoming, it sometimes smells good.Some species of this plant open by day and close at night; others open at night and close by days. The life span of the flower is usually three days.

Ujian Nasional tahun 2010

14. What does the text tell us about?
    a. A plant named water lily
    b. A beautiful plant grown in water
    c. An aquatic plant cultivated in warm region
    d. Water lily cultivated in ponds
15. How long is a water lily flower usually open in blossom?
    a. A day or a night c. Three days
    b. A day and a night d. More than three days.
16. From the text above, we can conclude that water lily **cannot** live in…
    a. Fresh still water c. Dry ground areas
    b. Wet areas d. Watery places
17. Paragraph two tells us about…
    a. The shape of water lily leaves
    b. The beauty of the water lily
    c. The flower of water lily
    d. The parts of the water lily flower

Text for number 18 – 20

Erna is a Junior high school student. She in the first grade now and she is a smart student. Her school is on JalanSemar. The school has twenty four classrooms and one library. It also has a wide school yard.

Erna and her friends like to play in the school yard. It is fun to play there. Erna likes English lesson very much. Her English teacher is Mr. Chandra. He is good teacher.

(Taken from Ringkasan dan bank soal Bahasa Inggris untuk SMP/MTs)

18. Who is Erna?
    a. SMP student
    b. SMA student
    c. Teachers
    d. Customers
19. Where do the students play? They play….
    a. On JalanSemar
    b. In the library
    c. In the school yard
    d. In the classroom
20. Which is the identification of the text?
    a. Erna is a Junior high school student.
    b. Her school is on JalanSemar
    c. Erna and her friends like to play in the school yard.
    d. Her English teacher is Mr. Chandra.

Appendix 10

Post test

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

Text for 1 - 3

Erna is a Junior high school student. She in the first grade now and she is a smart student. Her school is on Jalan Semar. The school has twenty four classrooms and one library. It also has a wide school yard.

Erna and her friends like to play in the school yard. It is fun to play there. Erna likes English lesson very much. Her English teacher is Mr. Chandra. He is good teacher.

(Taken from Ringkasan dan bank soal Bahasa Inggris untuk SMP/MTs)

1. Who is Erna?
   a. SMP student
   b. SMA student
   c. Teachers
   d. Customers
2. Where do the students play? They play….
   a. On Jalan Semar
   b. In the library
   c. In the school yard
   d. In the classroom
3. Which is the identification of the text?
   a. Erna is a Junior high school student.
   b. Her school is on JalanSemar
   c. Erna and her friends like to play in the school yard.
   d. Her English teacher is Mr. Chandra.

Text for number 4 - 5

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school he plays football and tennis. He is the best badminton player in our family.

(Ujian Nasional Bahasa Inggris SMP 2009)

4. What is the text mostly about?
   a. Peter
   b. Peter's hobby
   c. Peter's family
   d. Peter's elder brother
5. "Peter is interested sports very much, and at school he plays football and tennis". The underlined phrase can be replaced with ….
   a. Dislike sport
   b. Really likes sport
   c. Hates sport very much
   d. finds sport not really entertaining

Text for number 6 – 9

The Water Lily

The water lily is a plant of the aquatic family Nymphaeaceae, and the genus Nymphae. These plants are found in fresh, still water throughout the warm temperate regions. People cultivate this plant. The plant can grow easily from the seed. It may be grown in containers or ponds.

The water lily is a beautiful plant. It has round leaves. The leaves may float or immerse. The flower has four sepals and many

petals stamens. The color of this flower may be white, pink, yellow or blue. When blossoming, it sometimes smells good.Some species of this plant open by day and close at night; others open at night and close by days. The life span of the flower is usually three days.

Ujian Nasional tahun 2010

6. What does the text tell us about?
   a. A plant named water lily
   b. A beautiful plant grown in water
   c. An aquatic plant cultivated in warm region
   d. Water lily cultivated in ponds
7. How long is a water lily flower usually open in blossom?
   a. A day or a night
   b. A day and a night
   c. Three days
   d. More than three days.
8. From the text above, we can conclude that water lily **cannot** live in…
   a. Fresh still water
   b. Wet areas
   c. Dry ground areas
   d. Watery places
9. Paragraph two tells us about…
   a. The shape of water lily leaves
   b. The beauty of the water lily
   c. The flower of water lily
   d. The parts of the water lily flower

Text for number 10 – 14

Mr. Ahmad is a postman. Every day he delivers many letters to many people. His wife, Mrs. Ahmad is a Biology teacher. She

teaches in SMP 1 Boyoagung. Mr. Ahmad and Mrs. Ahmad have one son named Budi and two twin daughters named Lila and Leli. Budi is in twelve grades, while Lila and Leli are still in ten grades. They study in the same school, SMU Darmawangsa.

Every holiday Mr. Ahmad's family always goes picknicking. Sometimes they go to a beach, a lake or garden. People love this family because Mr. Ahmad and family is friendly people

(kumpulan soal smpn. Blogspot.com).

10. What is Mr. Ahmad ?
    a. A postman
    b. A teacher
    c. A student
    d. A housewife
11. What is the purpose of the text?
    a. To entertain the reader
    b. To describe about Mr. Ahmad
    c. To explain how Mr. Ahmad be a postman
    d. To persuade the reader to be a postman
12. Where does Mr. Ahmad work?
    a. Post office
    b. Police office
    c. School
    d. Bank
13. ***They*** study in the same school, SMU Darmawangsa. What does the italicized word refer to?
    a. Budi
    b. Budi and Lila
    c. Lila and Lili
    d. Budi, Lila and Leli

14. Everyday he delivers many letters to many people. The underlined word is synonimous with the word below. ***Except***.....
    a. Sends
    b. Takes
    c. Carries
    d. Distributes

Text for number 15 – 17

Bali is an island in Indonesia archipelago. It is in the south of the equator and has warm weather all the year. The rainy reason is November to April, but it can rain anytime. Bali is 120 km wide from east to west and 80 kilometers from north to south, so everywhere is quite close to the sea. Bali is shaped like a diamond. Mouth Agung, a volcano, is 3.142 meters high and is visible from far away. Most of the people are Hindus. There are many temples and many religious festivals.

Tourism is the most important industry. Many tourists visit Bali to see beautiful scenery and interesting festivals, to swim in the warm seas, to look at beautiful mountains and valleys, and to shop for inexpensive and beautiful clothes, paintings, and wood crafts.

http://www.carabelajarbahasainggrisok.comaccessed on 23 January 2015

15. The tourism industry in Bali offers us the following thing, ***except….***
    a. Culture and nature
    b. Belief and religion
    c. Handicraft and tradition
    d. Wood crafting and painting

16. Which one of the following statements is NOT TRUE according to the text?
    a. Bali has four seasons
    b. Bali is beautiful and interesting
    c. Bali is surrounding by the sea
    d. Bali is one of tourism destinations in Indonesia.
17. What is the purpose of the text?
    a. To persuade the readers to go to Bali
    b. To describe about Bali
    c. To inform the history of Bali
    d. To explain how to go to Bali

Text for number 18 - 20

Young Stars

The finalists of "Akademi Fantasi Indosiar 1" (AFI) are wonderful young people. Mawar who was born on 26 February 1985 is cute girl. She has straight, short hair. Her bright skin, chubby cheeks, and lovely smile make her look very marvelous. She is not very tall. However, her weight which is 40 kg matches her body well and makes her look cute.

