CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Teaching Grammar

a. The Definition of Grammar

The Oxford dictionary written by As Hornby defines grammar as the study of a language rules by which the words may change their forms and or combined into sentences.[1] Then according to Linda and Peter, grammar is a theory of language that describes how it put together and work.[2] However, Jeremy Harmer defines the grammar of a language is the description of the ways about words that can change their forms and can be combined into sentences in that language.[3] Based on these definitions, the writer concludes that grammar is the set of rules that describes how words or group of words can be arranged to form sentences in a particular language. So the grammar of English consists of all the rules that govern the formation of English sentences. Obviously, when we utter some words without using a certain rule, our utterance would be in vain. Then our listeners do not understand what we have said or what the purpose of our utterances. Therefore, grammar guides people how to speak and write in a correct way. In this way, the communication could occur fluently and understandable.

b. The Importance of Grammar In Language Teaching

English learning activities involve four skills consisting of listening, reading, writing, and speaking. They have to be supported

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[1] A. S Hornby, *Oxford Advance Learner's Dictionary of Current English,* (Oxford: University Press)*, p. 517.

[2] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar,* (Sydney: Antipodean Educational Enterprise, 1994), 1st Ed., p. 2.

[3] Jeremy Harmer, *The Practice of English Language Teaching,* (Longman: Pearson Education, 2001), 3rd Ed., p.12.

with language components, such as grammar, vocabulary, phonology, etc. Furthermore, the grammar existing in the language must be complex. They could be related, changed (forms and function) or even combined each other into structure that are more complex. The real example is that a single word in English may have some functions and various forms (noun, verb, adjective, and adverb). For instance, the word 'move' as verb may change into 'mover' as noun. Penny Ur argued that knowledge of grammatical rules of a language is very important for the mastery of that language.[4] People who want to understand English better should understand its grammar. Meanwhile, every language has its own rules of grammar that makes its user understand each other. Michael Swan stated that grammar is important to make comprehensible utterances because by knowing the ways in building sentences, it is possible to communicate meaningfully and successfully.[5] Bad grammar can lead the miscommunication among them because grammar is very essential. It makes the speakers of language understand each other. It is understood that grammar is different over language. We cannot use the Indonesian language grammar in English and vice versa. Nevertheless, people still will be able to learn a language.

In short, the mastery of grammar can contribute to the learners' language acquisition, especially for the second or foreign language learners. In learning foreign language, it is necessary to master certain structure items (grammar) to support the mastery of four language skills better because the speakers utterances of sentences would have different ideas or meaning to his hearers or readers. It also makes the language speakers understand each other so that they could

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[4]Jeremy Harmer, *How To Teach Grammar*, (England: Pearson Education Limited, 1999), p. 14

[5]Jack C Richard And Willy A *Renandya* (ed), *Methodology In Language Teaching,* (London: Cambridge University, tt), p. 151

communicate effectively and accurately. In other words, grammar is still needed in the learning a language.

2. **Simple Present Tense**

    a. The Definition of Simple Present Tense

    Tense represents any forms of a verb which refers to when the action happens. Moreover, Simple Present Tense is the tense that is used to indicate the events, actions and conditions that are happening all the time, or exist now. For instance: I live in Madrid, she does not like cheese and I think you are wrong. Those sentences are all in the Simple Present Tense.[6]

    Collins stated that tense is a set of verb forms that represents a particular time or period in the past, present or future. In addition, Simple Present Tense is used to talk about thoughts and feelings in the present moment, or immediate reactions to something.[7]

    Based on the explanation above, the writer can conclude that tense may indicate whether an activity occurs at moment of speaking, has been completed, has extended over a period time, or is still in progress. Then the simple present tense indicates an activity that happens at moment of speaking or a state being in the present, about things in general, something happening all the time or repeatedly, or something that is true in general.

    b. The Use of Simple Present Tense

    Soemartono and Suhardjito said that the use of Simple Present Tense are to express daily events, habit or actions, general truth, facts and used to express any conditions or non-action states that represents a situation that happens right now at moment of speaking. The verbs included are mental states (know, understand, believe, and think),

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[6]Kate Woodford and Guy Jackson, *Cambridge Advanced Learners' Dictionary,* (Cambridge University Press, 2003), CD Version.

