Appendix 1

RESEARCH SCHEDULE

Teacher   : Indah Budiyanti, S.Pd

Researcher   : Maulana Achsan

Class   : XI Grade of SMK Bina Utama Kendal

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	October 29th, 2015
2	Meet the headmaster to ask permission to do research by giving the permission letter and proposal	November 3rd, 2015
3	Meet the English teacher to make research framework	November 7th, 2015
4	Pre-test and treatment for experimental group	November 12nd, 2015
5	Pre-test and conventional teaching for control group	November 13rd, 2015
6	Treatment and post test for experimental group	November 19th, 2015
7	Conventional teaching and post test for control group	November 20th, 2015

Appendix 2

STUDENTS' NAME OF EXPERIMENTAL GROUP

NO	STUDENTS' NAME	SEX	CODE
1.	ABDUL MALIK	Male	E-1
2.	AHMAD FAJRUL FALAH	Male	E-2
3.	AHMAD SETIYONO	Male	E-3
4.	AHMAD TAESIR NADHMI	Male	E-4
5.	ALFA NUR RAHMAT	Male	E-5
6.	ALFAN RAHMADHANY	Male	E-6
7.	AMIRUL MUBAROK	Male	E-7
8.	ANDIKA EZZA AMYRULLAH	Male	E-8
9.	ANUGERAH YOSI APRILIAWAN	Male	E-9
10.	ARIFUL YUGA	Male	E-10
11.	ARISKA SEPTYANA	Female	E-11
12.	DIAH OKTAVIA RAHAYU	Female	E-12
13.	EVA NUR DAYANTI	Female	E-13
14.	FAJAR ARMANTONI	Male	E-14
15.	FERI FERDIANSYAH	Male	E-15
16.	FERI MUKAROMAH	Female	E-16
17.	HAMZAH	Male	E-17
18.	IQBAL ABDILLAH	Male	E-18
19.	LAILATUL NISA AWALIA	Female	E-19
20.	M. AENUR RIDWAN	Male	E-20
21.	M. AGUS IRFAN	Male	E-21
22.	M. ARI WIBOWO	Male	E-22
23.	M. ARIF IRVIAN W	Male	E-23
24.	M. HAMZAH SAFARUDIN	Male	E-24
25.	M. IBNU ATHOILAH	Male	E-25
26.	M. RIFKI MAULANA	Male	E-26
27.	MELISA LUTHFIANA	Female	E-27
28.	MUCHAMMAD ADE BAGUS H	Male	E-28
29.	MUH. ABDUL MUNIF	Male	E-29
30.	WINDA YUNITASARI	Female	E-30

Appendix 3

STUDENTS' NAME OF CONTROL GROUP

NO	STUDENTS' NAME	SEX	CODE
1.	AGUS RISKI PRATAMA	Male	C-1
2.	ANANTA RAKA IHZA AULIA	Male	C-2
3.	KEVIN DIO AHMAD FAHREZI	Male	C-3
4.	MUHAMAD KHUYAENI	Male	C-4
5.	MUHAMAD MIFTAQUL ULUM	Male	C-5
6.	MUHAMAD FARIDHIL HUDA	Male	C-6
7.	NELY DAYANTI	Female	C-7
8.	NISTIANAH	Female	C-8
9.	NOVAL ABDUL ROZAQ	Male	C-9
10.	NOVI HIDAYATUL NINGSIH	Female	C-10
11.	NUR FADHILAH	Female	C-11
12.	NUR ROHMAH	Female	C-12
13.	NURUL KAMAL	Male	C-13
14.	RANI LUVIYANTI	Female	C-14
15.	RIKA ARMAINI	Female	C-15
16.	RIKI ARI YATUN NISA'	Female	C-16
17.	RIRIN LESTARI	Female	C-17
18.	RISKI AMALIYA	Female	C-18
19.	RIYAHARTANTI	Female	C-19
20.	RIZKA AWIYANSYAH	Male	C-20
21.	SITI RIANATUL JANAH	Female	C-21
22.	SRI MAWADAH	Female	C-22
23.	SRI NING ASIH P.H	Female	C-23
24.	TAUFIQ HIDAYAT	Male	C-24
25.	TEGUH SETIYOKO	Male	C-25
26.	WAQIATUS SARIFAH	Male	C-26

Appendix 4

LESSON PLAN FOR EXPERIMENTAL GROUP

School	: SMK Bina Utama Kendal
Class/Semester	: XI/1
Subject	: English
Skill focus	: Writing
Material	: Recount Text
Time allocation	: 2 X 45 minutes

A. Standart of Competence

6. Writing

Expressing meaning in short functional text and write a simple essay in the form of a recount, narrative, and procedure in the context of daily life.

