

**THE EFFECTIVENESS OF OUR LIVE GAME
IN THE TEACHING WRITING OF RECOUNT TEXT
(An Experimental Research at Eighth Grade
Students of MTs NU 01 Cepiring Kendal
in the Academic Year of 2015/2016)**

THESIS

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



By:
YAQUTUN NAFISAH
Student Number: 113411078

**EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2016**

A THESIS STATEMENT

I am, the student with the following identity:

Name : Yaqutun Nafisah
Student Number : 113411078
Department : English Language Education

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

Semarang, May 27th 2016

The Researcher,



Yaqutun Nafisah
SN. 113411078



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

RATIFICATION

Thesis with following identity:

Title : **THE EFFECTIVENESS OF OUR LIVE GAME IN THE TEACHING WRITING OF RECOUNT TEXT (An Experimental Research at Eighth Grade Students of MTs NU 01 Cepiring Kendal in the Academic Year of 2015/2016)**

Name of Student : Yaqutun Nafisah
Student Number : 113411078
Departement : English Language Education

had been tested in Munaqasyah session by the team of thesis examiner of Tarbiyah and Teacher Training Faculty Walisongo State Islamic University and has been accepted as a partial requirement for the degree of Bachelor of Education in English Education Department.

Semarang, June 3rd 2016

THE TEAM OF EXAMINER

Chair Person,

Secretary,

Dra. Nuna Mustikawati Dewi

Nadiyah Ma'mun, M.Pd

NIP. 19650614 199203 2 001

NIP. 19781103 20071 2 016

Examiner 1,

Examiner 2,

Dra. Hj. Siti Mariam, M.Pd

Sayyidatul Fadlilah, M.Pd

NIP. 19650727 199203 2 002

NIP. 19810908 200710 2 001

Advisor

Sayyidatul Fadlilah, M.Pd.

NIP. 19810908 200710 2 001

ADVISOR NOTE

Semarang, May 27th 2016

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

Assalamu'alaikum wr. wb.

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

Title : **THE EFFECTIVENESS OF OUR LIVE GAME IN THE TEACHING WRITING OF RECOUNT TEXT**
(An Experimental Research at Eighth Grade Students of MTs NU 01 Cepiring Kendal in the Academic Year of 2015/2016)

Name of Student : Yaqutun Nafisah
Student Number : 113411078
Departement : English Language Education

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

Wassalamu'alaikum wr. wb.

Advisor,



Sayyidatul Fadlilah, M.Pd.
NIP. 19810908 200710 2 001

ABSTRACT

Title : The Effectiveness of Our Live Game in the Teaching Writing of Recount Text
(An Experimental Research at Eighth Grade Students of MTs NU 01 Cepiring Kendal in the Academic Year of 2015/2016)

Writer : Yaqutun Nafisah

SN : 113411078

Keywords : Teaching writing, recount text, and our live game.

This research discussed the effectiveness of Our Live Game in the teaching writing of recount text of eighth grade students of MTs NU 01 Cepiring Kendal in the academic year of 2015/2016. The background of the research was based on the phenomenon students' difficulties in writing paragraph coherently. The objective of the research was to find out the effectiveness of our live game in the teaching writing of recount text at the eighth grade students of MTs NU 01 Cepiring in the academic year of 2015/2016.

In this research, researcher used true experimental design; pre-test – post-test control group. Population of the research was eighth grade students of MTs NU 01 Cepiring Kendal in the academic year of 2015/2016. This was an experimental research. It was conducted into two group; experimental group (VIII A) and control group (VIII D) which was chosen by cluster random sampling technique. Experimental group was taught recount text by using Our Live Game while control group was taught without Our Live Game. Instrument of the research were written test and documentation. There were pre-test and post test to collect data. From the result of analysis of normality test and homogeneity test, it was known that both groups were normal distribution and have same variant. Another formula that was used to analyze the data was t-test. It was used to determine whether there was a difference between average score of experimental group and control group or not. Based on the data obtained, it showed that pre-test average score of experimental group was 67.8 and control group was 66.7. Meanwhile, the post test average of experimental

group was 72.3 and control group was 66.3. Furthermore, it was obtained that t_{count} was 3.175 and t_{table} 1.995 for $\alpha = 5\%$. Because t_{table} was lower than t_{count} ($1.995 < 3.175$) so H_0 was rejected and H_a was accepted that there was a difference of the post test average score between experimental group and control group.

Based on the result of analysis, the writer can conclude that Our Live Game is effective in the teaching writing of recount text at the eleventh grade students of MTs NU 01 Cepiring in the academic year of 2015/2016.

MOTTO

...يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ... ﴿١١﴾

¹ (المجدة: ١١)

“...Allah will rise up, to [suitable] ranks [and degrees], those of you who believe and who have been granted [mystic] Knowledge.....”²

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

³ (الشرح: ٥ - ٦)

“So, verily, with every difficulty, there is relief. Verily, with every difficulty there is relief.”⁴

¹ Kementrian Agama RI, *Syaamil Al-Qur'an Miracle the Reference*, (Bandung: PT. Sygma Examedia Arkanleema, 2010), p. 543.

² Abdullah Yusuf Ali, *the Holy Quran (Koran)*, (Riyadh: King Fahd Holy Quran Printing Complex, 1987), p. 281.

³ Kementrian Agama RI, *Syaamil Al-Qur'an Miracle the Reference*, p. 596.

⁴ Abdullah Yusuf Ali, *the Holy Quran (Koran)*, p. 320.

DEDICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise be to Allah, The Cherisher and Sustainer of the Worlds,⁵ this final project is dedicated to my beloved parents (Bapak Masruri and Ibu Fachiroh), my beloved teachers, my beloved sister and brother, someone who always support me (Arif Kusnandar), also my friends and everyone who always pray and support me in finishing my study. Thank you for the valuable efforts and affection which always flow every time in my life.

⁵ Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (Maryland: Amana Publications, 2004), P. 14.

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First and foremost, I would like to express gratitude to Allah swt, the Almighty God for the blessing, kindness, and inspiration in lending me to accomplish the final project. I couldn't stay patient and in control in writing this final project from the first page to the last page.

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I realize that I cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention of all them. I wish, however, to give my sincere gratitude and appreciation to all people until this thesis can be completely finished. *The Effectiveness of Our Live Game in the Teaching Writing of Recount Text (An Experimental Research at Eighth Grade Students of MTs NU 01 Cepiring Kendal in the Academic Year of 2015/2016)* is a thesis for readers who want to know the effectiveness of Our Live Game in the teaching writing of recount text. Therefore, I would like to extend my appreciation to all of them, especially to:

1. The dean of Education and Teacher Training Faculty, Dr. H. Raharjo, M.Ed., St.

2. The Head of English Education Department, Dr. H. Ikhrom, M.Ag. and Secretary of English Education Department, Sayyidatul Fadlilah, M.Pd.
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Finally, I realize that this thesis is still far from being perfect; therefore, I will happily accept constructive criticism in order to make it better. I hopes that this thesis would be beneficial to everyone. Amien.

Semarang, May 27th 2016

The Researcher,



Yaqutun Nafisah

SN. 113411078

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CHAPTER I

INTRODUCTION

A. Background of the Research

There are four basic skills that must be mastered in English, they are reading, writing, speaking, and listening skill, but the crucial is speaking because speaking is main communication to express human being's feeling directly. Speaking is a main skill to make a communication directly with other people. Besides, writing is the second important in English after speaking. Both of them have a relationship. Speaking refers to language interactions where language most closely accompanies action, whereas the writing refers to language as a reflection.¹ Because in this research will discuss the second important in English, so the writer intends to clarify about writing.

Writing is complex process, because there is grammar rule that have to master for starting write. According to Jeremy, human activity of writing is a fairly recent development in the evolution men and women. Besides, writing has a meaning from

¹Jenny Hammond, et.all., *English For Social Purposes*, (Australia: National Centre for English Language, 1992), p.5.

different region. Some of the earliest writing found at a place Harrapa in 1999. It is the first recognized written language.²

In the business field, writing will be important. By writing, business can easy to go on. The businessmen have to master writing. When they want to make a communication with other business, they can write a letter for their business in global area. They can make their business better than they do not know how to write the business letter. Also when they make a conversation with business partner in long distances, it needs a letter for communicating in literature form. Automatically, writing is needed in this case.

Writing is one of the historical things in human being's life, they can make a long term of communication by writing, all about their life in book or encyclopedia. Caroll said that the most important in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. He states that writing allow us to share our communication not only contemporaries, but also future generations.³ Human need to learn it, especially for their international education. When they got an international

²Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p. 1.

³Robert Todd Caroll, *Students Success Guide Writing Skill*, (United State: International Copyright Law, 1990), p.1.

education, of course they have to master English, especially their skill writing. They can make a passage in English for saving in a long time. As Allah stated in An-Nisa' verse 153 that al-Qur'an that have been written is as a proof of power God for Jew who do not believe, here the verse:

يَسْأَلُكَ أَهْلُ الْكِتَابِ أَنْ تُنزِلَ عَلَيْهِمْ كِتَابًا مِّنَ السَّمَاءِ ۚ فَقَدْ سَأَلُوا
 مُوسَىٰ أَكْبَرَ مِنْ ذَلِكَ فَقَالُوا أَرِنَا اللَّهَ جَهْرَةً فَأَخَذَتْهُمُ الصَّعِقَةُ
 بِظُلْمِهِمْ ۚ ثُمَّ اتَّخَذُوا الْعِجْلَ مِن بَعْدِ مَا جَاءَتْهُمُ الْآيَاتُ فَعَفَوْنَا عَن
 ذَلِكَ ۗ وَآتَيْنَا مُوسَىٰ سُلْطٰنًا مُّبِينًا ﴿١٥٣﴾

“The people of the Book ask you to bring down for them a book from heaven. Of Musa they demanded a harder thing than that. They said to him: ‘Show us Allah distinctly.’ And for their wickedness, a thunderbolt smote them. They worshipped the calf after We had revealed to them Our signs; yet We forgave them that, and bestowed on Musa clear authority.”⁴

This verse shows that Jew asked to fall the Al-Quran to see Allah. They said “look Allah to us truely, so that our eyes can see and witness”. Based on the verse above, it can be stated that Allah gave Al-Quran as an evidence to people who did not believe in power of God by asking to write it in a book (Al-

⁴Mahmud Y. Yazid, *The Quran: An English Translation of The Meaning of The Quran*, (Beirut: Dar al Chouro, 1980), p. 70.

Quran). The function of those are in order Al-Quran can be a proof of God power in long time for human future. Allah explains many incidents about Jew that indicates how to born and foolish they are in understanding religion.⁵ By writing Al-Quran, it can be saved and read for human future, so that they can take a lesson from many foolish Jew incidents.

In English, writing is hard skill to master. It is caused by grammatically in English. Almost human who is studying writing, they can read, even speak English, but when they are asked to write, they cannot. They get difficulty to master grammar or the form of tenses. Because of the writing is important, but difficult to be learnt, some efforts have been done to solve the problem. The main objective is to make writing become easier to be learnt, so that teacher has an interesting teaching method. Improving writing in Junior High School is not easy. It happened in MTs NU 01 Cepiring.

Based on the English teacher who teach there, students got difficulty when they were asked to write. Students assumed that to write is afraid, they have to face, because they have to master all about grammar and make them confused. They could not arrange recount text well. Students got difficulty to understand it. Even, they got confused about the generic structure

⁵Ahmad Musthofa Al-Maraghi, *Tafsir Al-Maraghi*, (Semarang: PT. Karya Toha, 1993), p. 15-16.

of recount text. It can be effected from teachers and students themselves. From teacher, it can be seen in teaching method. Almost all of teachers use *one way method* in their teaching English. It can be seen from the observation of pre reserch that was done by researcher, the researcher saw teaching learning process just used *one method*. Then the result of the pre-test, there were no students who got required mark that had been determined in KKM based on the school. There is another evidence to support this case, Mrs. Nana as an English teacher said in conversation at January 11th 2016 that when she was tired, she just give an exercise, then student asked to do it by themselves. From students, it can be seen from the consequence of teacher's monotonous method, so that students have no any motivation to learn it. They sometimes feel bored of teacher's method. It can be seen from asking question that was done between researcher and students during teaching learning process. They state that they was confused when they were asked to start to write, they said that they did not understand about the grammar because the teacher English rarely used new method in teaching learning.

From explanation above, a technique to overcome these problems is offered. To overcome these problems, teachers should use varieties of media in teaching writing. A game can be used as technique in order to make the class become more

interesting and also attract students' attention, because people love game either child up to adult. Our Live is a game that can be applied in teaching writing, especially recount text. In this game, students are demanded to memorize their activity in the past, make it in written form, and share it with others. By using the game students will be directly involved in the learning process. Interaction and group participation engage students and make information more memorable and relevant.⁶ They are also asked to think consciously about what is correct and what is incorrect. Thus students are expected to be more interested in following the learning process so that they will get better achievements.