[7]Williams Collins, *Collins Cobuild English Grammar*, (London: Collins Publishers, 1990), p. 245

emotional states (like, love, hate, appreciate), sense perceptions (see, hear, taste, smell, and feel), possession (have, own, belong, possess), other existing states (cost, weight, contain, look, appear, include, exist, be).[8]

Azar Betty also stated that the use of Simple Present Tense is used to express a habitual or daily activity. For example, I study for two hours every night.[9] Moreover, Fuad Mas'ud said that the usages of Simple Present Tense are as follows:

1) To express a habitual action, e.g., *they* often *play* football together, *we* usually *study* at night

2) To state general action and truth, e.g.,:

    a). The earth revolves around the sun.

    b). A year has twelve months.

    c). The sun rises in the east and sets in the west.

3) To express events, actions or conditions that are happening or exist at moment, e.g.,:

    a). Mary sings beautifully.

    b). She seems to be very tired today.

    c). I work hard at home.

4) To express future action, especially with verbs of movement or travel such as come, go, leave, stay, or arrive.

    a). The plane leaves tomorrow morning

    b). We leave for Jakarta in Tuesday, our train arrives at 09.05.

    c). I arrive in Hong Kong on Sunday.

5) To express the meaning of Present Continuous Tense by using certain verbs in Simple Present Tense such as agree, consider, expect, like, know, prefer, remember, wish, want, etc. e.g.,: Udin

[8]Soemartono and Suhardjito, *English Structure in Context I*, (Jakarta: Direktorat Jenderal Pendidikan Departmen Pendidikan Dan Kebudayaan, 1994), p. 28

[9]Betty Scrampfer Azar and Barbara F Matthies, *Fundamental of English Grammar*, (USA: Prentice Hall Regents, 1995), p. 11

likes a radio (not Udin is liking a radio), They agree with you (not they are agreeing with you).[10]

Based on the explanation above, it can be concluded that simple present tense is used to express habitual or everyday activity, general action or something that is true in general, and future action.

c. The Form of Simple Present Tense

The Form of Simple Present Tense according to Soemartono and Suhardjito are as follows:

1) The Simple Present Tense uses the simple (unchanged) form of a verb for first person, second person, and third person plural subject, except for a third person singular subject. For third person singular subject, the verb ends in –s/-es (talk-talks/kiss-kisses).

2) In negative statement, yes/no questions and WH (what, who, when, where and how) questions in the Simple Present Tense use do/does. Except a sentence with *be*. For example, I *do not* watch television in the morning or *do you* watch television in the morning?[11]

Thomson and Martinet stated the simple present tense has the same forms as the infinitive but added an –s/*es* for the third person, e.g.: I/you/we/they work, and He/she/it works. Then form of the negative and interrogative statement adds auxiliary *do* or *does* for third person singular before the infinitive without to. For example: I do not work and He/she/it does not work.[12] In addition, the adverbial time, adverbial of place and adverbial of frequency used in Simple Present Tense are always, sometimes, seldom, often, at night, every week, on Sunday, twice a week, everyday, here and there. For example: She always studies hard everyday.

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[10]Fuad Mas'ud, *Essential of English Grammar, A Practical Guide,* (Yogyakarta: BPFE, 1999), p. 26-27

[11]Soemartono and Suhardjito, *op. cit.,* p. 27

[12] A.J.Thomson and A.V. Martinet, *A Practical English Grammar*, (Oxford: Oxford University Press, 1986), p.153

Furthermore, the rules of form to make verbs one for the third person singular subject (she, he, and it) is as follows:

1. Verb ending in ss, sh, ch, x, o, added *es.* For example:
   a). We watch television.   - Betty *watches* television.
   b). You go to school.   - Agus *goes* to school.
   c). I box these pencils.   - He *boxes* these pencils.
   d). I kiss my baby.   - She kisses her baby.

2. Verb ending with *y* that preceded by consonant, so it's changed to be *i,* and then added with *es.* For example:
   a). I carry a bag   - She carries a bag
   b). You hurry to go home   - He hurries to go home

3. Verb ending in *y* but preceded by vowel just added with *s* immediately. For example:
   a). I play the guitar   - she plays the guitar
   b). You say get out!   - He says 'come in!
   c). You hurry to go home   - He hurries to go home. [13]

Besides, if the predicate of the statement is not a verb but a noun, adjective, or adverb of place called nominal sentence, it must use *to be* (is, am, are), e.g.: I am a student, they are in class, he always busy.