B. Basic Competence

6.2. Writing

Expressing meaning rhetoric and steps accurately, fluently and acceptable by using a variety of written language in the context of everyday life in text form: recount, narrative, and procedure.

C. Indicators

1. Students are able to comprehend the parts of speech such as adjective and verb (past tense).

2. Students are able to identify the social function, generic structure and languege feature of recount text.
3. Students are able to use the simple past tense.
4. Students are able to compose a recount text.

D. Learning Aim

By the end of lesson through three-phase technique, students will have been able to respond the social function, generic structure and language feature of recount text; and make the written of recount text well.

E. Teaching Materials

Recount Text

Recount is a kind of text which retells events, activities, or experiences in the past.

1. Social function
   To retell the event for the purpose of informing or entertaining.
2. Generic Structure
   - Orientation
     Provides the setting and introduce participants
   - Events
     Tell what happened, in what sequence
   - Re-orientation
     Optional-closure of event
3. Language Feature
   - Focus on the individual participant
     Example: I, my, group, etc.
   - Use of past tense
     Example: we went to beach, I was happy, etc.
   - Use of material (action) processes
     Example: went, slept, run, brought, etc.
   - Using conjunctions
     Example: and, but, then, after that, etc.

- Using adverbs and adverbial phrase

  Example: yesterday, at my house, slowly, etc.

4. Example of recount text:

Fantastic Holiday at Yogyakarta

Last week, I went to Yogyakarta with my family. My father drove the car. My mother sat beside him. My sister and I sat in the back seats.

We woke up early in the morning. My father prepared the car in the garage while mother was preparing food for breakfast and some snacks for us. My sister and I packed some clothes. After everything got ready and we had our breakfast, we left the house at six o'clock.

It was about nine A.M. We arrived at Yogyakarta. First of all we visited our uncle. We stayed there for an hour. Then we went to Parangtritis beach. We got there at eleven o'clock. There were a lot of tourists because it was holiday. I saw many foreign visitors too. My parents watched us playing with sand in the beach. We did not swim and take a bath since the wave was rough. After having lunch, we went on our picnic to the museum and Malioboro shopping centre.

We drove back to Semarang at 7 o'clock and arrived home at ten. We were tired but happy.

F. Learning Activities

1. **Pre Activities (10')**
   - Teacher greets students and asks them to pray together.
   - Teacher checks students' attendance.
   - Teacher tells to the students the learning aim.

2. **Main Activities (70')**
   a. Exploration
      - Teacher gives some stimulating questions for warming.
      - Teacher asks students to tell their past experience.

b. Elaboration
- Teacher explains the definition, social function, generic structure, and language features of recount text.
- Teacher gives some examples of recount text.
- Teacher asks students to read the text.
- Teacher divides students into some groups and asks them to find a coin as his/her representation.
- Teacher asks students to write their last activities at the time that appears in the game.
- Teacher asks students to arrange the sentences into good paragraph.
- Teacher asks students to come forward to present their work.

c. Confirmation
- Teacher asks some questions to students related to the material that they have learnt.
- Teacher makes conclusion about the explanations.

3. **Post Activities (10')**
- Teacher gives motivation to students to improve that they have learnt.
- Teacher asks students to close the class.
- Teacher closes the class.

G. Sources of Material

Kementrian Pendidikan dan Kebudayaan, *Bahasa Inggris Stop Bullying Now SMA/MA/SMK/MAK Kelas XI*, Jakarta: Kementrian Pendidikan dan Kebudayaan, 2014.

Arthur Hughes, *Testing for Language Teachers*, New York: Cambridge University Press, 2003.

H. Teaching Method
Three-Phase Technique (Presentation, Practice, and Production)
Cooperative Learning

I. Media
Slides, pictures, times of day game board, handout.

J. Assessment
   a. Form   : written test
   b. Technique   : students write their experience.
   c. Aspect   : content, grammatical, organization, vocabulary, mechanic.
   d. 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-

Criteria	Score	Level
		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, 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;

Criteria	Score	Level
		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 obscured
	17-11	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
	10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, for 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

Criteria	Score	Level
		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.