Unlike Mawar, Ve looks tall. She is 1.69 meters tall. She looks quite slim. She weights 45 kg. Compared to Mawar, Ve looks darker. The 22 year old girl has black, straight hair.

Another finalist is Ismail who is better known as Smile. The young man who was born on 16 September 1983 looks much bigger

and taller than his two female friends. He is tall and muscular. His complexion is fair and his hair is short and straight.

Ujian Nasional Bahasa Inggris 2007

18. The text is about ……
    a. Mawar AFI c. Ismail AFI
    b. Ve AFI d. The finalists of AFI.
19. "Her bright skin, chubby cheeks, and lovely smile"(paragraph 2). The underlined word can mean…..
    a. White c. Brown
    b. Black d. Brownish
20. What does Ve look like?
    a. Fat c. Semi medium weight
    b. Slim d. Thin

Appendix 11

THE ANSWER KEY OF PRE TEST

1. A	11. B
2. B	12. A
3. A	13. B
4. D	14. A
5. B	15. C
6. D	16. C
7. A	17. B
8. B	18. A
9. B	19. C
10. A	20. A

THE ANSWER KEY OF POST TEST

1. A	11. B
2. C	12. A
3. A	13. D
4. A	14. B
5. B	15. B
6. A	16. A
7. C	17. B
8. C	18. D
9. B	19. A
10. A	20. B

Appendix 12

LESSON PLAN
(Experimental class)

School	: MTs Al Hikmah Pasir Mijen Demak
Subject	: English
Class	: VIII
Theme	: Descriptive text
Skill focus	: Reading
Time allocation	: 2 x 40 Minutes

I. Standard of Competence

Understanding meaning in functional written text and simple short essay formed descriptive to interact with surroundings.

II. Basic Competence

Responding meaning and rhetoric step in simple short essay accurately, fluently and acceptable related with surroundings in the form of descriptive text.

III. Indicators

1. Identify the purpose of descriptive text
2. Identify the generic structure of descriptive text
3. Identify the language features of descriptive text

IV. Learning aim

By the end of the learning, the students are able to identify the meaning in descriptive text and answering the questions related to descriptive text given.

V. Teaching Material

A. Social function of descriptive text

Descriptive text aims to describe a particular person, place or thing.

B. Generic structures

1. Identification

   Identifies phenomenon to be described

2. Description

   Describe parts, qualities, characteristics.

C. Language features

1. Using specific participant
2. Using adjective
3. Using simple present
4. Using action verb

D. The example of descriptive text

My name is Indah. I am 14 years old and I am second grade students of junior high school at SMP 16 Jakarta.

Identification

I have two little black eyes, sharp nose, and small lips, and chubby cheeks which make my round face looks so cute. I have straight black hair and fair skin that makes look shiny.

My favorite food is fried rice. I like fried rice so much. I think it is the most delicious food in the world.

Description

VI. Teaching Method

Discussion (using secret word game)

VII. Learning Activities

No	Activities	Organization		
		Class	**Time**	**Instruction**
1.	**Pre-activities** • Teacher greets students. • Teacher invites students to recite *Basmallah* for starting the class • Teacher checks students' attendance.	C	8 minutes	• *Assalamualaikum Wr. Wb. Good morning students, how are you today?* • *Let's start our class by reciting basmallah…* • *Who is absent today? Why is he/ she absent?*
2.	**Main activities** **a. Exploration** • Teacher gives a prologue and some stimulating questions to the student relate to the material the day to motivate them in learning the material by showing a picture of an animal.	C G		• *There are many things around us that have special characteristic, such as animal, person, place etc. Please look at the picture in front of you, what does it look like? Please tell me the feature of the picture.*

	• Teacher writes on the whiteboard the vocabularies usually used in descriptive text based on the picture. **b. Elaboration** • Teacher divides class into some groups. • Students in groups are asked to read a descriptive text • One of students in each group read the text loudly, while other groups guess who is name of animal. **c. Confirmation** • Teacher gives reward to group that can guess.		65 minutes	• *From the picture we can find some vocabularies such as straight, long, beautiful, handsome, etc.* • *I will divide you into some groups, and every group gets a text.* • *Please read the text of descriptive in your group* • *Have you finished? Please one person from each group read the text loudly, while the other groups guess what the animal is.* • *Well, the group that most can guess and answer it*

	• Teacher asks students to identify what the material about based on the task have been practiced and discussed. • Teacher explains the material about descriptive text.			*correctly will get reward.* • *From the task have been practiced and discussed can you conclude, what is our material today?* • *Descriptive text is? What is the Generic structure of descriptive text? What are the language features of descriptive text?*
3.	**Post activities** • Teacher reviews the material of the day	C	7 minutes	• *How about our material today? Is it clear for you? Do you still remember about the social function, generic structure, and language feature of descriptive text?*

	• Teacher gives motivation word • Teacher closes the class by praying.			• *Ok class before closing, I hope you always improve your reading skill by practicing it every day.* • *Let's close this class by reciting Hamdallah…I think enough for today. Thanks for your attention, have a nice day. Wassalamu'alai kum…*

VIII. Assessment:

a. Form : Written Test

b. Technique : Students are assigned to choose answer from multiple choices.

c. Instrument : Test

IX. Scoring Guide

a. Every correct answer scored 1

b. Maximum score 20 x 5 = 100

c. Maximum grade 100

d. The students score : $\frac{\text{Achievement score}}{\text{Maximum score}}$

Acknowledged by :

Demak, November 22nd 2015

The English Teacher

Researcher

(Binatus Sholikhah, S.Pd.)

(AlinaYanti)

Appendix 13

LESSON PLAN

(Control Class)

School : MTs Al Hikmah Pasir Mijen Demak
Subject : English
Class : VIII
Theme : Descriptive text
Skill Focus : Reading
Time Allocation : 2 x 40 Minutes

I. Standard of Competence

Understanding meaning in functional written text and simple short essay formed descriptive to interact with surroundings.

II. Basic Competence

Responding meaning and rhetoric step in simple short essay accurately, fluently and acceptable related with surroundings in the form of descriptive text.

III. Indicators

1. Identify the purpose of descriptive text
2. Identify the generic structure of descriptive text
3. Identify the language features of descriptive text

IV. Learning aim

By the end of the learning, the students will have been able to identify the meaning in descriptive text and answering the question related to descriptive text given.

V. Teaching Material

A. Social function of descriptive text

Descriptive text aims to describe a particular person, place or thing.

B. Generic structures

1. Identification

Identifies phenomenon to be described

2. Description

   Describe parts, qualities, characteristics.

C. Language features

1. Using specific participant
2. Using adjective
3. Using simple present
4. Using action verb

D. The example of descriptive text

My name is Indah. I am 14 years old and I am second grade students of junior high school at SMP 16 Jakarta.