It can be concluded that to form affirmative statement of Simple Present Tense for third person singular is just by adding *s/es* in the end of verb except certain verbs that end in *ss, sh, ch, x, o*, and *y* that follows a consonant. Besides, those verbs just added with *s* in the end of verb to form the verb for the third person singular. First person, second person, and third person plural subject use the simple or unchanged form of a verb. Then to form negative and interrogative statement *do/does* is used. However, to form nominal sentence of the Simple Present Tense *to be* after the subject is used.

[13]Fuad Mas'ud, Op.*Cit.,* p. 28-29

3. Teaching Media

   a. The Definition of Media

         The word "media" is plural form of medium derived from Latin *Medius* that means middle or mediator. In Arabic, media is intermediary or mediator of a message from sender to receiver message.[14] According to Romiszowski as quoted by Kasihani K.E. Suyanto, media is any extension of man, which allows him to affect other people who are not in face to face with him. Thus, communication media include letters, television, film, radio, printed matter and telephone. In addition, he said that media come from Latin language *medium* that has generally meaning communication or delivery, that is anything that carrying the information between source and receiver.[15] Media is one of factors that can help the teacher in conveying teaching material to students while teaching process. Therefore, media can improve the efficiency of process and quality of teaching and learning.

         Some experts have given limitations in defining media. *Association of Education and Communication Technology* (AECT) in America defined media as all kinds and acess which is used to conveying the mesasge or information. Gagne and Briggs (1970) implicitly stated that learning media is a tool that physicly used to delivering subject material such as book, tape recorder, cassette, video camera, video recorder movie, slide, photo, picture, graphic, television and computer. In other word, media is a component of learning resource that contain of subject instructional at learner environment which is can stimulate the students to learn. Then, National Education Assosiation defined media as type of communications and its tools that printed, or audio visual. So can be manipulated, seen, heard, or read.[16]

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[14]Arsyad Azhar, *Media Pembelajaran*, (Jakarta: PT Grafindo Persada, 2003), p. 3
[15]Kasihani K.E. Suyanto, *English For Young Learners*; *Melejitkan Potensi Anak Melalui English Class Yang Fun, Asyik, Menarik*, (Jakarta: Bumi Aksara, 2007), p. 100-101
[16]Arsyad Azhar, *op.cit.*, p. 3-5

From the definitions above, it can be concluded that media are kinds of substances that are used by a teacher during teaching process to support the presentation of the lesson and became a learning aid that make easier the student in absorbing the lesson. Media have important roles in teaching learning process and stimulating students to learn. Media give motivation for students to be more interested in learning process. Learners are able to understand the message better as the materials which are presented in a certain way.

b. The Classification of Media

Seels and Glasgow as quoted by Azhar Arsyad stated that media are classified into two categories based on the technology development, those are traditional media and the latest technology of media.[17]

1) The traditional media

a). Silent visual that projected; *Opaque* projection (un penetrated), *Overhead* projection, *Slides, Filmstrips.*

b). Visual Projected; Picture, poster, photo, charts, graphic, diagram, Information board, exhibition

c). Audio; Phonograph Record, ribbon cassette, reel, cartridge

d). Multimedia; Multi image, slides plus Voice (tape)

e). Dynamic visual that projected; films, television, video.

f). Printed; Text book, module, work book, hand out, and magazine

g). Games; puzzle, stimulation, board games.

h). Realia; specimen, manipulative (puppet, map)

2) The latest technology of media

a). Media Base of Telecommunication; teleconference, telecture.

b). Media base of microprocessor; Compaq (video) disk, computer game, computer-assisted instruction.

Omar Hamalik states that media for teaching language can be classified into as follows:

1) Games, such as word puzzle and role-playing.

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[17]Azhar Arsyad, op. cit., p. 33-35

2) Visual media, such as picture, chart, photo, poster, globe, graphs and cartoon

3) Audio media, such as radio and recorder in cassette.