K. 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

Indah Budiyanti, S.Pd

The Researcher

Maulana Achsan

Kepala Sekolah

Christianto Wibowo, S. Si
NIY. 2003 07 16 0041

Appendix 5

LESSON PLAN FOR CONTROL GROUP

School	: SMK Bina Utama Kendal
Class/Semester	: XI/1
Subject	: English
Skill focus	: Writing
Material	: Recount Text
Time allocation	: 2 X 45 minutes

A. Standart of Competence
6. Writing

Expressing meaning in short functional text and write a simple essay in the form of a recount, narrative, and procedure in the context of daily life.

B. Basic Competence
6.2. Writing

Expressing meaning rhetoric and steps accurately, fluently and acceptable by using a variety of written language in the context of everyday life in text form: recount, narrative, and procedure.

C. Indicators
1. Students are able to comprehend the parts of speech such as adjective and verb (past tense).

2. Students are able to identify the social function, generic structure and languege feature of recount text.
3. Students are able to use the simple past tense.
4. Students are able to compose a recount text.

D. Learning Aim
By the end of lesson through three-phase technique, students will have been able to respond the social function, generic structure and language feature of recount text; and make the written of recount text well.

E. Teaching Materials
Recount Text
Recount is a kind of text which retells events, activities, or experiences in the past.
1. Social function
   To retell the event for the purpose of informing or entertaining.
2. Generic Structure
   - Orientation
     Provides the setting and introduce participants
   - Events
     Tell what happened, in what sequence
   - Re-orientation
     Optional-closure of event
3. Language Feature
   - Focus on the individual participant
     Example: I, my, group, etc.
   - Use of past tense
     Example: we went to beach, I was happy, etc.
   - Use of material (action) processes
     Example: went, slept, run, brought, etc.
   - Using conjunctions
     Example: and, but, then, after that, etc.

- Using adverbs and adverbial phrase
  Example: yesterday, at my house, slowly, etc.
4. Example of recount text:

Visitting to the Zoo

Yesterday my family went to the zoo to see the elephant.

When we got to the zoo, we went to the shop to buy some food to give to the animals.

After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope.

During lunch we fed some birds in the park. In the afternoon we saw the animals being fed.

When we returned home we were tired but happy because we had so much fun.

F. Learning Activities

1. **Pre Activities (10')**
   - Teacher greets students and asks them to pray together.
   - Teacher checks students' attendance.
   - Teacher tells to the students the learning aim.

2. **Main Activities (70')**
   a. Exploration
      - Teacher gives some stimulating questions for warming.
      - Teacher asks students to tell their past experience.
   b. Elaboration
      - Teacher gives some examples of recount text.
      - Teacher asks students to read the text.
      - Teacher explains definition, social function, generic structure, and language features of recount text.
      - Teacher gives students an exercise.

- Teacher asks students to make a recount text based on their activities last Sunday.
- Teacher gives students 30 minutes for writing.
- Teacher asks students to come forward to present their work.

c. Confirmation
- Teacher asks some questions to students related to the material that they have learnt.
- Teacher makes conclusion about the explanations.

3. **Post Activities (10')**
- Teacher gives motivation to students to improve that they have learnt.
- Teacher asks students to close the class.
- Teacher closes the class.

G. Sources of Material
Kementrian Pendidikan dan Kebudayaan, *Bahasa Inggris Stop Bullying Now SMA/MA/SMK/MAK Kelas XI*, Jakarta: Kementrian Pendidikan dan Kebudayaan, 2014.
Arthur Hughes, *Testing for Language Teachers*, New York: Cambridge University Press, 2003.

H. Teaching Method
Three-Phase Technique (Presentation, Practice, and Production)
Communicative Language Teaching

I. Media
Slides, pictures, handout.

J. Assessment
a. Form   : written test
b. Technique   : students write their experience.

c. Aspect   : content,   grammatical,   organization, vocabulary, mechanic.

   d. 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
	9-7	VERY POOR: does not communicate, 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

Criteria	Score	Level
	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 obscured
	17-11	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
	10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, for errors of spelling,; punctuation; capitalization, paragraphing

Criteria	Score	Level
	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 or obscured
	2	VERY POOR: no master of conventions, dominated by errors of spelling; punctuation; capitalization; paragraphing, handwriting illegible or not enough to evaluate.