Identification

I have two little black eyes, sharp nose, and small lips, and chubby cheeks which make my round face looks so cute. I have straight black hair and fair skin that makes look shiny.

My favorite food is fried rice. I like fried rice so much. I think it is the most delicious food in the world.

Description

VI. Teaching Method

Task-Based Learning (TBL) Through Discussion Method.

VII. Learning Activities

No	Activities	Organization		
		Class	**Time**	**Instruction**
1.	**Pre-activities** • Teacher greets students. • Teacher invites students to recite *Basmallah* for starting the class • Teacher checks students' attendance.	C	8 Minutes	• *Assalamualaikum Wr. Wb. Good morning students, how are you today?* • *Let's start our class by reciting basmallah…* • *Who is absent today? Why is he/ she absent?*
2.	**Main activities** **a. Exploration** • Teacher gives a prologue and some stimulating questions. • Teacher looks at the picture will be discussed and students has to guess the picture • Teacher explains the picture includes into descriptive	C	65 Minutes	• *Do you have idol person? Who is idol do like students?* • *Please look at the picture in front of you, what does it look like? Please tell me the feature of the picture.* • *From the picture we know that it includes into descriptive text.*

	b. Elaboration • Teacher explains the definition of descriptive text and some parts of descriptive text. • Teacher gives an example of descriptive text. • Teacher asks students to read the descriptive text. • Teacher gives some descriptive text to the students and student has to identify the descriptive text. **c. Confirmation** • Teacher asks some students to write down the result on the whiteboard then it is discussed together • Teacher gives time to ask about the difficult words	C		• *Descriptive text is? What is the Generic structure of descriptive text? What are the language features of descriptive text?* • *Now let's see the example of descriptive text.* • *Please read the text after me!* • *Well, I will give a text. You have to identify the generic structure and language features from the text.* • *Please write down the result on the whiteboard then it is discussed together!* • *Is there difficult word from the text?*

3.	**Post activities** • Teacher gives evaluation about the topic • Teacher gives motivation word • Teacher closes the class by praying	C	10 minutes	• *How about our material today? Is it clear for you? Do you still remember about the social function, generic structure, and language feature of descriptive text?* • *Ok, class before closing, I hope you always improve your reading skill by practicing it every day.* • *Let's close this class by reciting Hamdallah…I think enough for today, Thanks for your attention, have a nice day. Wassalamu'alaikum…*

VIII. Assessment:

a. Form : Written Test

b. Technique : Students are assigned to choose answer from multiple choices.

c. Instrument : Test

IX. Scoring Guide

a. Every correct answer scored 1

b. Maximum score 20 x 5 = 100

c. Maximum grade 100

d. The students score : $\frac{\text{Achievement score}}{\text{Maximum score}}$

Acknowledged by :

Demak, November 22nd 2015

The English Teacher	Researcher
(Neli Hikmatul H, S.Pd.)	(AlinaYanti)

Appendix 14

SCORE PRE TEST BETWEEN EXPERIMENTAL					
EXPERIMENT (X1)			CONTROL (X2)		
NO	CODE	SCORE	NO	CODE	SCORE
1	E-1	55	1	C-1	45
2	E-2	80	2	C-2	65
3	E-3	55	3	C-3	60
4	E-4	55	4	C-4	50
5	E-5	75	5	C-5	70
6	E-6	40	6	C-6	55
7	E-7	60	7	C-7	50
8	E-8	55	8	C-8	55
9	E-9	65	9	C-9	70
10	E-10	70	10	C-10	65
11	E-11	80	11	C-11	70
12	E-12	60	12	C-12	60
13	E-13	50	13	C-13	65
14	E-14	75	14	C-14	50
15	E-15	70	15	C-15	70
16	E-16	60	16	C-16	55
17	E-17	75	17	C-17	50
18	E-18	80	18	C-18	80
19	E-19	70	19	C-19	55
20	E-20	60	20	C-20	45
21	E-21	80	21	C-21	60
22	E-22	65	22	C-22	70
23	E-23	65	23	C-23	60
24	E-24	50	24	C-24	50
25	E-25	65	25	C-25	75
26	E-26	70	26	C-26	65
27	E-27	80	27	C-27	80
28	E-28	65	28	C-28	75
29	E-29	55	29	C-29	70
30	E-30	60	30	C-30	50
31	E-31	60	31	C-31	65
32	E-32	65	32	C-32	55
33	E-33	70	33	C-33	70
34	E-34	40	34	C-34	50
35	E-35	70	35	C-35	70
36	E-36	80	36	C-36	70
37	E-37	75	37	C-37	65
38	E-38	60	38	C-38	65
39	E-39	65	39	C-39	80
40	E-40	55	40	C-40	65
41	E-41	60	41	C-41	75
42	E-42	60	42	C-42	60
43	E-43	70	43	C-43	65
44	E-44	65	44	C-44	75
45	E-45	80	45	C-45	45
46	E-46	60	46	C-46	75
			47	C-47	70
Sum		2980			2960
N		46			47
Average		64,7826			62,9787
Varians(s2)		104,396			100,717
Standard Deviation		10,2174			10,0358

Appendix 15

Uji Normalitas Nilai Pre-Test

Kelas eksperimen

Hipothesis

H_o: Data berdistribusi normal

H_1: Data tidak berdistribusi normal

Pengujian Hipotesis

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

Kriteria yang digunakan

Ho diterima jika $H_o = \chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal	=	80			
Nilai minimal	=	40			
Rentang nilai (R)	=	80-40	=	40	
Banyaknya kelas (k)	=	1 + 3,3 log 46	=	6,487	
Panjang kelas (P)	=	6,67	>>>	7	

NO	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	55	-9,78261	95,69943
2	80	15,21739	231,569
3	55	-9,78261	95,69943
4	55	-9,78261	95,69943
5	75	10,21739	104,3951
6	40	-24,7826	614,1777
7	60	-4,78261	22,87335
8	55	-9,78261	95,69943
9	65	0,217391	0,047259
10	70	5,217391	27,22117
11	80	15,21739	231,569
12	60	-4,78261	22,87335
13	50	-14,7826	218,5255
14	75	10,21739	104,3951
15	70	5,217391	27,22117
16	60	-4,78261	22,87335
17	75	10,21739	104,3951
18	80	15,21739	231,569
19	70	5,217391	27,22117
20	60	-4,78261	22,87335
21	80	15,21739	231,569
22	65	0,217391	0,047259
23	65	0,217391	0,047259
24	50	-14,7826	218,5255
25	65	0,217391	0,047259
26	70	5,217391	27,22117
27	80	15,21739	231,569

28	65	0,217391	0,047259							
29	55	-9,78261	95,69943							
30	60	-4,78261	22,87335							
31	60	-4,78261	22,87335							
32	65	0,217391	0,047259							
33	70	5,217391	27,22117							
34	40	-24,7826	614,1777							
35	70	5,217391	27,22117							
36	80	15,21739	231,569							
37	75	10,21739	104,3951							
38	60	-4,78261	22,87335							
39	65	0,217391	0,047259							
40	55	-9,78261	95,69943							
41	60	-4,78261	22,87335							
42	60	-4,78261	22,87335							
43	70	5,217391	27,22117							
44	65	0,217391	0,047259							
45	80	15,21739	231,569							
46	60	-4,78261	22,87335							
	2980		4697,826							