Therefore, researcher conducted an experimental research entitled "the Effectiveness of Our Live Game in the Teaching Writing of Recount Text (An Experimental Research at Eighth Grade Students of MTs NU 01 Cepiring in the Academic Year of 2015/2016)".

B. Question of the Research

This research was aimed to answer the following question:
How effective is the use of Our Live Game in the teaching writing of recount text at the eighth grade students of MTs NU 01 Cepiring in the academic year of 2015/2016?

⁶Suzanne W. Woodward, *Fun with Grammar*, (New Jersey: Prentice Hall Regents, 1997), p. vi.

C. Objective and Benefits of the Research

Objective of the research was to find out the effectiveness of our live game in the teaching writing of recount text at the eighth grade students of MTs NU 01 Cepiring in the academic year of 2015/2016.

The result of the research would be useful for:

1. English teacher

To give teacher inspiration and information about an alternative technique in teaching learning process. Teachers can develop their technique in teaching writing of recount text.

2. Students

To increase students' motivation and interest in learning recount text which can improve their writing skill, so that they will get better achievements.

3. School

To provide a contribution for increasing the quality of teaching learning process through variety of technique, especially in teaching writing of recount text by Our Live game.

D. Limitation of the Study

Research should be limited in its scope, so that the problem being examined is not too wide and the research is effective. The limitations of this study are :

1. The research subject of this research is the students of eighth grade Of MTs NU 01 Cepiring Kendal in the academic year of 2015/2016?
2. Because of many kinds of learning techniques, Our Live Game chosen as the employed technique and text that is used in this research focuses on recount text.
3. The instrument of the study which is the instructional program and the achievement test will be developed by the researcher herself.

CHAPTER II

THEORITICAL FRAMEWORK

A. Literature Review

1. Writing

a. Definition of Writing

Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.¹ However, for many people writing is a difficult skill. Unlike speaking that is a familiar everyday activity, writing is something people do only rarely. Another difficulty of writing is how to organize and sequence our ideas. Writing involves more than putting sentences together in language that is grammatically correct and appropriate. The ideas in those sentences need to be organized in a logical way so that they make a coherent text which is easy for the reader to follow.²

¹ Caroline T Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2005), p. 98.

²Jill Hadfield and Charles Hadfield, *Introduction to Teaching English*, (New York: Oxford University Press, 2008), p. 117.

In writing, people frequently have more time to think than they do in oral activities. They can go through what they have known in their minds, and even consult dictionaries, grammar books, or other reference material to help them.³ Alice Ochima stated:

Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Writing is never a one-step action; it is a process that has several steps.⁴

b. Stages of Writing

Writing is a process, and most of it happens when someone is not writing. To make a good writing, writer can not do it spontaneous. Good writing is aware of itself — but not self-conscious. It does not happen accidentally. It results from the care the author takes with word choice, sentence structure and organization.⁵ According to Williams there are eight

³Jeremy Harmer, *How to Teach Writing*, (Essex: Longman Pearson Education Limited, 2004), p.31.

⁴Alice Ochima, *Introduction to Academic Writing*, (New York: Addison Wesley Longman, 1997), p. 2.

⁵Mark Tredinnick, *Writing Well: the Essential Guide*, (New York: Cambridge University Press, 2008), p. 8.

stages of writing. However, not every writing task passes through every stage.⁶

1) Prewriting

Prewriting is generating ideas, strategies, and information for given writing task. Prewriting takes place before starting on the first draft of a paper.

2) Planning

Planning involves considering rhetorical stance, rhetorical purpose, the principal aim of the text, how these factors are interrelated, and how they are connected to the information generated during prewriting. Planning also involves selecting support for claim and blocking out at least a rough organizational structure.

3) Drafting

Producing words on a computer or on paper that match (more or less) the initial plan for the work. Successful writers seldom try to produce an entire text in one sitting or even in one day.

4) Pausing

Moments when writers are not writing but instead are reflecting on what they have produced and

⁶James D. Williams, *Preparing to Teach Writing: Research, Theory, and Practice*, (New Jersey: Lawrence Erlbaum Associate, 2003), p. 106.

how well it matches their plan. Usually includes reading. Successful writers consider “global” factors: how well the text matches the plan, how well it is meeting audience needs, and overall organization.

5) Reading

Reading is moments during pausing when writers read what they have written and compare it to their plan. Reading and writing are interrelated activities. Good readers are good writers and vice versa.

6) Revising

Revising occurs after writers have finished their first draft. It involves making changes that enhance the match between plan and text. Factors to consider usually are the same as those writers considered during planning: rhetorical stance, rhetorical purpose, and so on.

7) Editing

Editing occurs after revising. The goal is to give writers’ paper a professional appearance. Focusing on sentence-level concerns, such as punctuation, sentence length, spelling, agreement of subjects and predicates, and style.

8) Publishing

Sharing writers' finished text with its intended audience. Publishing is not limited to get a text printed in a journal. It includes turning a paper in to a teacher, a boss, or an agency.

c. Characteristics of Good Writing

The writing process is learned by and large in an environment social criticism, social thinking, creative use of language, and repeated failure. To write well, the writer has to know characteristics of good writing. There are some characteristics of good writing, they are:⁷

1) Coherence

A paragraph has to coherence when the supporting sentences are ordered according to principle. The sentences are put in order so that the reader can understand the ideas easily. The principles for ordering depend on the type of paragraph you are writing.

2) Cohesion

Another characteristic of good writing is cohesion. When a paragraph has cohesion, all the

⁷Chintya A boardman, *Writing to Communicate Paragraph and Essay*,^{3rd} (Essex: Pearson Longman, 2008), p. 18.

supporting the sentences connect to each other in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. For important cohesive devices are connectors, definite articles, personal pronoun and demonstrative pronoun.

3) Unity

The final characteristics of good writing is unity. All the supporting sentences should relate to the topic sentences. A sentence has belonged in a paragraph and each paragraph has to correlate with other sentences.

d. Teaching Writing

Teaching can be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.⁸Teaching is not only transferring knowledge from teacher to students, but also helping and guiding students in learning something.

Writing (as one of the four skills of English) has always formed part of the syllabus in the teaching of

⁸H. Douglas Brown, *Principle of Language Learning and Teaching 5th Ed.*, (New York: Pearson Education, 2007), p. 8.

English. Writing has always been used as a means of reinforcing language that has been taught.⁹

Stephen Bailey stated that there are four parts to develop writing to students. First, it can guide the students to understand essay title through reading and note-making. It can be mentioned as a writing process. Second, it needs type of assignment, making definition and giving references. It is organized alphabetically. It can be mentioned as elements of writing. Third, the teacher gives remedial to students. It is accuracy in writing. The last, the teacher must give examples the type of writing to students including letters and survey reports.¹⁰

Based on Harmer, there are five tasks of teacher in teaching writing:

1) Demonstrating

Teachers have to be able to draw about writing convention and genre constraints in specific types of writing to students' attention.

⁹Jeremy Harmer, *How to Teach Writing...*, p.31.

¹⁰Stephen Bailey, *Academic Writing: A Practical Guide for Students*, (London and New York:Nelson Thornes,2003), p.6.

2) Motivating and Provoking

Teachers can help provoking the students into having ideas, enthusing them with the value of the task, and persuading them what fun it can be. The teachers go to class with prepare some suggestions about the topic, so the students can immediately get help to have an idea.

3) Supporting

Teachers need to be extremely supportive when students are writing in the class, always available and prepared to help them overcome difficulties.

4) Responding

When responding, teachers react to the content and construction of a piece supportively and often give suggestion for its improvement. Instead, teachers will be telling the students how well it is going so far. Teachers may also make comments about their use of language and suggest ways of improving it.

5) Evaluating

Teachers need evaluate students' work. When the teachers evaluate students' writing for academic purposes, the teachers can indicate where they wrote

well and where they made mistakes, know the students achievement, and may award grades. When teachers hand back marked scripts, students can look at the errors and try to put them right.¹¹

2. Genre

a. Definition of Genre

The French word *genre*, meaning 'type' or 'kind', when applied to English literature, has been used to denote literary categories (such as types of novel, or short story) involving categorization of texts in terms of a range of structural and stylistic features. Genre has also been applied to categories of non-literary written texts, sometimes for the purpose of characterizing the features of such texts for the teaching of writing.¹²

The term 'genre' is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purposes.¹³ Genres are classified according to their social

¹¹Jeremy Harmer, *How to Teach Writing...*, p.41-42.

¹²Ian Bruce, *Academic Writing and Genre*, (New York: Continuum, 2008), p. 6.

¹³Entika Fani Prastikawati and Siti Musarokah, *Writing 3 handouts and assignments* (Semarang : IKIP PGRI Semarang, 2010), p. 7.

purpose and identified according to the stages they move through to attain their purpose.¹⁴

b. Types of Genre

The types of genres in contemporary society are expanding and changing. This is due, in part, to the proliferation of information technologies.¹⁵ According to Entika, there are two kinds of genres story genre and factual genre.¹⁶ Those kind of genres has differences in social function, generic structure, and language features.

1) Story Genre

a) Narrative

Narrative is a kind of genres that social function to amuse, to entertain, and to deal with actual or various experience in different ways.

b) News Story

News Story is a kind of genres that social function to inform reader of daily newspaper about events of the day which are regarded as newsworthy or important.

¹⁴Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sidney: University of South Wales Press Ltd, 2005), p. 22.

¹⁵Knapp and Watkins, *Genre, Text, Grammar...*, p. 28.

¹⁶Entika and Siti, *Writing 3...*, p. 11.

c) Exemplum

It is a kind of genres that social function to deal with incidents that are in some respects out of the usual, point to some general value in the cultural context.

d) Anecdote

It is a kind of genres that social function to share with others an account of unusual or amusing incident.

e) Recount

Recount is a kind of genres that social function to retell the events for the purpose of informing or entertaining.

f) Spoof

Spoof is a kind of genres that has the social function is to retell an event with a humorous twist.

2) Factual Genre

a) Procedure

It is a kind of genres that social function to describe how something is accomplished through a sequence of actions or steps.

b) Explanation

It is a kind of genres that social function to explain the processes involved in the formation or working of natural or socio-cultural phenomena.

c) Report

Report is a kind of genres that social function to describe the way things are, with reference to arrange or natural, manmade, and social phenomena in our environment.

d) Exposition

It is a kind of genres that social function to persuade reader or listener that something is the case.

e) Discussion

Discussion is a kind of genres that social function to present (at least) two points of view about an issue.

f) Description

Description is a kind of genres that social function to describe a particular person, place, or thing.

g) Review

Review is a kind of genres that social function to critique an art work, event for a public audience.

h) News Item

It is a kind of genres that social function to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important.

i) Commentary

It is a kind of genres that social function to explain the processes involved in the formation (evolution) of a socio-cultural phenomenon, as though a natural phenomenon.

c. Recount Text

Recount text is a kind of genres that has social function to retell event for the purpose of informing or entertaining. A recount is the unfolding of a sequence of events over time. In recount text, presentation of data is essentially chronological. Recount text is related to personal topics with human participants.¹⁷

¹⁷Ian Bruce, *Academic Writing and Genre...*, p. 100.

Language features of recount text are;

- 1) Focusing on the individual participant
- 2) Use of material (action) processes
- 3) Use of past tense
- 4) Focusing on a temporal sequence
- 5) Circumstances of time and place

There are three schematics or generic structure of recount text; orientation, events, and re-orientation.¹⁸

- 1) Orientation; orientation is explained as providing background information and introduces participants in relation to who, what, and where for the subsequent events of a recount.
- 2) Events; the events section explains what actually happens; this is usually organized chronologically.
- 3) Re-orientation; optional-closure of events. It is 'round off' the sequence of events.

3. General Concept of Game

a. Definition of Game

Game is an activity that you do to have fun; children's activity when they play with toys, pretend to be somebody else.¹⁹ According to Richard, game is an

¹⁸Entika and Siti, *Writing 3...*, p. 19.

¹⁹A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 2010), p. 615.

organized activity that usually has the following properties; a particular task or objective, a set of rules, competition between players, communication between players by spoken or written language.²⁰

Fun and humor are essential in classrooms. Interaction and group participation engage students and make information more memorable and relevant.²¹ There are two kinds of game; cooperative game and competitive game. In cooperative game, players or teams work together towards a common game. In cooperative game, there are not winner and loser because they are play together are not divided in some group. In other hand, competitive game is a game in which players or team to be the first to reach the goal.²² This is the defining point of a competitive game: there will be at least one winner and at least one loser in the end. Games

²⁰Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics 4th Ed.*, (United Kingdom: Pearson Education Limited, 2010)p. 239.

²¹Suzanne W. Woodward, *Fun with Grammar*, (New Jersey: Prentice Hall Regents, 1997), p. vi.