K. Instrument

Make a recount text based on your activities last Sunday at least 10 sentences! Time allotment for writing is 30 minutes.

Acknowledged by:

The English Teacher

The Researcher

Indah Budiyanti, S.Pd

Maulana Achsan

Kepala Sekolah

Christanto Wibowo, S. Si
NIY. 2003 07 16 0041

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.
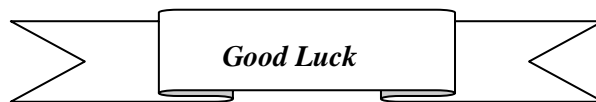
5. Time allotment for the writing is 30 minutes.

Good Luck

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.

Good Luck
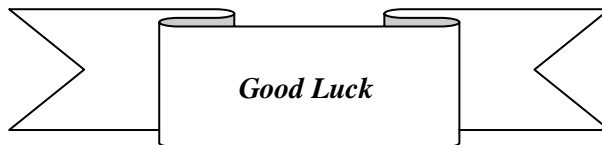
Appendix 8

PRE-TEST SCORE OF EXPERIMENTAL GROUP (XI TKJ 1)

No	Code	Content	Organization	Vocabulary	Grammar	Mechanic	Score
1	E-1	20	11	10	15	4	60
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	22	13	14	18	4	71
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

No	Code	Content	Organization	Vocabulary	Grammar	Mechanic	Score
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

Appendix 9

PRE-TEST SCORE OF CONTROL GROUP (XI TKJ 2)

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
26	C-26	16	14	16	17	4	67

Appendix 10

POST TEST SCORE OF EXPERIMENTAL GROUP (XI TKJ 1)

No	Code	Content	Organization	Vocabulary	Grammar	Mechanic	Score
1	E-1	28	16	18	19	5	86
2	E-2	26	16	18	18	5	83
3	E-3	24	15	15	17	5	76
4	E-4	20	13	12	14	4	64
5	E-5	22	12	10	11	5	60
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

No	Code	Content	Organization	Vocabulary	Grammar	Mechanic	Score
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

Appendix 11

POST TEST SCORE OF CONTROL GROUP (XI TKJ 2)

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

Appendix 12

TIMES OF DAY GAME

9.00	9.15	9.30	9.45	10.00	10.15
8.45	8.30	8.15	8.00	7.45	7.30
6.00	6.15	6.30	6.45	7.00	7.15
5.45	5.30	5.15	5.00	4.45	4.30
3.00	3.15	3.30	3.45	4.00	4.15
2.45	2.30	2.15	2.00	1.45	1.30
12.00	12.15	12.30	12.45	1.00	1.15
11.45	11.30	11.15	11.00	10.45	10.30
9.00	9.15	9.30	9.45	10.00	10.15
8.45	8.30	8.15	8.00	7.45	7.30
6.00	6.15	6.30	6.45	7.00	7.15
5.45	5.30	5.15	5.00	4.45	4.30

Appendix 13

STUDENTS' WORKSHEET

Pre-test

Code: E-6 Pensi Bina Utama.

Yesterday, our school performing commemorate heroes. Everything was festive with band performing, dance, and stand up comedies. Our classes are offered accoustic music.

And at the end of the show, the weather turns cloudy. And the show was forced to be stopped. After sunny weather returned, the show proceed back.. And the Closing performance.

Enlivened with Dangdut music. And we went home during heavy rain. Everything was drenched.

C - 23
O - 16
V - 12   71
G - 15
M - 5

HOLIDAT

Code: E-19

~~last week~~ some ~~great mother~~.
2 months ago I went to Grandma's house for holiday
my grandmother's house is very beautiful with greenery.
fresh air made me feel at home there.
I want to go there again and @ settled there but not allowed
by my father.

I feel very happy and did not know go there ?

already confused story dont laughter ☺ hehehe.

C - 23
O - 14
V - 14   72
G - 18
M - 3

102

Pre-test

Code: C-13

my First experience in school

First went was

comfor Fist day. I go to school buken, Hm I am happy in buken school. because the place

romvor. And the teachers was nice. And the student was nice _ and I nervous the

was

when I go to classrom. because I didn't Friends. and I not the pacek the book

have

C = 18
O = 10
V = 10   (51)
G = 11
M = 2

Code: C-15

I lost my mobile phone.   class IXI TEJ 2.