Average (X) = $\frac{\sum X}{N}$ = $\frac{2980,0}{46}$ = 64,7826

Standard deviation $S^2 = \frac{\sum (X_i - \overline{X})^2}{n-1}$

$\frac{\sum (X_i - \overline{X})^2}{n-1}$

= $\frac{4697,83}{(46\text{-}1)}$

= $\frac{104,396}{10,2174}$ = 64,7826

Daftar nilai frekuensi observasi kelas eksperimen

Class			Bk	Z_i	$P(Z_i)$	L	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
			39,5	-2,47	-0,4933				
40	-	47				0,0387	1,8	2	0,0271
			47,5	-1,69	-0,4546				
48	-	55				0,1364	6,3	8	0,4736
			55,5	-0,91	-0,3182				
56	-	63				0,2682	12,3	10	0,4435
			63,5	-0,13	-0,0499				
64	-	71				0,2945	13,5	15	0,1558
			71,5	0,66	0,2446				
72	-	79				0,1806	8,3	4	2,2326
			79,5	1,44	0,4251				
80	-	87				0,0618	2,8	7	6,0840
			87,5	2,22	0,4869				
							χ^2	=	9,42

Untuk a = 5%, dengan dk =6- 1 = 5 diperoleh χ^2_t 11,07

Karena χ^2 hitung < χ^2_{tabel}, maka data tersebut berdistribusi normal

Appendix 16

Uji Normalitas Nilai Pre-Test
Kelas kontrol

Hipothesis

H_o: Data berdistribusi normal

H_1: Data tidak berdistribusi normal

Pengujian Hipotesis

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

Kriteria yang digunakan

Ho diterima jika $H_o = \chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal	=	80			
Nilai minimal	=	45			
Rentang nilai (R)	=	85-45	=	35	
Banyaknya kelas (k)	=	1 + 3,3 log 47	=	6,518	
Panjang kelas (P)	=	5,83	>>>	6	

NO	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	45	-17,9787	323,2345
2	65	2,021277	4,085559
3	60	-2,97872	8,872793
4	50	-12,9787	168,4473
5	70	7,021277	49,29833
6	55	-7,97872	63,66003
7	50	-12,9787	168,4473
8	55	-7,97872	63,66003
9	70	7,021277	49,29833
10	65	2,021277	4,085559
11	70	7,021277	49,29833
12	60	-2,97872	8,872793
13	65	2,021277	4,085559
14	50	-12,9787	168,4473
15	70	7,021277	49,29833
16	55	-7,97872	63,66003
17	50	-12,9787	168,4473
18	80	17,02128	289,7239
19	55	-7,97872	63,66003
20	45	-17,9787	323,2345
21	60	-2,97872	8,872793
22	70	7,021277	49,29833
23	60	-2,97872	8,872793
24	50	-12,9787	168,4473
25	75	12,02128	144,5111
26	65	2,021277	4,085559
27	80	17,02128	289,7239
28	75	12,02128	144,5111

29	70	7,021277	49,29833						
30	50	-12,9787	168,4473						
31	65	2,021277	4,085559						
32	55	-7,97872	63,66003						
33	70	7,021277	49,29833						
34	50	-12,9787	168,4473						
35	70	7,021277	49,29833						
36	70	7,021277	49,29833						
37	65	2,021277	4,085559						
38	65	2,021277	4,085559						
39	80	17,02128	289,7239						
40	65	2,021277	4,085559						
41	75	12,02128	144,5111						
42	60	-2,97872	8,872793						
43	65	2,021277	4,085559						
44	75	12,02128	144,5111						
45	45	-17,9787	323,2345						
46	75	12,02128	144,5111						
47	70	7,021277	49,29833						
	2960		4632,979						

Average (X) $= \frac{\sum X}{N} = \frac{2960,0}{47} = 62,9787$

Standard deviation

$S^2 = \frac{\sum (X_i - \overline{X})^2}{n-1}$

$\frac{\sum (X_i - \overline{X})^2}{n-1}$

$= \frac{4632,98}{(47-1)}$

$\frac{102,955}{}$

$S = 10,1467 = 62,9787$

Daftar nilai frekuensi observasi kelas eksperimen

Class			Bk	Z_i	$P(Z_i)$	L	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
			44,5	-1,82	-0,4657				
45	-	51				0,0947	4,4	10	6,9225
			51,5	-1,13	-0,3710				
52	-	58				0,2005	9,4	5	2,0762
			58,5	-0,44	-0,1705				
59	-	65				0,2687	12,6	14	0,1493
			65,5	0,25	0,0981				
66	-	72				0,2279	10,7	10	0,0469
			72,5	0,94	0,3260				
73	-	79				0,1223	5,7	5	0,0973
			79,5	1,63	0,4483				
80	-	86				0,0415	2,0	3	0,5637
			86,5	2,32	0,4898				
							χ^2	=	9,86

Untuk a = 5%, dengan dk =6- 1 = 5 diperoleh χ^2_t 11,07

Karena χ^2 hitung < χ^2 tabel, maka data tersebut berdistribusi normal

Appendix 17

UJI KESAMAAN DUA VARIANS (HOMOGENITAS) DATA pre -TEST
ANTARA KELAS eksperimen DENGAN kontrol

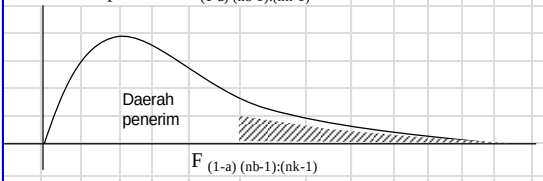
Hipotesis

$H_0 : \sigma_1^2 = \sigma_2^2$
$H_1 : \sigma_1^2 \neq \sigma_2^2$

Uji Hipotesis

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

Ho diterima apabila $F \leq F_{(1-a)\ (nb-1):(nk-1)}$



variation source	Eksperiment	Control
Sum	2980	2960
N	46	47
Average (X)	64,783	62,979
Varians (s^2)	104,396	100,717
Standard deviation (s)	10,217	10,147

$$F = \frac{104,3961}{100,7169} = 1,037$$

with a = 5% :

dk pembilang = nb - 1 = 47 - 1 = 46

dk penyebut = nk -1 = 46 - 1 = 45

$F_{(0.05)(46:45)} = 1,638$

Karena F berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa kedua kelompok mempunyai varians yang sama atau homogen