²²E-Book: Jill Hadfield, *Advanced Communication Games*, (England: Addison Wesley Longman Ltd, 1996), p. iii.

in which teams of players compete against each other also count as competitive games.²³

b. Advantages of Game

According to Philpot as cited by Siti Tarwiyah, games facilitate language learning because they help language learning to be:

- 1) More meaningful, for example by showing how words relate to each other.
- 2) 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 patterns, personalization, etc.
- 3) More accessible, for example by getting students to make their own language records to suit their individual strategies for reference and access.²⁴

4. Teaching Writing Recount Text by Using Our Live Game

²³<http://www.meoplesmagazine.com/2013/02/12/cooperative-and-competitive-games/>, by Kai, accessed on March 1st at 15.46

²⁴Siti Tarwiyah, *Game and Song Practical Ideas to Teach Language*, (Semarang: English Department of Educational Faculty of State Institute for Islamic Studies Walisongo, 2008), p. 5

Teaching writing of recount text can be done in some ways. Varieties of technique can be used by teacher to attract students' attention. One of them is using game as a technique. Most of people love game either child up to adult. By using the game, students will be more interesting to follow teaching learning process.

Our Live Game is a game that can be applied in teaching writing of recount text. In this game, students will be grouped that consist of three students. Then they are asked to retell their activities on last day in sentences. The students write the activities in past tense which is language feature of recount text. After the game has done, students will be asked to make a structured essay of recount text based on their sentences. The rule of our live game are:

In first class

Give each student ten labels. For homework ask the students to write one sentence one each label about important thing that have happened to them in the past. One each label they should also write the month and year in which the thing happened.

In second class

1. Ask the students to work in threes. They are to read the sentences on the other two people's labels and correct their grammar. The teacher go around and help.
2. Give each threesome a large sheet of paper and a die. Ask the students to stick the 30 labels on the sheet of paper in chronological order.
3. Now student A in each threesome throws the die and moves to the label the number from the chronological beginning that his or her throw indicates. The person whose label it is speaks for one minute about the event described by the sentence on the label.
Next B throws the die and moves to label indicated. Again the owner of the label describes the event, etc.
If a player lands on the label already discussed, he or she moves on to the next undiscussed one.
4. The activity ends when all the players have completed the course. At this point some students insist on going back to one of their undiscussed labels and speaking about it.²⁵

B. Previous Research

²⁵ Mario Rinvolucri, *Grammar Games Cognitive, Affective, and Drama Activities for EFL Students*, (Cambridge University Press, 1984),p.115.

There are some relevant previous researches that is used to support the research, they are:

1. Teaching the Writing of Narrative Texts Through a Team Pair Solo Technique (An Experimental Research at the Eighth Grade of MTs N Model Brebes in the Academic Year of 2014/2015) by M. Jauhar Fuadi (103411023).

The objective of this research was to find out the effectiveness of using team pair solo technique in teaching the narrative texts. The research design was experimental research. There were two classes as sample in this research; experimental class and control class. Researcher used documentation, affective domain assessment, and test to collect data. The result of the research could be concluded that the use of team pair solo technique is very effective in teaching the writing of narrative texts.²⁶

Similarities between research above and this research were object of the reasearch was writing and the research approach was experimental research. Differences between research above and this research were the participant, technique, and material. The research above was using team pair solo technique and focuses on narrative text.

²⁶M. Jauhar Fuadi, "Teaching the Writing of Narrative Texts Through a Team Pair Solo Technique", Thesis (Semarang: English Department of Educational Faculty of State Institute for Islamic Studies Walisongo, 2015), p. vi.

This research was using our live game and focusses on recount text.

2. The Effectiveness of Using Poem as a Medium to Improve Students' Writing Skill of Recount Text (An Experimental Research at the Eighth Grade Students of SMP Alhuda Semarang in the Academic Year of 2013/2014) by Amalia Nurhidayah (093411006).

The objective of the research was to find out the effectiveness of using poem as a medium to improve students' recount text writing. Design of this research was an experimental research. Researcher used two classes of eight grade as subject, one class as the experimental class who were taught writing recount text by using poem and one class as the control class who were taught using lecturing method. For instrument, researcher used written test. From the result, it can be concluded that poem is effective to improve students' writing skill of recount text.²⁷

Similarities between research above and this research were; object of the reasearch was writing, material of the research was recount text, and the research approach was experimental research. Differences between research

²⁷Amalia Nurhidayah, "The Effectiveness of Using Poem as a Medium to Improve Students' Writing Skill of Recount Text", Thesis (Semarang: English Department of Educational Faculty of State Institute for Islamic Studies Walisongo, 2013), p. vi.

above and this research were; participant of the research and the technique.

3. The Use of Personal Letter to Improve Students' Skill in Writing Recount Text (A Classroom Action Research with the Tenth Grade Students of MA. Pondok Pabelan Magelang in the Academic Year of 2014/2015) by Andri Setiawan (113411122).

The objective of this research was to describe the improvement of students' writing skill after being taught by using a personal letter. Research design used was classroom action research. Researcher used writing test and observation sheet as the instruments. The result of the research showed a significant improvement of students' achievement after being taught by using a personal letter.²⁸

Similarities between research above and this research were object and material of the research; writing skill and recount text. Differences between research above and this research were; the participant, technique, and research approach.

C. Hypothesis

²⁸Andri Setiawan, "The Use of Personal Letter to Improve Students' Skill in Writing Recount Text", Thesis (Semarang: English Department of Educational Faculty of State Institute for Islamic Studies Walisongo, 2015), p. vi.

Hypothesis is assumption about something which is made to explain something that often to be cropped to check it.²⁹ According to the problem and literature, this research hypothesis can be formulated as follow:

Ho : Using our live game is not effective inthe teaching writing of recount text at the eighth grade students of MTs NU 01 Cepiring in the academic year of 2015/2016.

Ha : Using our live game is effective in the teaching writing of recount text at the eighth grade students of MTs NU 01 Cepiring in the academic year of 2015/2016.

²⁹Sudjana,*Metode Statistika*, (Bandung: Tarsito, 2005), p. 219.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research refers to ‘systematic inquiry’, inquiry that is characterized by sets of principles, guidelines for procedures and which is subject to evaluation in terms of criteria such as validity, reliability and representativeness.¹ In this research, researcher used true experimental design; pre-test – posttest control group design. There were two groups in experimental research, experimental group and control group. Experimental group received new treatment while control group received conventional treatment.

Referring to this research, experimental group received new treatment by using our live game in teaching writing recount text while control class was taught without our live game or conventionally. Both experimental and control group consist of eighth grade students of MTs NU 01 Cepiring. Pre-test and post-test were used to measure both classes’ change in the period before and after receiving a treatment.

¹ Graham Hitchcock and David Hughes, *Research and the Teacher*, (London: Routledge Falmer, 1995), p. 5.

The design of the experiment could be described as follows:²

Pattern:

R₁	O₁	X	O₂
R₂	O₃	-	O₄

R1 : Experimental group

R2 : Control group

O1 : Pre-test for experimental group

O2 : Post test for experimental group

O3 : Pre-test for control group

O4 : Post test for control group

X : Treatment with Our Live Game

Subject of the research was classified as experimental group (top line) and control group (bottom line). Both experimental and control group were given pre-test (O₁ and O₃) to measure quality of them. Then, experimental group was given treatment (X) in teaching recount text by using Our Live Game while control group was taught recount text by using without Our Live Game. After that, post test was given to both experimental and control group.

²Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2012), p. 76.

B. Setting of the Research

This research was taken place at MTs NU 01 Cepiring that located at Jl. Raya Sukarno-Hatta Kec. Cepiring Kab. Kendal 51352, phone number (029) 43690812. It was conducted on second semester in the academic year of 2015/2016. It was started from April 4th 2016 until April 22nd 2016.

C. Population and Sample of the Research

Population is the whole subject of research.³ Subject in this research was eighth grade students of MTs NU 01 Cepiring. There are five classes at the eighth grade students of MTs NU 01 Cepiring. The research used cluster random sampling technique to determine the subject of the research.

As the result, students of VIII A became the experimental group which would be taught to write recount by using our live game. While control group was students of VIII D which would be taught to write recount by conventionally.

³ Suharsimi Arikounto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p. 116.

D. Variable and Technique of Scoring Test

Sugiyono stated that variable is the object of the research or something that become the concern of research.⁴ In this research, there are independent variable and dependent variable.

1. Independent Variable

It is a variable that influences or causes of change or emergence of the dependent variable.⁵ Independent variable of the research was using Our Live Game in teaching writing of recount text.

2. Dependent Variable

It is variable that is affected resulting, because of the existence of the independent variable.⁶ Dependent variable in this research was students' achievement in the teaching writing of recount text.

Writing test was used to measure students' ability in writing recount text. Brown stated that, there were five major items or categories in analytic scoring writing test, namely

⁴ Sugiyono, *Metode Penelitian...*, p.38.

⁵Sugiyono, *Statistika Untuk Penelitian*, (Bandung : CV Alfabeta, 2005), p. 3.

⁶ Sugiyono, *Statistika Untuk Penelitian...*, p. 130.

content, organization, vocabulary, syntax (grammar), and mechanic.⁷

Table 3.1
Percentage of the Element of Writing

Element of writing	Score
1. The content mastery	30
2. The organization mastery	20
3. The vocabulary mastery	20
4. The syntax (grammar) mastery	25
5. The mechanic mastery	5
Total of score	100

Explanation

Content : The substance of writing, the ideas expressed.

Organization : The organization of the content

Vocabulary : The choice of idioms, words, and lexical item to give a particular tone or flavor to writing

Grammar : The employing grammatical and syntactic forms

Mechanic : The use of graphic convention of the language

The research employed scoring guidance criteria by Hughes.

⁷ H. Douglass Brown, *Language Assessment: Principles and Classroom Practices*, (USA: longman, 2004), p. 246.

Table 3.2
Scoring Guidance and the Explanation of Criterion.⁸

Categories	Score	Criteria
Content	30-27	Excellent to very good: knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.
	26-22	Good to average: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail.
	21-17	Fair to poor: limited knowledge of subject; little substance; inadequate development of topic.
	16-13	Very poor: does not show knowledge of subject; non-substantive; not pertinent.
Organization	20-18	Excellent to very good: fluent expression; ideas clearly stated/

⁸Arthur Hughes, *Testing for Language Teachers*, (New York: Cambridge University Press, 2003), p. 104.

		supported; succinct; well-organized; logical sequencing; cohesive.
	17-14	Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.
	13-10	Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.
	9-7	Very poor: does not communicate; no organization.
Vocabulary	20-18	Excellent to very good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register.
	17-14	Good to average: adequate range; occasional errors of word/idiom form; choice; usage but meaning not obscured.
	13-10	Fair to poor: limited range;

		frequent errors of word/idiom form, choice, usage; meaning confused or obscured.
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form.
Language use/grammar	25-22	Excellent to very good: effective complex construction; few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.
	21-18	Good to average: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to poor: major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word

		order/ function, articles, pronouns, preposition and fragments, run-ons, deletions; meaning confused or obscured.
	10-5	Very poor: virtually no mastery of sentence construction rules; dominated by errors; does not communicate.
Mechanics	5	Excellent to very good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused
	2	Very poor: no mastery of conventions; dominated by

		errors of spelling, punctuation, capitalization, etc. paragraphing; handwriting illegible.
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E. Technique of Data Collection

Arikunto stated that collecting data is the conscious process to get data by systematic method, based on standard procedure.⁹ Documentation and test were used to collect data in this research.

1. Documentation

Documentation is material that provides official information or evidence or that serves as a record.¹⁰ The research used documentation to collect data which was related to this research, such as list of students' name, lesson schedule, syllabus, lesson plan, students' worksheet, etc. It is according to Arikunto, the documentation method was used to look for the data concerning matters or the variable that taken the form of the note, transcript, book, newspaper, magazine, inscription, notes of a meeting, agenda, etc.¹¹

⁹Arikunto Suharsimi: *Prosedur Penelitian...*, p.222.

¹⁰<http://www.oxforddictionaries.com/definition/english/documentation> accessed on August 06 2015

¹¹ Suharsimi Arikunto, *Prosedur Penelitian...*, p.274.

2. Test

Test is a method to measure a person's ability, knowledges, or performance in a given domain.¹² In this research, writing test was conducted before and after treatment to measure students' achievement. There were two kind of test, pre-test and post test.

Pre-test was given before treatment was run. Both experimental and control group were tested in same way. After treatment was ran there were a post test. Post test was given in order to know students' achievement after received material of recount text using our live game (for experimental group) and without our live game (for cotrol group).

F. Technique of Data Analysis

The data was analyzed through giving test to the students. It needed some steps in analyzing of the data. The following steps were taken by researcher.

1. Pre-Requisite Test

a. Normality Test

Normality test is used to know normality of the data that is going to be analyzing whether both groups have normal distribution or not. The normality test with

¹²Brown, *Language Aassessment...*, p. 3.

Chi-square will be used to find out the distribution data.