Audio-visual media, such as television, video, film that produces sounds and picture.[18]

From the definition above, it can be concluded that media are classified into audio media, visual media, and audiovisual media. Audio visual is teaching media that is related to sense of sound, such as radio, tape recording. Visual media is a teaching media, which is related to sense of view, such as picture, chart, and image. Audiovisual media is teaching media, which is related to sense of view and sound, such as television, film, and video.

c. The Functions of Media

Media have important roles in teaching and learning process. M. Basyirudin stated that teaching media has functions in giving information, attitude stimulation in teaching learning process, to increase the balance of the information acceptance and to organize the improvement steps and giving a feedback.[19] Media are representing of additional tool needed to English language learning especially for student. Media can be used for:

1) Helping in simplifying language learning process and make it perfect.

2) Reducing the usage of mother tongue of first language.

3) Raising the students' motivation and their interest in learning.

4) Explaining new concept. So students can understand without difficulties and misunderstanding.

5) Raising the English learning quality.

6) Making learning process more interesting and interactive.[20]

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[18]M. Basyiruddin Usman and Asnawir, *Media Pembelajaran*, (Jakarta: Ciputat Press, 2002), p. 29
[19]*Ibid.*, p. 13
[20]Kasihani K.E. Suyanto, *op. cit.*, p. 101

Hamalik as quoted by Azhar Arsyad stated that media usage in teaching learning process can provoke interest, desire, motivation and stimulation in learning activity, even give psychological influences toward the students. Media usage in teaching process will give big contribution to help the efficiency of learning process, message delivering, and subject material on that time.[21]

From the explanations above, the function of learning media can be concluded that can make the students more enjoy during the learning process and interested to learn, learning media is also help the teaching learning process, such as make the student more active in learning activity and increase their comprehension. Therefore, by using media, the learners become more interested in learning process. Learners are able to understand the message better as the materials that presented in certain way. In addition, media provide various kinds of teaching method and technique. Therefore, learners are not bored with monotonous teaching and learning process.

4. **Games in English Language Learning**

Games play an important role in teaching and learning process and can be alternative media of language teaching. They can often help the students understand something presented better than telling them verbally. In using games as media, the teachers should be very careful in choosing games if they want to make them profitable for the learning process. Not all games are appropriate for all students. Different age groups require various topics, materials, and models of games. For example, children benefit most from games, which require fun, moving around, imitating a model, and competing groups.

Game which is designed to provoke communication between students frequently depends on an information gap so that one student has to talk a partner in order to solve a puzzle, draw a picture, put things in the right order,

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[21]Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Grafindo Persada, 2003), p. 15

or find similarities and differences between pictures for instance. By using devices or tricks in games are used to make fluent speaking amusing. A game can also be used for many types of communication, for example, encouraging, criticizing, agreeing, and explaining.[22] According to Siti Tarwiyah, games can be used in language learning with the reasons that besides it can be a language learning facilitation, it also helps language learning to be easy in memorizing, understanding and accessing.[23] It can be concluded that students can retain more when they are actively involved or have "hands on" in the learning process. Through such game activities, students will certainly absorb more information as they learn, review, and retain concepts in classroom. Jill Hadfield said that games could be used at any stage of the lesson at the same time the target language has been introduced and explained. They serve both as a memory aid and repetition drill, as a chance to use language freely and as a means to an end rather than an end itself. They also serve as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate remedial action. In addition, He classified game into two types, those are: 'choice' games that is games that tend to be more analytic, based on the conscious application of grammar rule and the player have to choose the correct linguistic form rather than as in traditional grammar exercise types such as gap filling, sentence completion, multiple choice, etc. Moreover, 'reinforcement' games that work more like substitution drills or pattern practice, getting students to internalize rules by repeating pattern. These games are not only providing intensive repetition of grammatical structure or structures, but also providing meaningful context. The students are working toward winning or completing the game.[24]

From the above description, it is obviously true that game help students to get practice in visualizing and seeing with their mind's eye.

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[22]Jeremy Harmer, *op. cit.*, p. 272.

[23]Siti Tarwiyah, *Modul; Games, Songs, Practical Ideas To Teach Language,* English Department of Educational Faculty, State Institute of Islamic Studies Walisongo Semarang, 2008, p.2

[24]Jill Hadfield, *Elementary Grammar Games*, (England: Longman, 1995), p. 4-5

Therefore, it is becomes meaningful practice of language in various skills, permits a teacher to control the students' environment that cannot be done in a real situation. A teacher can change the road conditions, which students encounter. However, when we use game in language classroom, we should consider about the materials, students' level, learners' characteristics, and that the game is doable.