Appendix 18

UJI PERBEDAAN DUA RATA-RATA HASIL BELAJAR PRE-TEST ANTARA KELOMPOK EKSPERIMEN DAN KONTROL

Hipotesis

Ho : $\mu 1 = \mu 2$

Ha : $\mu 1 \neq \mu 2$

Uji Hipotesis

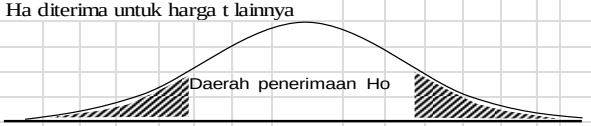
$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

dimana:

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

Ho diterima apabila $-t_{(1-1/2a)} < t < t_{(1-1/2a)(n1+n2-2)}$

Ha diterima untuk harga t lainnya



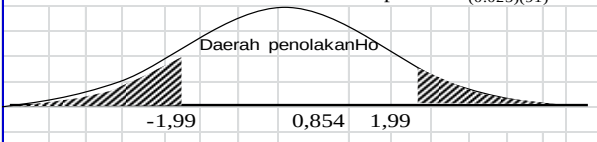
Dari data diperoleh:

Sumber variasi	Eksperimen	Kontrol
Sum	2980	2960
N	46	47
Average	64,783	62,979
Varians (s^2)	104,396	102,955
Standard deviation (s)	10,217	10,147

$$s = \sqrt{\frac{(46-1)\,104{,}3961 + (47-1)\,102{,}9551}{46 + 47 - 2}} = 10{,}1817$$

$$t = \frac{64{,}78 - 62{,}98}{10{,}1817\sqrt{\frac{1}{46} + \frac{1}{47}}} = 0{,}854$$

Pada a = 5% dan dk = 47 + 46 - 2 = 91diperoleh $t_{(0.025)(91)}$ = 1,99



Karena t berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa ada persamaan pre test antara kelompok eksperimen dengan kelompok kontrol.

Appendix 19

SCORE POST TEST BETWEEN EXPERIMENTAL					
EXPERIMENT (X1)			CONTROL (X2)		
NO	CODE	SCORE	NO	CODE	SCORE
1	E-1	70	1	C-1	60
2	E-2	80	2	C-2	55
3	E-3	75	3	C-3	65
4	E-4	70	4	C-4	70
5	E-5	80	5	C-5	75
6	E-6	65	6	C-6	70
7	E-7	70	7	C-7	65
8	E-8	75	8	C-8	80
9	E-9	75	9	C-9	55
10	E-10	80	10	C-10	85
11	E-11	80	11	C-11	60
12	E-12	75	12	C-12	80
13	E-13	75	13	C-13	65
14	E-14	85	14	C-14	60
15	E-15	65	15	C-15	70
16	E-16	75	16	C-16	55
17	E-17	70	17	C-17	65
18	E-18	80	18	C-18	75
19	E-19	80	19	C-19	65
20	E-20	70	20	C-20	70
21	E-21	80	21	C-21	60
22	E-22	80	22	C-22	55
23	E-23	65	23	C-23	70
24	E-24	85	24	C-24	70
25	E-25	80	25	C-25	55
26	E-26	65	26	C-26	65
27	E-27	70	27	C-27	75
28	E-28	70	28	C-28	70
29	E-29	65	29	C-29	65
30	E-30	75	30	C-30	75
31	E-31	70	31	C-31	70
32	E-32	70	32	C-32	85
33	E-33	75	33	C-33	65
34	E-34	70	34	C-34	70
35	E-35	75	35	C-35	65
36	E-36	80	36	C-36	80
37	E-37	75	37	C-37	60
38	E-38	70	38	C-38	75
39	E-39	75	39	C-39	70
40	E-40	90	40	C-40	75
41	E-41	65	41	C-41	65
42	E-42	70	42	C-42	75
43	E-43	85	43	C-43	60
44	E-44	70	44	C-44	70
45	E-45	80	45	C-45	80
46	E-46	70	46	C-46	85
			47	C-47	75
Sum		3420			3230
N		46			47
Average		74,3478			68,7234
Varians(s2)		38,4541			68,987
Standard Deviation		6,20114			8,30584

Appendix 20

Uji Normalitas Nilai Post-Test
Kelas eksperimen

Hipothesis

H_o: Data berdistribusi normal

H_1: Data tidak berdistribusi normal

Pengujian Hipotesis

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

Kriteria yang digunakan

Ho diterima jika $H_o = \chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal	=	90			
Nilai minimal	=	65			
Rentang nilai (R)	=	95-50	=	25	
Banyaknya kelas (k)	=	1 + 3,3 log 46	=		6,487
Panjang kelas (P)	=	4,17	>>>		

NO	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	70	-4,34783	18,90359
2	80	5,652174	31,94707
3	75	0,652174	0,425331
4	70	-4,34783	18,90359
5	80	5,652174	31,94707
6	65	-9,34783	87,38185
7	70	-4,34783	18,90359
8	75	0,652174	0,425331
9	75	0,652174	0,425331
10	80	5,652174	31,94707
11	80	5,652174	31,94707
12	75	0,652174	0,425331
13	75	0,652174	0,425331
14	85	10,65217	113,4688
15	65	-9,34783	87,38185
16	75	0,652174	0,425331
17	70	-4,34783	18,90359
18	80	5,652174	31,94707
19	80	5,652174	31,94707
20	70	-4,34783	18,90359
21	80	5,652174	31,94707
22	80	5,652174	31,94707
23	65	-9,34783	87,38185
24	85	10,65217	113,4688
25	80	5,652174	31,94707
26	65	-9,34783	87,38185

27	70	-4,34783	18,90359							
28	70	-4,34783	18,90359							
29	65	-9,34783	87,38185							
30	75	0,652174	0,425331							
31	70	-4,34783	18,90359							
32	70	-4,34783	18,90359							
33	75	0,652174	0,425331							
34	70	-4,34783	18,90359							
35	75	0,652174	0,425331							
36	80	5,652174	31,94707							
37	75	0,652174	0,425331							
38	70	-4,34783	18,90359							
39	75	0,652174	0,425331							
40	90	15,65217	244,9905							
41	65	-9,34783	87,38185							
42	70	-4,34783	18,90359							
43	85	10,65217	113,4688							
44	70	-4,34783	18,90359							
45	80	5,652174	31,94707							
46	70	-4,34783	18,90359							
	3420		1730,435							

Average (X) = $\frac{\sum X}{N}$ = 3420,0 / 46 = 74,3478

Standard deviation $S^2 = \frac{\sum (X_i - \overline{X})^2}{n-1}$

$\frac{\sum (X_i - \overline{X})^2}{n-1}$

= 1730,43 / (46-1)

38,4541

S = 6,20114 = 74,3478

Daftar nilai frekuensi observasi kelas eksperimen

Class			Bk	Z_i	$P(Z_i)$	L	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
			64,5	-1,59	-0,4439				
65	-	69				0,1610	7,4	6	0,2676
			69,5	-0,78	-0,2828				
70	-	74				0,2926	13,5	13	0,0157
			74,5	0,02	0,0098				
75	-	79				0,2872	13,2	11	0,3698
			79,5	0,83	0,2970				
80	-	84				0,1522	7,0	12	3,5663
			84,5	1,64	0,4492				
85	-	89				0,0435	2,0	3	0,4973
			89,5	2,44	0,4927				
90	-	94				0,0067	0,3	1	1,5545
			94,5	3,25	0,4994				
							χ^2	=	6,27