On sta saturday. After school, I left my phone on the bus.
I was less meticulous when entering phone into my pocket. my phone
fell on the bus. I realized my phone fell down after I got
off the bus. Oh my god ... bad experience. . .

C - 20
O - 14   59
V - 10
G - 12
M - 3

Post Test

Code: E-30

My activities on sunday.

On sunday, I woke up at 05.45 Am. then I was watched Tv.
and I had breakfek 08.15 Am. next I washed clothes. after that
At 11.45 Am I was sleeping and watch Tv then at 1.00 I usually
Prayed dzuhur and then next I was sleeping and I woke up at
03.45 Am. and then I prayed asar and live I took a bath.
then I watched Tv with family. and after that at 10.15
I was sleeping.

Winda Yunita. S
XI TKJ I

C - 22
O - 13
V - 13
G - 17
M - 5

70

Code: E-19

My Activities on Sunday

jogged
on sunday, I run morning at 5.45 AM, then I had breakfast at
watched
7.15am. after that I wathing tv after that took a bath washed my
at 9.30 am. then clean rooms at 10.00am. after that I watched tv at 10.45am
cleaned
next I prayed dhuhur 12.30 am. after that I played my gadged
sampai $9.15 pm. next I was sleeping beauty at 10.15 pm.
until

C - 21
O - 14
V - 13
G - 16
M - 5

69

Nama: lailatul nisa awalia.
kelas: XI tkj 1.

104

Post Test

Code: C-18

My Activities on Sunday

On sunday I woke up early in the morning. my activities in the morning I start~ed with a joint exercise my sister in law until 08.30 Am, after exercise I sat for a while and then took bath. My last meal, after watching Tv with the family, suddenly my nephew came and he said to my sister-traded want in brithday cake because he was was birthday, I and my sister in law bought a cake in Patebon.

C = 20
O = 15
V = 12
G = 11
M = 3

61

Code: C-23

My Sunday

On sunday morning, I woke up at 5 Am, I immediately helping~ed my mother cooking, at 7 o'clock my mother told me shopping to the market and turn~ed at 8 o'clock. After that, I had breakfast there in the morning with chicken, and vegetable cassav leaves, After that I wash clothes, and finished at 10 o'clock, at 10 o'clock I was watching TV until 12 Am. After Finished watching TV, I hurried prayer. After prayer dhuhur then had Lunch and then I take took a nap until 3 pm and then I bathe and pray asr.

C = 21
O = 13
V = 10
G = 17
M = 5

66

105

Result of Times of Day Game

Code: E-19

At. 5.45 AM , I run morning
At. 7.15 AM , I had breakfast
At. 8.45 AM. I watched tv
At, 9.30 AM. I bathing and washing clothes
At, 10.00 AM. I Clean rooms
At, 10.45 AM. I watched TV
At 12.30 AM I prayed dhuhur
At 80.00 PM ⎫
                    ⎬ I played my gadget
9.45 PM   ⎭
At 10.15 PM I was sleeping beauty

Code: E-14

12.00 Am   I had breakfast
6.15 Am   I DID my homework
11.15 Am   I Played my GADGeD
9.30 Am   I rode my bike
8.45 Am   I work UP
9.00 Am   I took A bath
5.45 Am   I DID my homework
4.45 Am   I DID my home work
I had breakfast I DID my home work I Played
my GADGeD I rode my bike I work up I took A bath
I DID my home work I DID my home work

Appendix 14

PICTURE OF THE TREATMENT

Appendix 15

CERTIFICATES

YAYASAN BINA UTAMA

SMK BINA UTAMA

Jl. Kyai Tulus Kelurahan Jetis Kendal Telp & Fax (0294) 382739, 08112899808
Email:smk_binukendal@yahoo.co.id website : smkbinautama.sch.id
Kode Pos : 51315

SURAT KETERANGAN
Nomor: 368 /SMK.BU/D/11

Kepala Sekolah Menengah Kejuruan (SMK) Bina Utama Kendal, menerangkan bahwa :

Nama   : Maulana Achsan
NIM   : 113411068
Fakultas   : Ilmu Tarbiyah Dan Keguruan
Program Studi   : S1
Alamat   : Ds. Krajan Kulon Rt. 05/IV Kaliwungu Kendal

Adalah mahasiswa pada Fakultas Ilmu Tarbiyah Dan Keguruan Universitas Islam Negeri Semarang benar-benar yang bersangkutan telah melaksanakan riset terhitung mulai tanggal 3 s.d 20 Nopember 2015 di Sekolah Menengah Kejuruan (SMK) Bina Utama Kendal.