5. **Card Game**

Based on the Oxford Dictionary, game is a form of play or sport with certain rules.[25] Khan as quoted by Suyanto said that game is an activity done based on certain rules.[26] A game represents an activity with rules, a goal and an element of fun.[27]

According to Zakiyah Darajat, game has important role in building the children personality. And the same argument states by Joan Freeman dan Utami Munandar that is generally some experts agreed that playing is an activities which help children to reach full development of children physic, intelectual, social, moral and emotional.[28] Moreover, card means piece of stiff paper or thin cardboard, as used for various purposes, one of the 52 cards used for various games (canasta, poker, etc).[29]

Card game is any game using playing cards as the primary things with which the game is played with a deck of playing cards intended for that game that are identical in size and shape. Each card has two sides, the *face* and the *back.*[30] However, Card game on this research is domino activity. Domino noun [plural dominoes] defined as a small, rectangular object with spots on it, that is used in a game and a game using dominoes is a group of old men sat playing dominoes. Each card has two sides, the *face* and the *back*. Dominoes

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[25]A.S Hornby*, op. cit.*, P. 353.

[26]Kasihani K.E. Suyanto, *op. cit*., p. 118

[27]Jill Hadfield, *op.cit.*

[28]Andang Ismail, *Education Games Menjadi Cerdas dan Ceria dengan Permainan Eduktif*, (Yogyakarta: Pilar Media, 2006), p. 11.

[29]As Hornby*, Ibid*., p.127

[30]http://en.wikipedia.org/wiki/CardGame,15/03/2010 4:37:38 PM

(or dominos) generally refers to the collective gaming pieces making up a *domino set* (sometimes called a *deck* or *pack*) or to the subcategory of tile games played with domino pieces.[31] The advantages of this card game are:

a. Used to sharpen the students' knowledge areas of grammar especially Simple Present Tense.

b. Can give opportunities for students to study grammar especially Simple Present Tense indirectly

c. Help the students to understand the material and identifying Simple Present Tense without any pressure and more relax.

d. The students like playing, fun, and learn English.

e. Students learn to obey the game rules.

f. Can be used as interlude if the students felt bored with the English learning model that serious.

In addition, the disadvantages of this card game are as follows:

a. The appropriate purposes of the learning using card game depend on the material selected.

b. The usage of cad game needs a group organization.

c. Need much time in applying the game.

d. The social context of the game tends to be simplified. So, it possible if student get wrong message from the game.

6. The Use of Cad Game in Teaching Simple Present Tense.

Teaching grammar is not only learning the rules but also learning how manipulate the devices that English speakers to convey certain meanings and relationship. It means that if we want to communicate, we must able to produce the language in the way it will be understood. Teaching Simple Present Tense to Indonesian learners would not be the same with the Simple Present Tense to the student from the countries whose the language was in the same family with English. Indonesian language has different concept of the

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[31]http://en.wikipedia.org/wiki/Dominoes, 15/03/2010 4:37:38 PM

verb tense with English language. This factor would influence the difficulty of the English learning to the most Indonesian learners. In addition, Indonesians are bilingual. Most of them have different cultural background and have their native language as well. It is pretty tough for teachers to conduct an English lesson to the students whose native language completely different with English. However, method or technique in teaching grammar that could be used in Simple Present Tense is card game or activity dominoes which can make the students enjoyed playing on special board to identify the different structure. Activity dominoes gives an idea of talking about habit using Simple Present Tense which is done by combining the word on the right of each domino with the word in the left and then new sentences can be formed.[32] It is a kind of game that is played by group work. This learning is done by grouping the students into several groups. Group work had the advantages that the learners are working simultaneously. Therefore, not only the language practice increased, but also the students are likely become not bored or not lose their interest because they are actively involved in language teaching learning.