Untuk a = 5%, dengan dk =6- 1 = 5 diperoleh χ^2_t 11,07

Karena χ^2 hitung < χ^2_{tabel}, maka data tersebut berdistribusi normal

Appendix 21

Uji Normalitas Nilai Post-Test

Kelas kontrol

Hipotesis

H_o: Data berdistribusi normal

H_1: Data tidak berdistribusi normal

Pengujian Hipotesis

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

Kriteria yang digunakan

Ho diterima jika $H_o = \chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal	=	85				
Nilai minimal	=	55				
Rentang nilai (R)	=	85-45	=	30		
Banyaknya kelas (k)	=	1 + 3,3 log 47		=	6,518	
Panjang kelas (P)	=	5,00	>>>			

NO	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	60	-8,7234	76,09778
2	55	-13,7234	188,3318
3	65	-3,7234	13,86374
4	70	1,276596	1,629697
5	75	6,276596	39,39565
6	70	1,276596	1,629697
7	65	-3,7234	13,86374
8	80	11,2766	127,1616
9	55	-13,7234	188,3318
10	85	16,2766	264,9276
11	60	-8,7234	76,09778
12	80	11,2766	127,1616
13	65	-3,7234	13,86374
14	60	-8,7234	76,09778
15	70	1,276596	1,629697
16	55	-13,7234	188,3318
17	65	-3,7234	13,86374
18	75	6,276596	39,39565
19	65	-3,7234	13,86374
20	70	1,276596	1,629697
21	60	-8,7234	76,09778
22	55	-13,7234	188,3318
23	70	1,276596	1,629697
24	70	1,276596	1,629697
25	55	-13,7234	188,3318

26	65	-3,7234	13,86374						
27	75	6,276596	39,39565						
28	70	1,276596	1,629697						
29	65	-3,7234	13,86374						
30	75	6,276596	39,39565						
31	70	1,276596	1,629697						
32	85	16,2766	264,9276						
33	65	-3,7234	13,86374						
34	70	1,276596	1,629697						
35	65	-3,7234	13,86374						
36	80	11,2766	127,1616						
37	60	-8,7234	76,09778						
38	75	6,276596	39,39565						
39	70	1,276596	1,629697						
40	75	6,276596	39,39565						
41	65	-3,7234	13,86374						
42	75	6,276596	39,39565						
43	60	-8,7234	76,09778						
44	70	1,276596	1,629697						
45	80	11,2766	127,1616						
46	85	16,2766	264,9276						
47	75	6,276596	39,39565						
	3230		3173,404						

Average (X) $= \frac{\sum X}{N} = \frac{3230,0}{47} = 68,7234043$

Standard deviation $S^2 = \frac{\sum (X_i - \overline{X})^2}{n-1}$

$\frac{\sum (X_i - \overline{X})^2}{n-1}$

$= \frac{3173,40}{(47-1)}$

$\frac{70,5201}{}$

$S = 8,39762 = 68,7234$

Frequency of observation

Class			Bk	Z_i	$P(Z_i)$	L	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
			54,5	-1,69	-0,4548				
55	-	60				0,1186	5,6	11	5,2854
			60,5	-0,98	-0,3363				
61	-	66				0,2319	10,9	10	0,0740
			66,5	-0,26	-0,1044				
67	-	72				0,2779	13,1	11	0,3260
			72,5	0,45	0,1735				
73	-	78				0,2043	9,6	8	0,2671
			78,5	1,16	0,3778				
79	-	84				0,0920	4,3	4	0,0245
			84,5	1,88	0,4699				
85	-	90				0,0254	1,2	3	2,7357
			90,5	2,59	0,4952				
							χ^2	=	8,71

with a = 5%, and dk =6- 1 = 5 obtained χ^2 tabel = 11,07

because χ^2 count < χ^2 table, so the data distributes normally

Appendix 22

UJI KESAMAAN DUA VARIANS (HOMOGENITAS) DATA POST -TEST
ANTARA KELAS EKSPERIMEN DENGAN KONTROL

Hipotesis

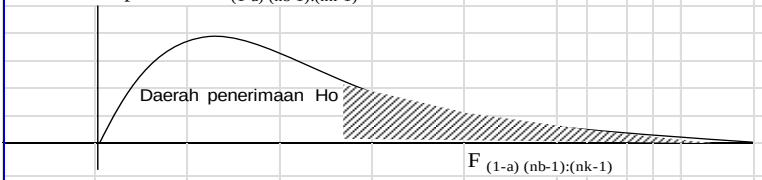
$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

Uji Hipotesis

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

Ho diterima apabila $F \leq F_{(1-a)\ (nb-1):(nk-1)}$



Dari data diperoleh

variation source	eksperimen	kontrol
sum	3420	3230
N	46	47
Average (X)	74,348	68,723
Varians (s^2)	38,454	70,520
Standard deviation (s)	6,201	8,306

Berdasarkan rumus di atas diperoleh:

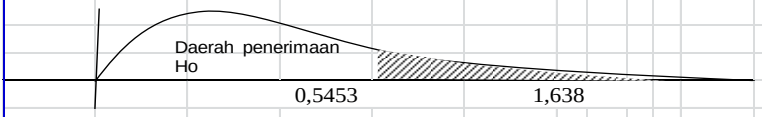
$$F = \frac{38,4541}{70,5201} = 0,545$$

with a = 5% :

dk pembilang = nb - 1 = 47 - 1 = 46

dk penyebut = nk -1 = 46 - 1 = 45

$F_{(0.05)(46:45)} = 1,638$



Karena F berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa kedua kelompok mempunyai varians yang sama atau homogen

Appendix 23

UJI T-TEST HASIL BELAJAR POST-TEST ANTARA KELOMPOK EKSPERIMEN DAN KONTROL

Hipotesis

Ho : $\mu_1 = \mu_2$

Ha : $\mu_1 \neq \mu_2$

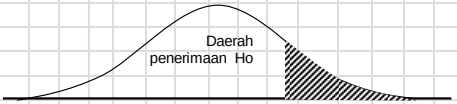
Uji Hipotesis

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

dimana:

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

Ha diterima apabila t count > $t_{(1-a)(n1+n2-2)}$



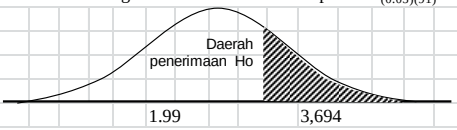
Dari data diperoleh:

Sumber variasi	Eksperimen	Kontrol
Sum	3420	3230
N	46	47
Average	74,348	68,723
Varians (s^2)	38,454	68,987
Standard deviation (s)	6,201	8,306

$$s = \sqrt{\frac{(46 - 1)\,38{,}4541 + (47 - 1)\,68{,}9870}{46 + 47 - 2}} = 7{,}3409$$

$$t = \frac{74{,}35 - 68{,}72}{7{,}3409\sqrt{\frac{1}{46} + \frac{1}{47}}} = 3{,}694$$

Pada a = 5% dengan dk = 46 + 47- 2 = 91 diperoleh $t_{(0.05)(91)}$ = 1,99



Karena t berada pada daerah penerimaan Ha, maka dapat disimpulkan bahwa kelompok eksperimen ada perbedaan dengan kelompok kontrol.