Step by step Chi-square test is as follows:

- 1) Determine the range (R); the largest 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:

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

- 4) Make a frequency distribution table
- 5) Determine the class boundaries (bc) of each class interval

- 6) Calculate the average Xi (\bar{x}), with the formula:

$$x_{\square} = \frac{\sum f_i x_i}{\sum f_i}$$

- 7) Calculate variants, with the formula:

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

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

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

x : limit class

\bar{x} : Average

S : Standard deviation

- 9) Define the wide area of each interval

10) Calculate the frequency expository (E_i)

$$E_i = n \times \text{wide area the } n \text{ number of sample}$$

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

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

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

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

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

14) Determine the value of χ_{table}^2

15) Determine the distribution normality

If $\chi_{count}^2 > \chi_{table}^2$ so the data is not normal distribution and the other way if the $\chi_{count}^2 < \chi_{table}^2$ so the data is normal distribution.¹³

b. Homogeneity Test

According to Nunan, a test should be given to both classes of students before the experiment just to make sure that the both classes really are the same.¹⁴ It was used to know whether experimental class and control class,

¹³Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2001), p. 272.

¹⁴David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p. 27.

that were taken from population that has relatively same variant or not. The hypothesis in homogeneity test are:

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

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

H_o : The distribution of normal data

H_a : Abnormal distributed data

σ_1 : Variants value of beginning data with times of day game

σ_2 : Variants value of beginning data was subjected to conventional learning classes.

The steps to measure homogeneity are as follows:

- 1) Calculate variants both experimental group and control group with the formula:

$$s_1^2 = \frac{\sum(x-\bar{x})^2}{n_1-1} \text{ and } s_2^2 = \frac{\sum(x-\bar{x})^2}{n-1}$$

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

- 2) Determine $F = \frac{Vb}{Vk}$

Where:

Vb : Bigger Variant

Vk : Smaller Variant

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

- 3) Determine F_{table} with $\alpha = 5\%$
- 4) Determine the distribution homogeneity with test.

Test criteria:

Ho accepted if $F_{count} < F_{[1/2 a (v1, v2)]}$ with $\alpha = 5\%$

If $F_{count} < F_{table}$, the data is not homogenous and the other way if the $F_{count} > F_{table}$, the data is homogenous.¹⁵

c. Test of Average

Test of average was used to examine average whether experimental group and control group that had been decided having significant different average. T-test was used to analyze the data of this research. A t-test would be the measure that used to compare the mean scores of the two groups.¹⁶

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

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

With

¹⁵Sugiyono, *Statistika Untuk Penelitian*, p. 140.

¹⁶Brown, *Language Assessment...*, p. 205.

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

\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 : $\mu_1 = \mu_2$

Ha : $\mu_1 \neq \mu_2$

μ_1 : average data of experiment class

μ_2 : average data of control class

Criteria test is; If $t_{\text{count}} > t_{\text{table}}$ so Ho is rejected and there is significant difference of average value from both of groups. Moreover, the other way if the $t_{\text{count}} < t_{\text{table}}$

so H_0 is accepted and there is no difference of average value from both of groups.¹⁷

2. Post Test

Post test was held after all treatment were conducted. Post test was used to measure students' achievement after both experimental group and control group were given treatment and explanation. It was done to answer the hypothesis of the research. This aim was to compare between the pre test and post test. Then, the overall result was counted by using t-test formula in order to know the significances of the research.

These following steps were used to examine the hypothesis.

a. Normality Test

Steps of normality test in the analysis phase end was the same as the normality test on the initial data.

b. Homogeneity Test

Steps of homogeneity test in the analysis phase end was the same as the normality test on the initial data.

c. Hypothesis Test

This used t-test formula as follows.¹⁸

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

¹⁷ Anas Sudjiono, *Pengantar Statistika Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 1995), p. 272-273.

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

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

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

\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:

H_0 : $\mu_1 = \mu_2$

H_a : $\mu_1 \neq \mu_2$

μ_1 : average data of experiment class

μ_2 : average data of control class

Testing criteria that apply; H_0 is accepted if $t_{\text{count}} < t_{\text{table}}$ with determine $dk = (n_1 + n_2 - 2)$ and $\alpha = 5\%$ with opportunities $(1 - \alpha)$.

CHAPTER IV

RESEARCH FINDINGS AND ANALYSIS

A. Description of Research Result

Findings of this research is described that there were different result between experimental group which was taught by using Our Live Game and control group which was taught by conventional technique on writing recount text. The research was conducted in MTs NU 01 Cepiring that located at Jl. Raya Sukarno-Hatta Kec. Cepiring Kab. Kendal at eighth grade in the academic year of 2015/2016.

The research started on April 4th 2016 by asking permission to principal and choosing the sample using cluster random sampling. From 5 classes of eighth grade, researcher got class VIII A which consisted of 36 students as experimental group and class VIII D which consisted of 35 students as control group. The number of students was gained from documentation of the school.

Pre-test was given in experimental group on April 7th 2016 and in control group on April 8th 2016. Before it, researcher prepared lesson plan and material of learning activity. Pre-test was conducted to know whether that both groups were normal and homogen or not.

After giving pre-test, treatment was conducted for experimental group on April 7nd and 14th 2016 by using Our Live Game as the technique of teaching learning. Conventional teaching was conducted in control group on April 8th and 15th 2016. In control group, students were taught material without variation or special treatment.

Then, post test was given in the form which they have to write about recount text of their last activities with time allotment for writing was 30 minutes. Post test for experimental group was conducted on April 14th 2016 whereas post test for control group on April 15th 2016.

After that, the data was collected. Worksheets that has been given to students were scored. The score was obtained from each item of element of writing. The data were analyzed to prove the truth of hypothesis that has planned.

From the result, it could be concluded that there were a different result between experiment group and control group by hypothesis test which showed the value of t_{count} was higher than t_{table} . It could be seen on the value of t_{count} was 3.175 while the critical value of t_{table} on $t_{(0.05)(54)}$ was 1.995, so the hypothesis was accepted. It means that there was a different between students' achievements in writing recount text that had been taught by using our live game and conventional teaching.

B. Data Analysis

1. The Data Analysis of Pre-test Score

Table 4.1
Pre-test Score of Eighth Grade

No.	VIII A (Experiment)		VIII D (Control)	
	Code	Score	Code	Score
1	E-1	65	C-1	65
2	E-2	82	C-2	76
3	E-3	65	C-3	57
4	E-4	66	C-4	71
5	E-5	68	C-5	64
6	E-6	46	C-6	61
7	E-7	77	C-7	73
8	E-8	76	C-8	81
9	E-9	78	C-9	65
10	E-10	69	C-10	64
11	E-11	59	C-11	70
12	E-12	66	C-12	66
13	E-13	59	C-13	51
14	E-14	73	C-14	77

15	E-15	78	C-15	59
16	E-16	63	C-16	88
17	E-17	58	C-17	71
18	E-18	72	C-18	69
19	E-19	72	C-19	61
20	E-20	64	C-20	69
21	E-21	58	C-21	76
22	E-22	77	C-22	86
23	E-23	83	C-23	49
24	E-24	63	C-24	54
25	E-25	70	C-25	65
26	E-26	68	C-26	67
27	E-27	69	C-27	68
28	E-28	68	C-28	54
29	E-29	61	C-29	65
30	E-30	66	C-30	60
31	E-31	63	C-31	64
32	E-32	67	C-32	69
33	E-33	60	C-33	65
34	E-34	66	C-34	65
35	E-35	71	C-35	72
36	E-36	76		

Σ	2442		2337
N	36		35
\bar{x}	67.83333		66.77143
Varians (S^2)	59.05714		77.29916
S	7.684865		8.791994

a. Normality of the Experimental Group Pre-test

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 $\chi^2_{count} < \chi^2_{table}$ with $\alpha = 5\%$, dk = k-3

The formula was used:

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

The computation of normality test:

Maximum score = 83

Minimum score = 46

Range (R) = 83 - 46 = 37

Number of class (K) = 1 + 3.3 log 36 = 6.135 = 6

Length of class = 37 : 6 = 6.0302 = 7

Table 4.2
The Frequency Distribution of the Experimental Group Pre-test

Class	f_i	x_i	x_i^2	$f_i x_i$	$f_i x_i^2$
46 – 52	1	49	2401	49	2401
53 – 59	4	56	3136	224	12544
60 – 66	12	63	3969	756	47628
67 – 73	11	70	4900	770	53900
74 – 80	6	77	5929	462	35574
81 – 87	2	84	7056	168	14112
Sum	36			2429	166159

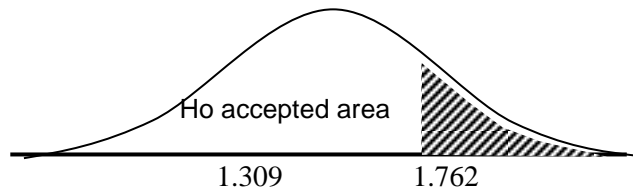
Table 4.3
The Frequency Observation of the Experimental Group Pre-test

Class	B	Z_i	$P(Z_i)$	Wide Area	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
	45.5	-2.7289	-0.4968				
46 - 52				0.0283	1.01873943	1	0.0003447
	52.5	-1.8595	-0.4685				
53 - 59				0.1296	4.66474837	4	0.0947297
	59.5	-0.9901	-0.3389				

60 – 66				0.2909	10.4721536	12	0.2229068
	66.5	-0.1207	-0.0481				
67 - 73				0.3210	11.5567206	11	0.0268188
	73.5	0.7486	0.2730				
74 – 80				0.1742	6.27150377	6	0.0117538
	80.5	1.6180	0.4472				
81 - 87				0.0464	1.67016343	2	0.0651386
	87.5	2.4874	0.49357				
					$\chi^2 =$		0.4216926

$$\chi_{\text{count}} = 1.309$$

$$\text{For } \alpha = 5\%, dk = 6 - 3 = 3, \chi_{\text{table}} = 1.762$$



With $\alpha = 5\%$ and $dk = 6 - 3 = 3$, from the chi-square table obtained $\chi_{\text{table}} = 1.762$. Because χ_{count} was lower than χ_{table} ($1.309 < 1.762$) so, the distribution list was normal.

- b. The Normality of the Control Group Pre-test Hypothesis:

Ho : the distribution list was normal

Ha : the distribution list was not normal

Ho accepted if $\chi_{\text{count}} < \chi_{\text{table}}$ with $\alpha = 5\%$, $dk = k-3$

The formula was used:

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

The computation of normality test:

Maximum score = 88

Minimum score = 49

Range (R) = 83 - 58 = 39

Number of class (K) = $1 + 3.3 \log 26 = 5.67 = 6$

Length of class = $39 : 6 = 6.5 = 7$

Table 4.4
The Frequency Distribution of the Control Group Pre-test

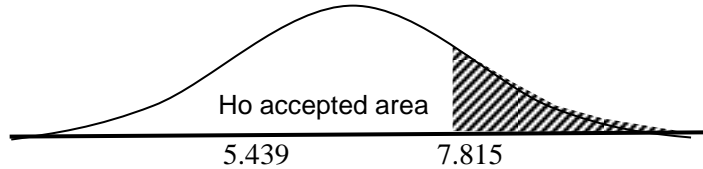
Class	f_i	x_i	x_i^2	$f_i x_i$	$f_i x_i^2$
49 - 55	4	52	2704	208	10816
56 - 62	5	59	3481	295	17405
63 - 69	15	66	4356	990	65340
70 - 76	7	73	5329	511	37303
77 - 83	2	80	6400	160	12800
84 - 90	2	87	7569	174	15138
Sum	35			2338	158802

Table 4.5
The Frequency Observation of the Control Group Pre-test

Class	B	Z_i	$P(Z_i)$	Wide Area	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
	48.5	-2.08325	-0.48139				
49 – 55				0.080541	2.818942	4	0.494831
	55.5	-1.28638	-0.40084				
56 – 62				0.213086	7.45801	5	0.81011
	62.5	-0.48951	-0.18776				
63 – 69				0.308476	10.79666	15	1.636442
	69.5	0.307365	0.12072				
70 – 76				0.244538	8.558818	7	0.283908
	76.5	1.104237	0.36525				
77 – 83				0.106101	3.713545	2	0.790683
	83.5	1.901109	0.47136				
84 – 90				0.025156	0.880452	2	1.423572
	90.5	2.697982	0.49651				
					$\chi^2 =$		5.439546

$$\chi_{\text{count}} = 5.439546$$

For $\alpha = 5\%$, $dk = 6 - 3 = 3$, $\chi_{table} = 7.815$



With $\alpha = 5\%$ and $dk = 6 - 3 = 3$, from the chi-square table obtained $\chi_{table} = 7.815$. because χ_{count} was lower than χ_{table} ($5.439546 < 7.815$) so, the distribution list was 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:

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

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

H_0 is accepted if $F \leq F_{(1-\alpha)(nb-1):(nk-1)}$

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

Table 4.6
Result of Pre-test

Variation Source	VIII A (Experiment)	VIII D (Control)
Σ	2442	2337
N	36	35

\bar{x}	67.83333	66.77142
Varians (S^2)	59.05714286	77.29915966
S	7.684864531	8.791994066