Furthermore, the rules of applying the card game (activity dominoes) in teaching Simple Present Tense as follow:

a. The teacher explains briefly about the technique used in studying English.

b. The teacher writes up *On Sunday, Every morning, and every evening* on the board.

c. The teacher asks the students to say different things they do on Sundays, every morning, and every evening.

d. The teacher writes these up as lists under each heading

e. The teacher can follows this up with short class survey by asking the students to find out three things that their partners do

f. The teacher asks the students to report back

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[32]Maria Toth, *Children Games*, (Great Britain: Heinemann, 1995), p. 32.

g. The teacher gives a set of dominoes to each group of three to five students and asks a student in each group to deal them all out.

h. The student looks their dominoes. The dealer starts by laying one down. The student on his or her left lays down a domino that matches one end of the dealer's domino. For example if the dealer lays down *go to the cinema every week/he*, the next player can either put *they* before *go to the cinema every week,* or for example *goes swimming every week* after *he.* The pictures should match the personal pronouns, so if there is a picture a boy, then *he,* if there is picture of a girl, *she,* if there is a picture of an animal, *it,* etc.

i. The next player takes his her turn by laying down another domino that matches. If a player cannot lay down a domino, he or she misses a turn.

j. The winner is the first person to put all their dominoes.

B. Previous Research

The writer will describe some works that are relevant to this thesis in order to make this thesis arrangement easier:

Thesis written by Ninik Kholifah (Student's Number: 3104337) entitles "The Effectiveness of Strip Stories to Help Students' Sequence Events in Recount Writing (An Experimental Study at MTs Negeri Margoyoso Pati Grade VIII in academic year of 2008/ 2009)". The main objective of this study is to find out whether there is or not a significant difference of writing skill improvement between students who taught writing recount text by using strip stories and those who are taught by using a conventional learning or lecturing. The hypothesis of this study is there is a significant difference between the writing skill improvement of the students taught writing recount text by using strip stories and those taught by lecturing. The population was the eighth year students of MTs Negeri Margoyoso Pati in academic year of 2008/ 2009. In taking the sample, the writer used cluster-sampling technique. The research design used was experimental design. The instrument used to collect the data

was writing test or essay test. The technique to analyze the data was t-test formula. The finding was there is a significant difference in writing skill improvement between students who are taught writing a recount text by using strip stories and those who are taught by lecturing (without strip stories).[33]

Thesis written by Mulyanto, (06330209) students of IKIP PGRI Semarang entitles "The Effectiveness of Flash Cards Teaching Media on Students' Mastering of Vocabulary at SDN Jetak I Kecamatan Getasan Kabupaten Semarang". The objectives of his study were to investigate whether the achievement of vocabulary of students who are taught by using flashcards and who are taught without using flashcards and to know the significant differences both. He conducted his study by experiment method and used nonrandomized technique in getting the sample. The data collection techniques used was pre test and posttest. The writer compared the students' score that obtained from posttest in analyzing the data. The finding was there is significant difference between the achievement vocabulary of the students who are taught before using flashcards and those who are though after using flashcards.[34]

From the thesises above, there are simmilarity between the thesis that the writer makes that are the usage of learning media in improving the students understanding, the method of the research used in employing the research that used experimental approach and the objective of the study. Then the technique in collecting the data is used test by giving pre test and post test. However, the differences are the setting of the study, the participant of the research and the type of the media used. This thesis focus on the use of card game in improving the student achievement in learning English Garmmar on Simple Present Tense.

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[33]Ninik Kholifah, (Student's Number: 3104337), The Effectiveness of Strip Stories to Help Students' Sequence Events in Recount Writing (An Experimental Study at MTs Negeri Margoyoso Pati Grade VIII in academic year of 2008/ 2009), Unpublished.

[34]Mulyanto, (06330209), The Effectiveness of Flash Cards Teaching Media on Students' Mastering of Vocabulary at SDN Jetak I Kecamatan Getasan Kabupaten Semarang, Unpublished.

C. Hypothesis

Hypothesis defined as the provisional answer toward the research problem or research question.[35] It is the assumption that possibly true or possibly wrong and determined by researcher that should be tested and proved.[36] Because the hypothesis was the provisional answer, it must be proved through investigation or analysis of the data to receive proof whether the hypothesis could be accepted or not received. It depends on the approval in the field research.

In this research, the hypothesis is that the use of card game is more effective than conventional method or lecturing in teaching Simple Present Tense grade VII of MTs Darul Ulum Purwogondo Kalinyamatan Jepara.

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[35]Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, (Bandung : Alfabeta, 2009), p. 159.

[36]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p. 116.