ANSWER SHEET
PRE -TEST

Name	: Endang Sucilowati
Class	: 8C

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

70

No	A	B	C	D
1	X			
2				
3	X			
4				X
5		X		
6				X
7	X			
8				
9		X		
10				
11		X		
12	X			
13		X		
14				
15			X	
16				
17		X		
18	X			
19				
20	X			

ANSWER SHEET
PRE-TEST

Name : Ahmad Zamroni

Class : VIII A

13

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

65

No	A	B	C	D
1	X			
2		X		
3			X	
4				X
5	X			
6				X
7		X		
8		X		
9				X
10	X			
11		X		
12		X		
13			X	
14	X			
15			X	
16	X			
17		X		
18	X			
19			X	
20	X			

ANSWER SHEET
PRE-TEST

Name : Sabit Khaesusik A.

Class : VIII A

12

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

60

No	A	B	C	D
1	X			
2		X		
3			X	
4				X
5	X			
6				X
7		X		
8		X		
9				X
10			X	
11		X		
12	X			
13				X
14	X			
15			X	
16	X			
17		X		
18		X		
19			X	
20	X			

ANSWER SHEET
PRE -TEST

Name : Ferlina Intan Fauziah

Class : VIII C

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

50

No	A	B	C	D
1				
2		X		
3				
4				X
5		X		
6				
7				
8		X		
9		X		
10				
11				
12				
13		X		
14				
15			X	
16				
17		X		
18	X			
19				
20	X			

ANSWER SHEET
POST-TEST

Name	: Ammar Mustaqim
Class	: VIII C

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

70

No	A	B	C	D
1	X			
2			X	
3	X			
4	X			
5		X		
6	X			
7			X	
8			X	
9				X
10	X			
11		X		
12	X			
13				X
14	X			
15		X		
16	X			
17		X		
18				X
19		X		
20			X	

ANSWER SHEET
POST-TEST

Name : Suci Irmawati
Class : VIII C

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

75

No	A	B	C	D
1				
2			X	
3	X			
4	X			
5				
6	X			
7				
8			X	
9		X		
10				
11		X		
12	X			
13				X
14		X		
15		X		
16	X			
17		X		
18				X
19	X			
20				

ANSWER SHEET
POST-TEST

Name : Bintang Ilham. P

Class : VIII @

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

No	A	B	C	D
1	X			
2			X	
3	X			
4	X			
5	X			
6	X			
7			X	
8			X	
9		X		
10	X			
11		X		
12	X			
13			X	
14	X			
15	X			
16	X			
17		X		
18				X
19	X			
20			X	

15

ANSWER SHEET
POST-TEST

Name : Muhammad Muzayyin

Class : VIII @

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

17

85

No	A	B	C	D
1	X			
2			X	
3	X			
4	X			
5	X			
6	X			
7			X	
8			X	
9		X		
10	X			
11		X		
12	X			
13			X	
14			X	
15		X		
16	X			
17		X		
18				X
19	X			
20		X		

DOCUMENTATION

Pre test in experimental class

Treatment in experimental class

Treatment in experimental class

Post test in experimental class

Pre test in control class

Post test in control class

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAN DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : In.06.03/J.1/PP.00.9/6280/2015 Semarang, 30 Desember 2015
Lamp : -
Hal : **Penunjukan Pembimbing Skripsi**

Kepada Yth:
1. Dra. Hj. Siti Maryam, M.Pd
2. Sofa Muthohar, M.Ag

Assalamualaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Alina Yanti
NIM : 113411049
Judul : **THE EFFECTIVENESS OF SECRET WORD GAME TO IMPROVE STUDENT'S READING ABILITY (An Experimental Research at the Eighth Grade of MTs Al Hikmah Pasir Mijen Demak in the academic Year of 2015/ 2016)**

Dan menunjuk saudara:
1. Dra. Hj. Siti Maryam, M.Pd sebagai pembimbing I
2. Sofa Muthohar, M.Ag sebagai pembimbing II

Demikian penunjukan pembimbing skripsi ini disampaikan, dan atas kerjasamanya, kami ucapkan terima kasih.
Wassalamu'alaikum Wr. Wb.

Dekan,
Ketua Jurusan PBI

Drs. H. Ibrohim, M.Ag
NIP. 19650329 199403 1 002

Tembusan disampaikan kepada Yth :
1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Mahasiswa yang bersangkutan
3. Arsip

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.06.03/D.I/TL.00/5222/2015 Semarang, 13 November 2015
Lamp : -
Hal : Mohon Izin Riset
a.n. : Alina Yanti
NIM : 113411049

Yth.
Kepala Sekolah MTs Al Hikmah
di Demak

Assalamu'alaikum Wr. Wb.
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Alina Yanti
NIM : 113411049
Alamat : Desa Pasir Rt 01 Rw 01 Kec. Mijen Kab. Demak
Judul skripsi : **The Effectiveness of Secret Word Game to Improve Students' Reading Ability (The Experimental Research at the Eighth Grade of MTs Al Hikmah Pasir Mijen Demak in the Academic Year of 2015/2016)**
Pembimbing : 1. Dra. Hj. Siti Maryam, M.Pd
2. Sofa Muthohar, M.Ag

Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinkan melaksanakan riset selama 30 hari, mulai tanggal 13 November 2015 sampai dengan tanggal 13 Desember 2015.
Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.
Wassalamu'alaikum Wr.Wb

a.n. 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

YAYASAN ISLAM AL HIKMAH PASIR
(YAISMAH)
AKTE NOTARIS NO. 08 TAHUN 2015
MADRASAH TSANAWIYAH AL – HIKMAH
TERAKREDITASI A
NSM. 121233210072 Alamat : Jl. Nakula 30 Rt 06 Rw 03 Pasir Mijen Demak 59583 Telp.(0291)3323279

SURAT KETERANGAN MELAKSANAKAN PENELITIAN

Nomor : MTs/ALH/HM.03/076/2015

Yang bertanda tangan di bawah ini Kepala MTs Al Hikmah Pasir Mijen Demak menerangkan dengan sesungguhnya bahwa;

Nama	: Alina Yanti
Tempat Tanggal Lahir	: Demak, 21 Januari 1993
NIM	: 113411049
Perguruan Tinggi	: UIN Walisongo Semarang
Program Studi	: Pendidikan bahasa Inggris

Benar-benar telah mengadakan penelitian di MTs Al Hikmah Pasir Mijen Demak. Pada Tanggal 21- 30 November2015 dengan judul **"The Effectiveness The Secret Word Game To Improve Students' Reading Ability(An Experimental Research at the Eighth Grade of MTs Al Hikmah Pasir Mijen Demak in the Academic Year of 2015/2016) ".**