According to the formula above, it is obtained

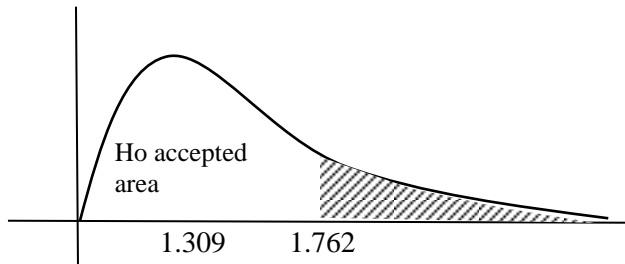
$$\text{that } F = \frac{77.299}{59.057} = 1.309$$

For $\alpha = 5\%$ with:

$$dk1 = n - 1 = 35 - 1 = 34$$

$$dk2 = n - 1 = 36 - 1 = 35$$

$$F_{(0.05)(25:29)} = 1.762$$



Since $F_{\text{count}} < F_{\text{table}}$, the experimental group (VIII A) and control group (VIII D) had the same variance. With $\alpha = 5\%$ and $dk = 25:29$, obtained $F_{\text{table}} = 1.762$. Because F_{count} was lower than F_{table} ($1.309 < 1.762$) so, H_0 was accepted and both groups have same variant or homogeneous.

d. Average Test

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

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

μ_1 : average data of experiment class

μ_2 : average data of control class

H_0 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:

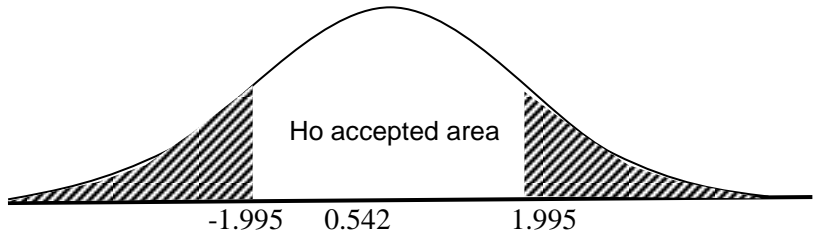
$$S = \sqrt{\frac{(36 - 1) 59.0571 + (35 - 1) 77.29916}{36 + 35 - 2}}$$

$$S = 8.2490$$

$$t = \frac{67.83 - 66.77}{8.2490 \sqrt{\frac{1}{36} + \frac{1}{25}}}$$

$$t = 0.542$$

For $\alpha = 5\%$ and $dk = 36 + 35 - 2 = 59$, $t_{(0.05)(54)} = 1.995$



With $\alpha = 5\%$ and $dk = 36 + 35 = 59$, obtained $t_{\text{table}} = 1.995$. Because t_{count} was lower than t_{table} ($0.542 < 1.995$) so, H_0 was accepted and there was no difference of the pre-test average from both groups.

2. The Data Analysis of Post Test Score

Table 4.7
Post Test Score of Eleventh Grade

No.	VIII A (Experiment)		VIII D (Control)	
	Code	Score	Code	Score
1	E-1	87	C-1	75
2	E-2	72	C-2	52
3	E-3	77	C-3	65
4	E-4	64	C-4	55
5	E-5	67	C-5	66
6	E-6	60	C-6	63
7	E-7	61	C-7	53

8	E-8	70	C-8	63
9	E-9	69	C-9	72
10	E-10	81	C-10	62
11	E-11	67	C-11	80
12	E-12	67	C-12	63
13	E-13	70	C-13	48
14	E-14	66	C-14	81
15	E-15	73	C-15	67
16	E-16	74	C-16	81
17	E-17	59	C-17	56
18	E-18	71	C-18	61
19	E-19	69	C-19	68
20	E-20	68	C-20	73
21	E-21	69	C-21	89
22	E-22	78	C-22	65
23	E-23	73	C-23	66
24	E-24	66	C-24	64
25	E-25	83	C-25	61
26	E-26	77	C-26	69
27	E-27	85	C-27	70

28	E-28	64	C-28	67
29	E-29	71	C-29	66
30	E-30	70	C-30	72
31	E-31	75	C-31	65
32	E-32	87	C-32	64
33	E-33	79	C-33	66
34	E-34	79	C-34	67
35	E-35	75	C-35	68
36	E-36	80		
Σ		2603		2323
N		36		35
\bar{x}		72.3055556		66,3714286
Varians (S^2)		53.018254		71.2403361
S		7,28136347		8.440399905

a. The Normality of the Experimental Group Post Test

Hypothesis:

Ho : the distribution list was normal

Ha : the distribution list was not normal

Ho accepted if $\chi_{\text{count}} < \chi_{\text{table}}$ with $\alpha = 5\%$, dk = k-3

The formula was used:

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

The computation of normality test:

Maximum score = 87

Minimum score = 59

Range (R) = 86 - 59 = 28

Number of class (K) = 1 + 3.3log30 = 5.87 = 6

Length of class = 28 : 6 = 4.7664 = 5

Table 4.8
The Frequency Distribution of the Experimental Group Post test

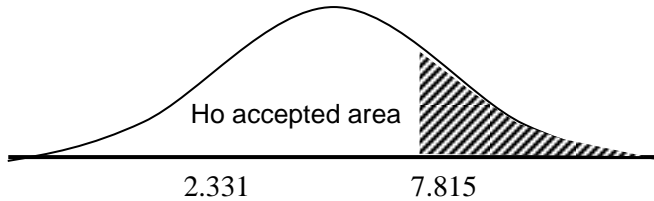
Class	f_i	x_i	x_i^2	$f_i x_i$	$f_i x_i^2$
59 – 63	3	61	3721	183	11163
64 – 68	8	66	4356	528	34848
69 – 73	11	71	5041	781	55451
74 – 78	6	76	5776	456	34656
79 – 83	5	81	6561	405	32805
84 – 88	3	86	7396	258	22188
Sum	36			2611	191111

Table 4.9
The Frequency Observation of the Experimental Group Post test

Class	B	Z _i	P(Z _i)	Wide Area	E _i	O _i	$\frac{(O_i - E_i)^2}{E_i}$
	58.5	-1.989	-0.4766				
59 – 63				0.07692	2.76895	3	0.01928
	63.5	-1.28	-0.3997				
64 – 68				0.1837	6.61327	8	0.29078
	68.5	-0.5711	-0.216				
69 – 73				0.27085	9.75061	11	0.16009
	73.5	0.13785	0.05482				
74 – 78				0.24662	8.87842	6	0.9332
	78.5	0.84679	0.30144				
79 – 83				0.13867	4.99213	5	0.0000125
	83.5	1.55572	0.44011				
84 – 88				0.04812	1.73232	3	0.92766
	88.5	2.26466	0.48823				
					$\chi^2 =$		2.331

$$\chi_{\text{count}} = 2.331$$

$$\text{For } \alpha = 5\%, dk = 6 - 3 = 3, \chi_{\text{table}} = 7.815$$



With $\alpha = 5\%$ and $dk = 6 - 3 = 3$, from the chi-square table obtained $\chi_{table} = 7.815$. because χ_{count} was lower than $\chi_{table}(2.33101 < 7.815)$ so, the distribution list was normal.

b. The Normality of the Control Group Post Test

Hypothesis:

Ho : the distribution list was normal

Ha : the distribution list was not normal

Ho accepted if $\chi_{count} < \chi_{table}$ with $\alpha = 5\%$, $dk = k-3$

The formula was used:

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

The computation of normality test:

Maximum score = 89

Minimum score = 48

Range (R) = 89 - 48 = 41

Number of class (K) = $1 + 3.3 \log 26 = 5.67 = 6$

Length of class = $41 : 6 = 6.83 = 7$

Table 4.10
The Frequency Distribution of the Control Group Post test

Class	f_i	x_i	x_i^2	$f_i x_i$	$f_i x_i^2$
48 – 54	3	51	2601	153	7803
55 – 61	4	58	3364	232	13456
62 – 68	18	65	4225	1170	76050
69 – 75	6	72	5184	432	31104
76 – 82	3	79	6241	237	18723
83 – 89	1	86	7396	86	7396
Sum	35			2310	154532

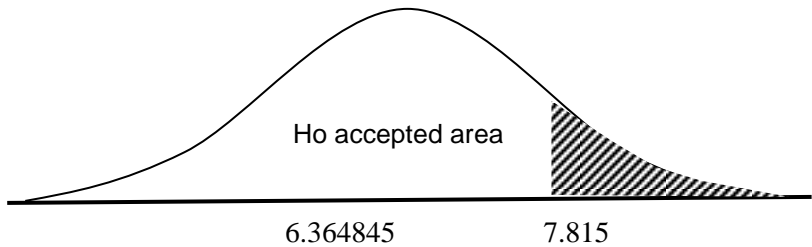
Table 4.11
The Frequency Observation of the Control Group Post test

Class	B	Z_i	$P(Z_i)$	Wide Area	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
	47.5	-2.36983	-0.4911				
48 – 54				0.061459	2.1510694	3	0.335035
	54.5	-1.47313	-0.42964				
55 – 61				0.2118	7.4130067	4	1.571375
	61.5	-0.57644	-0.21784				
62 – 68				0.343452	12.020811	18	2.974067
	68.5	0.320247	0.125609				
69 – 75				0.262577	9.1901823	6	1.107406

	75.5	1.216937	0.388186				
76 – 82				0.094541	3.3089179	3	0.02884
	82.5	2.113628	0.482726				
83 – 89				0.015969	0.5589032	1	0.348122
	89.5	3.010318	0.498695				
					$\chi^2 =$		6.364845

$$\chi_{\text{count}} = 6.364845$$

$$\text{For } \alpha = 5\%, dk = 6 - 3 = 3, \chi_{\text{table}} = 7.815$$



With $\alpha = 5\%$ and $dk = 6 - 3 = 3$, from the chi-square table obtained $\chi_{\text{table}} = 7.815$. because χ^2_{count} was lower than χ_{table} ($6.3648445 < 7.815$) so, the distribution list was normal.

c. Homogeneity Test

Hypothesis:

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

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

H_0 is accepted if $F \leq F_{(1-\alpha)(nb-1):(nk-1)}$

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

Table 4.12
Result of Post test

Variation Source	VIII A (Experiment)	VIII D (Control)
Σ	2603	2323
N	36	35
\bar{x}	72.305	66.371
Varians (S^2)	53.01825397	71.24033613
S	7.281363469	8.4403999051

According to the formula above, it is obtained

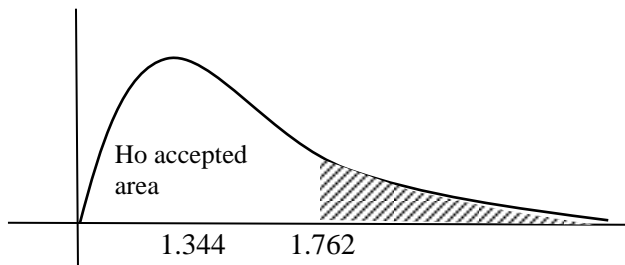
that $F = \frac{71.240}{53.018} = 1.344$

For $\alpha = 5\%$ with:

$dk1 = n - 1 = 35 - 1 = 34$

$dk2 = n - 1 = 36 - 1 = 35$

$F_{(0.05)(25;29)} = 1.762$



Since $F_{\text{count}} < F_{\text{table}}$, the experimental group (VIII A) and control group (VIII D) have the same variance. With $\alpha = 5\%$ and $dk = 34:35$, obtained $F_{\text{table}} = 1.762$. because F_{count} was lower than F_{table} ($1.344 < 1.762$). So, H_0 was accepted and both groups had same variant or homogeneous.

d. Hypothesis Test

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

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

μ_1 : average data of experiment class

μ_2 : average data of control class

H_0 is accepted if $-t_{\text{table}} < t_{\text{count}} < t_{\text{table}}$

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

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

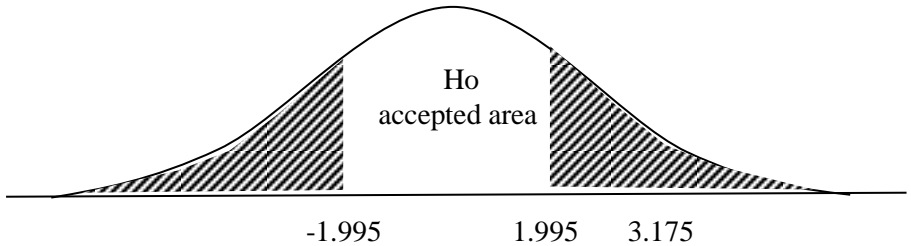
According to the formula above, it was obtained that:

$$S = \sqrt{\frac{(36 - 1) 53.0183 + (35 - 1) 71.24034}{36 + 35 - 2}}$$

$$S = 7.8738$$

$$t = \frac{72.31 - 66.37}{7.8738 \sqrt{\frac{1}{36} + \frac{1}{35}}}$$

$$t = 3.1749$$



For $\alpha = 5\%$ and $dk = 36 + 35 - 2 = 69$, $t_{(0.05)(54)} = 1995$

With $\alpha = 5\%$ and $dk = 36 + 35 - 2 = 69$, obtained $t_{\text{table}} = 1.995$. Because t_{count} was higher than t_{table} ($3.175 > 1.995$) so, H_0 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 experiment group with chi-square is $\chi^2_{\text{count}} (0.42169) < \chi^2_{\text{table}} (7.815)$ while control group is $\chi^2_{\text{count}} (5.439546) < \chi^2_{\text{table}}$

(7.815). The homogeneity test of pre-test shows that F_{count} is lower than F_{table} ($1.309 < 1.762$).

In addition, the result of calculation t-test of pre-test is obtained t_{count} 0.542 and t_{table} 1.995. It shows that $t_{\text{count}} < t_{\text{table}}$ ($0.542 < 1.995$). 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 with chi-square is χ^2_{count} (2.33101) $<$ χ_{table} (7.815) while control group is χ^2_{count} (2.33101) $<$ χ_{table} (7.815). The homogeneity test of pre-test shows that F_{count} is lower than F_{table} ($1.344 < 1.762$). 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} ($3.1749 > 1.995$). It means that there is a difference of the post test average between experiment group which has been taught by using our live game and control group which has been taught without our live game.

From the result above, it can be concluded that our live game is effective to use in teaching writing of recount text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research at eighth grade students of MTs NU 01 Cepiring, Our Live Game can be applied in teaching writing of recount text. The conclusions of the research are drawn as follows.

Pre-test average score of experimental group was 67.8 and control group was 66.7. Meanwhile, the post test average of experimental group was 72.3 and control group was 66.3. Furthermore, it was obtained that t_{count} was 3.175 and t_{table} 1.995 for $\alpha = 5\%$. Because t_{table} was lower than t_{count} ($1.995 < 3.175$) so H_0 was rejected and H_a was accepted that there was a difference of the post test average score between experimental group and control group.

In conclusion, Our Live Game is effective in the teaching writing of recount text at the eighth grade students of MTs NU 01 Cepiring in the academic year of 2015/2016.

B. Recommendation

From the conclusion above, there are some suggestions:

1. Teacher should motivate students to write by giving interesting writing material.
2. Teacher should use the time allocation effectively, so the teaching learning process can be used maximally.
3. Our Live game can help students easier to arrange and write writing material. The researcher suggests that the teacher uses this game, because students may feel bored if the teacher always uses conventional way.

C. Closing

Praise be to Allah, which has been giving protection and guidance. So the thesis can be finished.

The writer realizes that this paper is far from being perfect, because of that, constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all of us. Amiiin.

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Appendix 1

RESEARCH SCHEDULE

Teacher : Nana Rahmatina, S.Pd

Researcher : Yaqutun Nafisah

Class : VIII Grade of MTs NU 01 CepiringKendal

No	Activities	Date
1	Preliminary visit (meet the administration officer) to ask whether the school possibly become the setting of research or not by describing the researcher's intention	April 4 th , 2016
2	Meet the headmaster to ask permission to do research by giving the permission letter and proposal	April 5 th , 2016
3	Meet the English teacher to make research framework	April 6 th , 2016
4	Pre-test and treatment for experimental group	April 7 th , 2016
5	Pre-test and conventional teaching for control group	April 8 th , 2016
6	Treatment and post test for experimental group	April 14 th , 2016
7	Conventional teaching and post test for control group	April 15 th , 2016

Appendix 2

STUDENTS' NAME OF EXPERIMENTAL GROUP

NO	STUDENTS' NAME	SEX	CODE
1.	Ahmad Abdul Kholiq	Male	E-1
2.	Ahmad Alamul Huda	Male	E-2
3.	Ahmad Harun Shofyan	Male	E-3
4.	Ahmad Nur Rokhim	Male	E-4
5.	Arif Setiawan	Male	E-5
6.	Baharu Nur Salma	Male	E-6
7.	Bahrul Atoillah	Male	E-7
8.	Chasna Azzakiyatas Sarifah	Female	E-8
9.	Dian Safitri	Female	E-9
10.	Farikha Salma	Female	E-10
11.	Fika Tiyas Andriani	Female	E-11
12.	Gita Ayu Kusumaning Tyas	Female	E-12
13.	Himmatul Aliyah	Female	E-13
14.	Lazazussyifa	Female	E-14
15.	Luluk Ahtun Fikriyah	Female	E-15
16.	Misbakhuzzaman	Male	E-16
17.	Moch. Dhawin Nuha	Male	E-17
18.	Muhamad Syariful Anam	Male	E-18
19.	Muhammad Fatkhur Rozaq	Male	E-19
20.	Muhammad Naufal Wafi	Male	E-20
21.	Muhammad Rohid Asy'ari	Male	E-21
22.	Muhammad Sahal Fikri	Male	E-22
23.	Muhammad Shofiyuddin	Male	E-23
24.	Muhammad Shofiyul Ma'la	Male	E-24
25.	Nabilla Karimatul Ulya	Female	E-25

26.	Nadiyahatul Khasanah	Female	E-26
27.	Nasho'ikhul Ibad	Male	E-27
28.	Ni'na Khayatiya Sulha	Female	E-28
29.	Novita Saputri	Female	E-29
30.	Nur Muzdalifah	Female	E-30
31.	Nuril Zahroh	Female	E-31
32.	Nurotul Husnaini	Female	E-32
33.	Robi'atul Azzuroh	Female	E-33
34.	Sayidatul Umi Muasyiroh	Female	E-34
35.	Shinta Nur Pratama	Female	E-35
36.	Muchammad Arju Nashicha	Male	E-36

Appendix 3

STUDENTS' NAME OF CONTROL GROUP

NO	STUDENTS' NAME	SEX	CODE
1.	Abidin	Male	C-1
2.	Ahmad Musafaq	Male	C-2
3.	Ahmad Rafi Saputra	Male	C-3
4.	Alvin Khoiruzaq	Male	C-4
5.	Anis Putri Meilina	Female	C-5
6.	Ayu Lestari	Female	C-6
7.	Benynda Feby Anjani	Female	C-7
8.	Fitri Syafa Kamila	Female	C-8
9.	Galeh Subastian	Male	C-9
10.	Imam Kuncoro Putih	Male	C-10
11.	Irfan Maulana Zainul Nadif	Male	C-11
12.	Jagad Setiaji	Male	C-12
13.	Joni	Male	C-13
14.	Lili Antika	Female	C-14
15.	M. Alfian Azmuna Lutfi	Male	C-15
16.	Muhammad In'am Muttaqin	Male	C-16
17.	Muhammad Reza Pahlevy	Male	C-17
18.	Muhammad Wahyu Utomo	Male	C-18
19.	Mukhammad Dwi Nur Khakim	Male	C-19
20.	Mukhammad Nur Firdaus	Male	C-20
21.	Mutanalawatul Ilmi	Female	C-21
22.	Nabila Dhiya Ulhaq	Female	C-22
23.	Nur Aini Oktaviana Dewi	Female	C-23
24.	Nur Fadhilah	Female	C-24
25.	Nurul Mawaddah	Female	C-25

26.	Rahma Amalina Abiem Pramesti	Female	C-26
27.	Rissa Oktaviana Adella Haryanto	Female	C-27
28.	Rosa Dalatul Millah	Female	C-28
29.	Silviani Lestari	Female	C-29
30.	Siti Kholifah	Female	C-30
31.	Siti Komaeroh	Female	C-31
32.	Siti Murlianah	Female	C-32
33.	Yosinta Anggreeayu FKP	Female	C-33
34.	Wahyu Nur Hidayat	Male	C-34
35.	Mokhamad Firdaus	Male	C-35

Appendix 4

LESSON PLAN FOR EXPERIMENTAL GROUP

School : MTs NU 01 Cepiring

Subject : English

Skill focus : Writing

Theme : Recount text

Class/Semester : VIII/2

Time allotment : 2 x 40 minutes

A. Standard of Competence

6. Expressing the meaning of written text functionally and simple short essay in descriptive and recount text to interact with the surrounding environment.

B. Basic Competence

- 6.1 Expressing the meaning of the text functional in the simple short writing by using a variety of a written language accurately, fluently and acceptable to interact with the surrounding environment.
- 6.2 Expressing the meaning and rethorica steps of simple short essay by using variety of written language accurately, fluently and acceptable to interact surrounding environment in the *descriptive text* and *recount text*.

C. Indicators

1. Students are able to understand recount text.
2. Students are able to write recount text clearly.
3. Students are able to improve writing ability.

D. Learning aim

By the end of the lesson, students will have been able to write short experience correctly.

E. Teaching Material

Recount text

1. Definition and purpose of recount text

A recount is a type of spoken or written text that deals with past experiences.

The purpose of recount text is retelling some events that happened in the past for certain purposes; to inform or to entertain the listeners or readers.
2. Language features
 - a. Focus on individual participants
E. g; *I, he, Mr. John, Anne, etc.*
 - b. Focus on a temporal sequence of events.
E. g; *then, after, next, etc*
 - c. Using past tense
E. g: *sat, visited, taught, etc.*
 - d. Using action verb
E. g; *sat, went, write, etc.*
3. Generic structures
 - a. Orientation : an introduction that provides the setting and introduces participant
 - b. Events : account that tells what happened, in a sequence
 - c. Reorientation (optional) : Closing of events

4. Example

My First Experience to Ride Motorcycle

One day, when I was ten years old, my father bought an old motorcycle. That was "Honda 75". I think it was small light object and easy to ride it. I persuaded my father to teach me to ride "Honda 75". Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.

He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. "Yes, I can".

One day later, when I was alone at home, I intended to try my riding ability. So, I tried it bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle.

F. Learning Technique

- Three-past technique
- Cooperative Integrated Reading and Composition method

G. Learning activities

1. Pre- Activities

a. Apperception

- Teacher greets students by using “assalamu’alaikum”
- Teacher stimulates students by asking past experience

b. Motivation

- Teacher motivates students based on experience that they happened.

2. Main Activities

a. Exploration

- Teacher relates students’ experience with recount text
- Teacher explains definition, purposes, language features and generic structures of recount text.
- Teacher gives example of recount text
- Teacher identifies language features and generic structures of example recount text.
- Teacher explains one by one language features of recount text
- Teacher reviews past tense, such as *went, visited, etc.*

b. Elaboration

- Teacher divides class into some groups
- Each of groups consist 6 students
- Teacher gives students an exercise by playing Our Live Game and explains the rule of game.
- Teacher asks students to play the game and answer the exercise.
- Teacher asks students to write down discussing results

- Teacher asks representative each of group to read the results in front of their friends.
 - Teacher gives conclusion the material
- c. Confirmation
- Teacher reviews the material
 - Teacher gives a written test
3. Post Activities
- Teacher gives support for students to study hard
 - Teacher closes the class

H. Media and Sources

1. Media
 - White board, large sheet of paper, and die
2. Sources
 - Widiati, Utami, et.al. Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama/ Madrasah Tsanawiyah kelas VIII, 4th Ed. Jakarta: pusat perbukuan Departemen Pendidikan Nasional. 2008.
 - Wartono, Ardiman. English In focus 2: For Grade Junior High School (SMP/MTS). Jakarta: Pusat Perbukuan Pendidikan Departemen Nasional 2008.
 - Education, Departement of school, A genre-based approach to teach writing, years 3-6; an approach to writing K-12, Australia: Literacy and Education Research Network and the directorate of studies. 1990

I. Assessment

1. Form : written Test
2. Technique : students write their experience.
3. Aspect : content, grammatical, organization, vocabulary, mechanic.

4. Scoring Guidance : Content + grammatical + organization + vocabulary + mechanic.

Criteria	Score	Level
Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic but lack detail
	21-17	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject, non-substantive, non pertinent, not enough to evaluate
Organization	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development VERY POOR: does not communicate,

Criteria	Score	Level
	9-7	no organization, not enough to evaluate
Vocabulary	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form material, appropriate register
	17-14	GOOD TO AVERAGE: adequate average, occasional errors of word/idiom form; choice; usage but meaning not obscured
	13-10	FAIR TO POOR: limited range, frequent errors of word/idiom form; choice; usage, meaning confused or obscured
	9-7	VERY POOR: essentially translation, little knowledge of English vocabulary ; idioms; word form, not enough to evaluate
Language Use	25-22	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement; tense; number; word order/function; articles; pronouns; prepositions
	21-18	GOOD TO AVERAGE: effective but simple constructions, minor problems in complex constructions, several errors of agreement; tenses; number; word order/function; articles; pronouns; prepositions, but meaning seldom

Criteria	Score	Level
	17-11	<p>obscured</p> <p>FAIR TO POOR: major problem in simple/complex constructions, frequents errors of negation; agreement; tenses; number; word order/function; articles; pronouns; prepositions and/or fragments; run-ons deletions, meaning confused or obscured</p>
	10-5	<p>VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate</p>
Mechanics	5	<p>EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, for errors of spelling,; punctuation; capitalization, paragraphing</p>
	4	<p>GOOD TO AVERAGE: occasional errors of spelling,; punctuation; capitalization; paragraphing but meaning not obscured</p>
	3	<p>FAIR TO POOR: frequent errors of spelling; punctuation; capitalization; paragraphing,, poor handwriting, meaning confused or obscured</p>
	2	<p>VERY POOR: no master of conventions, dominated by errors of spelling; punctuation; capitalization; paragraphing, handwriting illegible or</p>

Criteria	Score	Level
		not enough to evaluate.