Demikian Surat Keterangan ini Kami buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Demak, 1 Desember 2015

Kepala Sekolah,

Karyono, S.Ag

NIP. ---

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 : **Alina Yanti**
NIM : **113411049**
JURUSAN : **Pendidikan Bahasa Inggris**
JUDUL : **THE EFFECTIVENESS OF SECRET WORD GAME TO IMPROVE STUDENTS' READING ABILITY**
(An Experimental Research at the Eighth Grade of MTs Al Hikmah Pasir Mijen Demak in the Academic Year of 2015/2016)

HIPOTESIS :

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 hasil belajar siswa kelas eksperimen ≤ kontrol.
- Ha : 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 akhir	eksp	46	74.3478	6.20114	.91431
	kontr	47	68.7234	8.30584	1.21153

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 akhir	Equal variances assumed	3.619	.060	3.694	91	.000	5.62442	1.52251	2.60014	8.64871
	Equal variances not assumed			3.706	85.100	.000	5.62442	1.51782	2.60665	8.64220

1. Pada kolom *Levenes Test for Equality of Variances*, diperoleh nilai sig. = 0,060. Karena sig. = 0,060 ≥ 0,05, maka Ho DITERIMA, artinya kedua varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.
2. Karena 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 pertama (*Equal variances assumed*), yaitu t_hitung = 3,694.
3. Nilai t_tabel (91,05) = 1,99 (*two tails*). Berarti nilai t_hitung = 3,694 > t_tabel = 1,99, hal ini berarti Ho DITOLAK, artinya : Rata-rata hasil belajar siswa kelas eksperimen lebih baik dari rata-rata hasil belajar siswa kelas kontrol.

Semarang, 30 Maret 2016
Ketua Jurusan Pend. Matematika,

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

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

SURAT KETERANGAN
Nomor: In.06.3/PP.009/4508/2015

Assalamu'alaikum, Wr. Wb.

Dekan Fakultas Ilmu Tarbiyah dan Keguruan IAIN Walisongo menerangkan dengan sesungguhnya, bahwa:

Nama	: ALINA YANTI
Tempat dan tanggal lahir	: Demak, 21 Januari 1993
NIM	: 113411049
Program/ Semester/ Tahun	: S1/ VIII/ 2015
Jurusan	: Tadris Bahasa Inggris
Alamat	: Ds. Pasir, RT. O1 RW. 01 Kec. Mijen, Kab.Demak

Adalah benar-benar telah melakukan kegiatan Ko-Kurikuler dan nilai dari kegiatan masing-masing aspek sebagaimana terlampir.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya, kepada pihak-pihak yang berkepentingan diharap maklum.

Wassalamu'alaikum Wr. Wb

Semarang, 27 Februari 2015
A.n. Dekan,
Wakil Dekan Bidang Kemahasiswaan dan Kerjasama

Dr. H. Fatah Syukur, M.Ag
NIP: 19681212 199403 1 003

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

TRANSKRIP KO-KURIKULER

NAMA : ALINA YANTI

NIM : 113411049

No	Nama Kegiatan	Jumlah kegiatan	Nilai Kum.	Presentase (%)
1	Aspek Keagamaan dan Kebangsaan	9	15	11,7 %
2	Aspek Penalaran dan Idealisme	16	50	39,2 %
3	Aspek Kepimpinan dan Loyalitas terhadap Almamater	7	19	14,8 %
4	Aspek Pemenuhan Bakat dan Minat Mahasiswa	6	25	19,5 %
5	Aspek Pengabdian Kepada Masyarakat	5	19	14, 8 %
	Jumlah	**43**	**128**	**100 %**

Predikat : (Istimewa/Baik Sekali/Baik/Cukup)

Semarang, 27 Februari 2015
A.n. Dekan,
Wakil Dekan Bidang Kemahasiswaan dan Kerjasama

Dr. H. Fatah Syukur, M.Ag
NIP: 19681212 199403 1 003

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

WALISONGO

Certificate

Nomor : In.06.0/P6/PP.00.9/0668/2015

Certificate Number : 12015219

This is to certify that

ALINA YANTI
Student Register Number: 20150142219

the TOEFL Preparation Test

conducted by

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

On July 1st, 2015

and achieved the following result:

Listening Comprehension	*Structure and Written Expression*	*Vocabulary and Reading*	*Score*
45	47	48	467

Give in Semarang,
July 10th, 2015

Director,

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

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
LEMBAGA PENELITIAN DAN PENGABDIAN
KEPADA MASYARAKAT (LP2M)
Jl. Walisongo No. 3-5 Semarang 50185 telp/fax. (024) 7615923 email: lppm.walisongo@yahoo.com

PIAGAM

Nomor : In.06.0/L.1/PP.06/1113/2015

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa:

Nama : **ALINA YANTI**

NIM : **113411049**

Fakultas : **ILMU TARBIYAH DAN KEGURUAN**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-65 Tahun 2015 di Kabupaten Blora, dengan nilai :

..... **84** ..... (..... **4,0 / A** .....)

Semarang, 7 Desember 2015
Ketua,

Dr. H. Sholihan, M. Ag
NIP. 19600604 199403 1 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI
WALISONGO

Jl. Walisongo No. 3 - 5 Telp. (024) 7624334, 7604554 Fax. 7601293Semarang 50185

SERTIFIKAT

Nomor : In.06.0/R.3/PP.03.1/3177A/2011

Diberikan kepada :

Nama : Alina Tanti
NIM : 113411049
Fak./Jur./Prodi : Tarbiyah / Tadris / Bhs Inggris

telah mengikuti Orientasi Pengenalan Akademik (OPAK) Tahun Akademik 2011/2012 dengan tema
" **MENEGUHKAN KOMITMEN MAHASISWA DALAM MENGEMBAN AMANAT RAKYAT** "
yang diselenggarakan oleh
IAIN Walisongo Semarang pada tanggal 08 - 12 Agustus 2011 sebagai, "PESERTA" dan dinyatakan :

LULUS

Demikian sertifikat ini dibuat, untuk dapat digunakan sebagaimana mestinya.

Semarang, 12 Agustus 2011

An. Rektor
Pembantu Rektor III

Prof. Dr. H. Moh. Erfan Soebahar, MA
NIP. 19560624 198703 1002

Ketua Panitia

PANITIA OPAK MAHASISWA BARU
INSTITUT AGAMA ISLAM NEGERI
(IAIN) WALISONGO
SEMARANG

H. Fasya'i, Muhammad, M.Ag
NIP. 19720315 199703 1002

CURRICULUM VITAE

Name	: AlinaYanti
Student's Number	: 113411049
Department	: English Language Education
Place and Date of Birth	: Demak, January 21st 1993
Address	: RT 01 / RW 01 Pasir Mijen Demak
Phone	: 085641693159
Education	:

1. SD Negeri Pasir 1 Mijen Demak
2. MTs Al Hikmah Pasir Mijen Demak
3. MA Salafiyah Kajen Margoyoso Pati
4. UIN Walisongo Semarang

Semarang, June 20th 2016
The Writer

AlinaYanti
113411049