J. Instrument

Make a recount text based on your own past experience at least 10 sentences! Time allotment for writing is 30 minutes.

Acknowledged by :

The English Teacher

Nana Nurrahmatina, S.Pd

The Researcher

Yaqutun Nafisah



Appendix 5

LESSON PLANNING FOR CONTROL GROUP

School : MTs NU 01 Cepiring

Subject : English

Skill focus : Writing

Theme : Recount text

Class/Semester : VIII/2

Time allotment : 2 x 40 minutes

A. Standard of Competence

6. Expressing the meaning of written text functionally and simple short essay in descriptive and recount to interact with the surrounding environment.

B. Basic Competence

- 6.1 Expressing the meaning of the text functional in the simple short writing by using a variety of a written language accurately, fluently and acceptable to interact with the surrounding environment.
- 6.2 Expressing the meaning and rethorica steps of simple short essay by using variety of written language accurately, fluently and acceptable to interact surrounding environment in the *descriptive text* and *recount text*.

C. Indicators

1. Students are able to understand recount text.
2. Students are able to write recount text clearly.
3. Students are able to improve writing ability.

D. Learning aim

By the end of the lesson, students will have been able to write short experience correctly.

E. Teaching Material

Recount text

1. Definition and purpose of recount text

A recount is a type of spoken or written text that deals with past experiences.

The purpose of recount text is retell some events that happened in the past for certain purposes; to inform or to entertain the listeners or readers.
2. Language features
 - a. Focus on individual participants
e.g; *I, he, Edward, Alice, etc.*
 - b. Focus on a temporal sequence of events.
e.g; *then, after, last, etc.*
 - c. Using past tense
e.g; *worked, remembered, cut, tried, etc.*
 - d. Using action verb
e.g; *worked, cut, went, etc.*
3. Generic structures
 - a. Orientation : an introduction that provides the setting and introduces participant
 - b. Events : account that tells what happened, in a sequence

- c. Reorientation (optional) : Closing of events
- d. Example

Our Trip to the Blue Mountain

On Friday we went to the Blue Mountains.

We stayed at David and Della's house. It has a big garden with lots of colourful flowers and a tennis court.

On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

In the afternoon we went home.

F. Learning Technique

- Three-past technique
- Cooperative Integrated Reading and Composition method

G. Learning activities

1. Pre- Activities
 - Teacher greets students by using "assalamu'alaikum"
 - Teacher asks students who absent today
 - Teacher stimulates students by asking past experience
2. Main Activities
 - a. Exploration
 - Teacher explains recount text
 - Teacher explains definition, purposes, language features and generic structures of recount text.
 - Teacher asks students to read the example of recount text.

- Teacher asks students to analyze together the social function, the generic structure, and the language features of recount text.
- b. Elaboration
 - Teacher gives students an exercise
 - Teacher asks to make a recount text.
 - Teacher asks students to identify language features and generic structures of the passage
 - Teacher asks representative each of group to read the results in front of their friends.
 - Teacher gives conclusion the material
- c. Confirmation
 - Teacher reviews the material
 - Teacher gives a test
- 3. Post Activities
 - Teacher supports students to study hard
 - Teacher closes the class

H. Media and Sources

1. Media
 - Paper
 - White board
2. Sources
 - Widiati, Utami, et.al. *Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama/ Madrasah Tsanawiyah kelas VIII, 4th Ed.* Jakarta: pusat perbukuan Departemen Pendidikan Nasional. 2008.
 - Wartono, Ardiman. *English In focus 2: For Grade Junior High School (SMP/MTS).* Jakarta: Pusat Perbukuan Pendidikan Departemen Nasional 2008.

- Education, Department of school, *A genre-based approach to teach writing, years 3-6; an approach to writing K-12*, Australia : Literacy and Education Research Network and the directorate of studies. 1990

I. Assessment

1. Form : written Test
2. Technique : students write past activity.
3. Aspect : content, grammatical, organization, vocabulary, mechanic.
4. Scoring Guidance : Content + grammatical + organization + vocabulary + mechanic.

Criteria	Score	Level
Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic but lack detail
	21-17	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject, non-substantive, non pertinent, not enough to evaluate
Organization	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly

Criteria	Score	Level
	<p data-bbox="463 331 536 360">17-14</p> <p data-bbox="463 507 536 536">13-10</p> <p data-bbox="463 619 509 647">9-7</p>	<p data-bbox="589 217 1059 316">stated/supported, succinct, well-organized, logical sequencing, cohesive</p> <p data-bbox="589 347 1059 485">GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing</p> <p data-bbox="589 517 1059 616">FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development</p> <p data-bbox="589 647 1059 746">VERY POOR: does not communicate, no organization, not enough to evaluate</p>
Vocabulary	<p data-bbox="463 783 536 812">20-18</p> <p data-bbox="463 954 536 983">17-14</p> <p data-bbox="463 1126 536 1155">13-10</p> <p data-bbox="463 1299 509 1327">9-7</p>	<p data-bbox="589 783 1059 920">EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form material, appropriate register</p> <p data-bbox="589 952 1059 1090">GOOD TO AVERAGE: adequate average, occasional errors of word/idiom form; choice; usage but meaning not obscured</p> <p data-bbox="589 1121 1059 1259">FAIR TO POOR: limited range, frequent errors of word/idiom form; choice; usage, meaning confused or obscured</p> <p data-bbox="589 1291 1059 1386">VERY POOR: essentially translation, little knowledge of English vocabulary ; idioms; word form, not</p>

Criteria	Score	Level
		enough to evaluate
Language Use	<p>25-22</p> <p>21-18</p> <p>17-11</p> <p>10-5</p>	<p>EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement; tense; number; word order/function; articles; pronouns; prepositions</p> <p>GOOD TO AVERAGE: effective but simple constructions, minor problems in complex constructions, several errors of agreement; tenses; number; word order/function; articles; pronouns; prepositions, but meaning seldom obscured</p> <p>FAIR TO POOR: major problem in simple/complex constructions, frequent errors of negation; agreement; tenses; number; word order/function; articles; pronouns; prepositions and/or fragments; run-ons deletions, meaning confused or obscured</p> <p>VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate</p>
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, for errors of spelling,; punctuation;

Criteria	Score	Level
	4	capitalization, paragraphing GOOD TO AVERAGE: occasional errors of spelling,; punctuation; capitalization; paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling; punctuation; capitalization; paragraphing,, poor handwriting, meaning confused or obscured
	2	VERY POOR: no master of conventions, dominated by errors of spelling; punctuation; capitalization; paragraphing, handwriting illegible or not enough to evaluate.

J. Instrument

Make a recount text based on your own past experience at least 10 sentences! Time allotment for writing is 30 minutes.

Acknowledged by :

The English Teacher

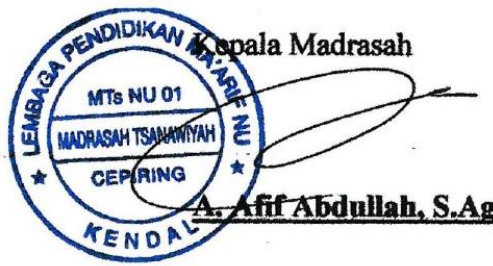


Nana Nurrahmatina, S.Pd

The Researcher



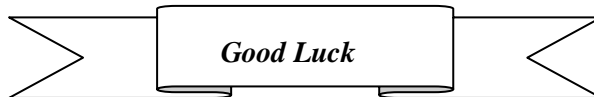
Yaqutun Nafisah



Appendix 6

INSTRUMENT FOR PRE-TEST

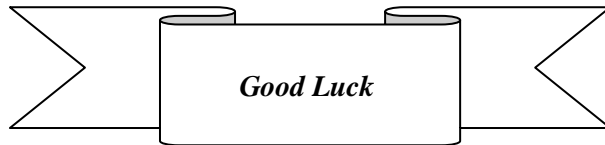
1. Write down your name, student's number, and class on the top right of the paper!
2. Make a recount text of your last activities!
3. The paragraph is written in the past tense.
4. The length of the paragraph is ten or more sentences.
5. Time allotment for the writing is 30 minutes.



Appendix 7

INSTRUMENT FOR POST TEST

1. Write down your name, student's number, and class on the top right of the paper!
2. Make a recount text based on your activities last Sunday!
3. The paragraph is written in the past tense.
4. The length of the paragraph is ten or more sentences.
5. Time allotment for the writing is 30 minutes.



Appendix 8

PRE-TEST SCORE OF EXPERIMENTAL GROUP (VIII A)

No	Code	Content	Organization	Vocabulary	Grammar	Mechanic	Score
1	E-1	20	13	14	15	3	65
2	E-2	25	17	17	18	5	82
3	E-3	23	11	11	15	5	65
4	E-4	21	13	13	17	2	66
5	E-5	22	13	13	17	3	68
6	E-6	10	11	10	15	4	46
7	E-7	24	16	15	17	5	77
8	E-8	23	17	14	17	5	76
9	E-9	27	15	15	17	4	78
10	E-10	23	12	14	15	5	69
11	E-11	20	12	12	13	2	59
12	E-12	21	12	13	17	3	66
13	E-13	20	13	13	11	2	59
14	E-14	22	15	14	17	5	73
15	E-15	24	18	15	17	4	78
16	E-16	22	12	14	13	2	63
17	E-17	17	11	10	18	2	58
18	E-18	22	15	13	18	4	72
19	E-19	23	14	14	18	3	72
20	E-20	23	13	13	12	3	64
21	E-21	17	11	10	18	2	58
22	E-22	26	15	15	17	4	77
23	E-23	26	18	15	19	5	83

24	E-24	21	13	12	13	4	63
25	E-25	21	14	14	16	5	70
26	E-26	22	14	13	17	2	68
27	E-27	24	11	13	17	4	69
28	E-28	22	14	13	17	2	68
29	E-29	20	11	11	15	4	61
30	E-30	20	13	13	17	3	66
31	E-31	18	17	11	14	3	63
32	E-32	20	18	11	15	3	67
33	E-33	18	11	13	14	4	60
34	E-34	20	15	13	15	3	66
35	E-35	22	13	14	18	4	71
36	E-36	23	17	14	17	5	76

Appendix 9

PRE-TEST SCORE OF CONTROL GROUP (VIII D)

No	Code	Content	Organization	Vocabulary	Grammar	Mechanic	Score
1	C-1	18	15	14	15	3	65
2	C-2	28	18	14	12	4	76
3	C-3	17	11	12	15	2	57
4	C-4	25	17	14	11	4	71
5	C-5	21	14	11	15	3	64
6	C-6	20	12	10	17	2	61
7	C-7	22	11	14	21	5	73
8	C-8	26	18	17	17	3	81
9	C-9	20	14	11	17	3	65
10	C-10	24	14	10	13	3	64
11	C-11	20	15	16	15	4	70
12	C-12	18	15	14	15	4	66
13	C-13	18	10	10	11	2	51
14	C-14	24	16	15	18	4	77
15	C-15	20	14	10	12	3	59
16	C-16	28	17	17	21	5	88
17	C-17	23	15	13	16	4	71
18	C-18	22	13	14	17	3	69
19	C-19	20	12	10	16	3	61
20	C-20	22	13	14	17	3	69
21	C-21	24	15	15	17	5	76
22	C-22	26	17	17	21	5	86
23	C-23	16	10	9	10	4	49
24	C-24	17	13	10	12	2	54
25	C-25	19	13	14	17	2	65

No	Code	Content	Organization	Vocabulary	Grammar	Mechanic	Score
26	C-26	16	14	16	17	4	67
27	C-27	20	13	14	17	4	68
28	C-28	17	13	10	12	2	54
29	C-29	18	15	14	15	3	65
30	C-30	19	11	14	13	3	60
31	C-31	20	12	15	14	3	64
32	C-32	21	13	16	15	4	69
33	C-33	16	12	16	17	4	65
34	C-34	19	13	15	15	3	65
35	C-35	22	15	14	17	4	72

Appendix 10

POST TEST SCORE OF EXPERIMENTAL GROUP (VIII A)

No	Code	Content	Organization	Vocabulary	Grammar	Mechanic	Score
1	E-1	28	18	18	19	4	87
2	E-2	25	18	11	15	3	72
3	E-3	25	18	15	15	4	77
4	E-4	20	13	12	14	4	64
5	E-5	22	14	12	14	5	67
6	E-6	18	13	14	12	3	60
7	E-7	21	13	11	11	5	61
8	E-8	21	13	14	17	5	70
9	E-9	20	14	13	17	5	69
10	E-10	26	18	15	17	5	81
11	E-11	22	13	12	16	4	67
12	E-12	21	13	13	15	5	67
13	E-13	20	14	15	17	4	70
14	E-14	21	15	14	12	4	66
15	E-15	23	15	13	17	5	73
16	E-16	24	15	14	16	5	74
17	E-17	17	11	12	16	3	59
18	E-18	22	14	13	17	5	71
19	E-19	21	14	13	16	5	69
20	E-20	21	14	13	15	5	68
21	E-21	21	14	14	16	4	69
22	E-22	24	16	16	17	5	78
23	E-23	25	14	13	16	5	73
24	E-24	20	13	13	16	5	66

25	E-25	27	17	17	17	5	83
26	E-26	24	16	15	17	5	77
27	E-27	27	18	17	18	5	85
28	E-28	17	12	13	18	4	64
29	E-29	22	13	14	17	5	71
30	E-30	22	13	13	17	5	70
31	E-31	24	14	16	17	4	75
32	E-32	28	18	17	19	5	87
33	E-33	24	17	16	18	4	79
34	E-34	22	16	18	19	4	79
35	E-35	21	15	17	18	4	75
36	E-36	26	16	17	17	4	80

Appendix 11

POST TEST SCORE OF CONTROL GROUP (VIII D)

No	Code	Content	Organization	Vocabulary	Grammar	Mechanic	Score
1	C-1	23	15	15	17	5	75
2	C-2	13	9	10	17	3	52
3	C-3	18	14	13	16	4	65
4	C-4	13	13	13	12	4	55
5	C-5	18	14	13	17	4	66
6	C-6	16	14	13	16	4	63
7	C-7	17	13	10	11	2	53
8	C-8	26	12	10	10	5	63
9	C-9	20	15	15	17	5	72
10	C-10	21	15	9	12	5	62
11	C-11	21	18	15	23	3	80
12	C-12	13	13	17	17	3	63
13	C-13	17	9	9	10	3	48
14	C-14	17	17	18	21	5	81
15	C-15	17	17	18	10	5	67
16	C-16	22	19	13	22	5	81
17	C-17	21	11	10	11	3	56
18	C-18	20	15	12	11	3	61
19	C-19	22	14	11	17	4	68
20	C-20	21	13	18	18	3	73
21	C-21	27	17	18	22	5	89
22	C-22	17	13	13	18	4	65
23	C-23	21	13	10	17	5	66
24	C-24	21	13	11	15	4	64
25	C-25	13	13	13	18	4	61

26	C-26	22	14	11	17	5	69
27	C-27	22	13	12	18	5	70
28	C-28	19	13	14	17	4	67
29	C-29	18	12	17	16	3	66
30	C-30	20	15	16	17	4	72
31	C-31	18	13	13	16	5	65
32	C-32	17	16	12	15	4	64
33	C-33	19	14	15	14	4	66
34	C-34	20	13	14	16	4	67
35	C-35	18	14	15	17	4	68

Appendix 12

STUDENTS' WORKSHEET

Pre-Test Experimental Group

Chasna A. Sarifah.

Study Tour in the Yogyakarta

Wednesday, 4 June 2014. I am and the students of SMP 11 Sumbersari go to study tour in the Yogyakarta. We went there by bus.

In the morning the student's ^{were} woke up early. The ^{were} between they are to deliver until. Bapak... while wait bus to come.

18
17
11
14
3
<hr/>
63

Nama: M. Fatkhur Rozaq
Kelas: VIII A

^{Went} Go to Home Grand Mother's Home

Once, on 8 April 2016, I and younger brother ^{went} go to Home Grand mother's For stay ~~at~~ there. because, Father will work ^{be} for driver.

I and younger brother went there by motor cycle. We went there at 09:00 a.m. we arrived ~~at~~ there at 10:00 a.m. I there

20
15
13
15
3
<hr/>
66

Pre-Test Control Group

Fira Tiya Andriani . VIII A .

Go of walk in Stasiun
~~Went to~~ ^{went to}

Sunday, 10 April 2016, I and friend ~~Go~~ ^{went} a walk to stasiun. I and my friends went there by bicycle. We ~~to~~ arrived ~~over~~ there at about 06.30 morning. We live to come by bicycle and ~~soon~~ to stasiun, when shall to enter Train past in rail and we watched train past in rail

19
13
11
10
1
57

Nama: A. Nur Rokhim
 kelas: VIII A.

~~Sune~~

Sune-Clipse

once on in 9 Maret 2016, i'm and father go to wet rice field. i'm and father look to river, i'm look ~~some~~ ^{went} at the the

Sune-clipse
 We on time 06.30a

10
18
10
15
1
46

Post Test Control Group

Nama : M. Arju. Nashicha
No : 36
KLS : VIII A

go to Beach

One day i ~~once~~ ^{with} go to beach together my ~~friends~~ Friends.
We went there by motorcycle. We had a thought ~~that~~ that it would be
So crowded there
we arrived at the ~~beach~~ beach at ~~at~~ about 7 a.m and we ^{there} ^{ed} playing
there so long we playing water ~~and~~ and sand we finded oyster
So we go home it was ~~an~~ unforgeable moments

25
18
11
15
3
72

Nama : Musbahuzzaman
kelas : VIII A.

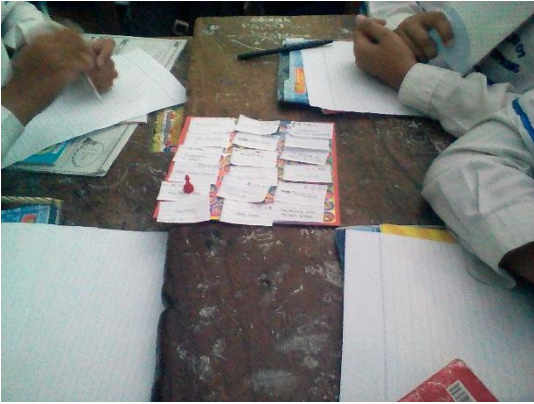
once on 10 April 2013, I and My ^{fishing} friend friends ^{went} Go to river. This river
name is river kutho.
I and My friend ^{went} Go to river with footroad. I and My friend ^{give} give
Four fish ^{and} and burn ^{fish} fish and ~~eat~~ ate. ^{get to got}
Finally I and My friend ^{went} Go to house.

18
15
10
3
56

Appendix 13

PICTURES OF THE RESEARCH





CERTIFICATES



KEMENTERIAN AGAMA
UNIVERSITAS AGAMA ISLAM NEGERI WALISONGO SEMARANG
Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp.7601295 Fax. 7615987
Semarang

Nomor : Un.10.3/DI/TL.00./1368/2016
Lamp : -
Hal : Mohon Izin Riset

Semarang, 1 April 2016

A.n. : Yaqutun Nafisah
NIM : 113411078

KepadaYth :
Kepala MTs. NU 01 Cepiring
di Kendal

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Yaqutun Nafisah
NIM : 113411078

Judul Skripsi : The Effectiveness of Our Live Game In The Teaching Writing of Recount Text (An Experimental Research at Eighth Grade Students of MTs NU 01 Cepiring in the Academic Year of 2015/2016)

Pembimbing : Sayyidatul Fadlilah, M.Pd

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu kami mohon Mahasiswa tersebut diijinkan melaksanakan riset selama 3 minggu, pada tanggal 4 April sampai dengan tanggal 22 April 2016.

Demikian atas perhatian dan kerjasamanya disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An Dekan,
Dekan Bidang Akademik
An Dekan,
Dekan Bidang Akademik
Syukur, M.Ag
NIP. 196812121994031003





**LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH TSANAWIYUAH NAHDELATUL ULAMA 01 CEPIRING
TERAKREDITASI "B"**

Alamat : Jl. Raya Soekarno – Hatta Karangsono Cepiring Kendal 51352 Telp. (0294) 3690812
<http://mitsnu1cepiring.blogspot.com> email : lsanawiyah_nucepiring@yahoo.co.id

SURAT KETERANGAN

Nomor : 125 /MTs,NU.01/B.032/D/V/2016

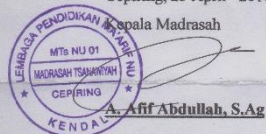
Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah NU 01 Cepiring menerangkan bahwa

Nama : Yaqutun Nafisah
NIM : 113411078
Alamat rumah : Desa Gondang RT 01 RW 02 Cepiring Kendal.
Pendidikan/Universitas/PT : UIN Walisongo Semarang
Fakultas/Program : Ilmu Tarbiyah dan Keguruan
Jurusan : Pendidikan Bahasa Inggris

Nama tersebut diatas telah melaksanakan Penelitian " **THE EFFECTIVENESS OF OUR LIVE GAME IN THE TEACHING WRITING OF RECOUNT TEXT (An Experimental Research at Eighth Grade Students of MTs NU 01 Cepiring Kendal in the Academic Year of 2015/2016)** di MTs NU 01 Cepiring mulai : tanggal 4 – 23 April 2016 (selama 3 minggu)

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana perlunya.

Cepiring, 25 April 2016



Kepala Madrasah

A. Afif Abdullah, S.Ag



**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.06/480/2015

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

Nama : **YAQUTUN NAFISAH**

NIM : **113411078**

Fakultas : **Ilmu Tarbiyah dan Keguruan**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-64 tahun 2015 di Kabupaten Temanggung, dengan nilai :

85 (.....) (.....) **4,0 / A** (.....)

12 Juni 2015

Dr. H. Sholihan, M. Ag.
 NIP. 19600604 1994031 004



Certificate

No: In.06.3/J4/PP.00.9/0395/2015

This is to certify that:

YAQUTUN NAFISAH

Has taken TOEFL test conducted by the English Language Teaching Department (ELT) of UIN Walisongo Semarang on March 28th, 2015 with the scaled score:

Listening Comprehension	Structure & Written Expression	Reading Comprehension	Total Score
49	40	51	467





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 : Yaqutun Nafisah
NIM : 113411078
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : **THE EFFECTIVENESS OF OUR LIVE GAME IN THE TEACHING WRITING OF RECOUNT TEXT**
(An Experimental Research at Eighth Grade Students of MTs NU 01 Cepiring in the Academic Year of 2015/2016)

HIPOTESIS :

a. Hipotesis Varians :

H_0 : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.

H_1 : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.

b. Hipotesis Rata-rata :

H_0 : Rata-rata hasil belajar siswa kelas eksperimen \leq kontrol.

H_1 : Rata-rata hasil belajar siswa kelas eksperimen $>$ kontrol.

DASAR PENGAMBILAN KEPUTUSAN :

H_0 DITERIMA, jika nilai $t_{hitung} \leq t_{tabel}$

H_0 DITOLAK, jika nilai $t_{hitung} > t_{tabel}$

HASIL DAN ANALISIS DATA :

Group Statistics

	kelas	N	Mean	Std. Deviation	Std. Error Mean
nilai akhir	eksp	36	72.3056	7.28136	1.21356
	kontr	35	66.3714	8.44040	1.42669

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
nilai Equal variances assumed	.000	.990	3,175	69	.002	5.93413	1.86909	2.20540	9.66286	
Equal variances not assumed			3,168	66,952	.002	5.93413	1.87301	2.19553	9.67272	

1. Pada kolom *Levenes Test for Equality of Variances*, diperoleh nilai sig. = 0,990. Karena sig. = 0,990 \geq 0,05, maka H_0 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 $t_{hitung} = 3,175$.
3. Nilai $t_{tabel} (69;0,05) = 1,995$ (*two tail*). Berarti nilai $t_{hitung} = 3,175 > t_{tabel} = 1,995$, hal ini berarti H_0 DITOLAK, artinya : Rata-rata hasil belajar siswa kelas eksperimen tidak identik atau berbeda dengan rata-rata hasil belajar siswa kelas kontrol.



Semarang, 1 Juni 2016
Ketua Jurusan Pend. Matematika,

[Signature]
Yulia Komadiastri, M.Sc.
NIP. 19810715 200501 2 008

CURRICULUM VITAE

A. Personal Identity

1. Full Name : Yaqutun Nafisah
2. Place, Date of Birth : Kendal, 21st July 1992
3. Original Address : Jl. Mekar Sari Rt.01 Rw.02
Gondang, Cepiring, Kendal
4. E-mail : nafisayaqut@gmail.com

B. Education Background

1. Formal Education:
 - a. TK Tarbiyatul Athfal Karangsono
 - b. SD N 2 Gondang
 - c. MTs NU 01 Cepiring
 - d. MAN Model Kendal
 - e. Walisongo State Islamic University Semarang
2. Non-formal Education:
 - a. TPQ-MDA-MDW Roudhatut Thalibin Gondang
 - b. Pon-Pes Al-Ishlah Mangkang kulon Semarang
 - c. Pon-Pes Miftakhus Sa'adah Mijen Semarang

Semarang, May 25th 2016



Yaqutun Nafisah
SN: 113411078