Kemudian harap menjadikan maklum bagi yang berkepentingan.

Kepala Sekolah

Christianto Wibowo, S. Si
NIY. 2003 07 16 0041

108

KEMENTERIAN AGAMA

UNIVERSITAS ISLAM NEGERI WALISONGO

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

Nomor : In.06.3/DI/TL.00./4859/2015   Semarang, 2 November 2015

Lamp : -

Hal : Mohon Izin Riset

     A.n. : Maulana Achsan

     NIM : 113411068

Yth :

Kepala SMK Bina Utama Kendal

di Kendal

Asssalamu'alaikum Wr. Wb.,

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

Nama : Maulana Achsan

NIM : 113411068

Alamat : Ds. Krajankulon Rt 05 Rw 04 Kec. Kaliwungu Kab. Kendal

Judul Skripsi : The Effectiveness of Times of Day Game in the Teaching Writing of Recount Text (An Experimental Research at Eleventh Grade Students of SMK Bina Utama Kendal in the Academic Year of 2015/2016)

Pembimbing :Nadiah Ma'mun, M. Pd

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu mohon diberi ijin riset selama 3 minggu, pada tanggal 3 November 2015 sampai dengan tanggal 20 November 2015.

Demikian atas perhatian dan kerjasamanyadisampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,

Wakil Dekan Bidang Akademik

Drs. H. Wahyudi, M.Pd

NIP. 19681205 199403 1 003
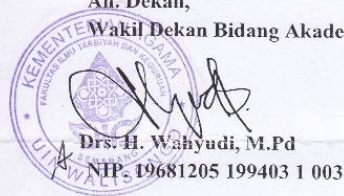
Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

109

Nomor   : In.06.3/J4/PP.00.9/1466/2015   Semarang, 12 Maret 2015

Lamp   : -

Hal   : **Penunjukan Pembimbing Skripsi**

                                       Kepada Yth.

                                       Nadiah Makmun, M.Pd

                                       Di Semarang

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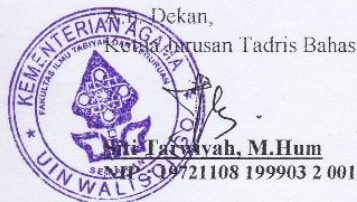
Nama   : Maulana Achsan

NIM   : 113411068

Judul   : **THE EFFECTIVENESS OF TIMES OF DAY GAME TO TEACH REPORT TEXT (An Experimental Research at Eleventh Grade Students of SMK Assyafiiyah Kendal in the Academic Year of 2015/2016)**

dan menunjuk Ibu Nadiah Makmun, M.Pd sebagai pembimbing.

Demikian atas kerja sama yang diberikan, kami ucapkan terima kasih.

                                       Dekan,

                                       Ketua Jurusan Tadris Bahasa Inggris

                                       Siti Tarwiyah, M.Hum

                                       NIP. 19721108 199903 2 001

Tembusan:

1.   Dekan FITK UIN Walisongo (sebagai laporan)

2.   Mahasiswa yang bersangkutan

3.   Arsip

110

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 : **Maulana Achsan**
NIM : **113411068**
JURUSAN : **Pendidikan Bahasa Inggris**
JUDUL : **THE EFFECTIVENESS OF TIMES OF DAY GAME IN THE TEACHING WRITING OF RECOUNT TEXT**
(An Experimental Research at Eleventh Grade Students of SMK Bina Utama Kendal in the Academic Year of 2015/2016)

HIPOTESIS :
a. Hipotesis Varians :
   Ho : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.
   Ha : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.
b. Hipotesis Rata-rata :
   Ho : Rata-rata hasil belajar siswa kelas eksperimen $\leq$ kontrol.
   Ha : Rata-rata hasil belajar siswa kelas eksperimen > kontrol.

DASAR PENGAMBILAN KEPUTUSAN :

Ho DITERIMA, jika nilai t_hitung $\leq$ t_tabel
Ho DITOLAK, jika nilai t_hitung > t_tabel

HASIL DAN ANALISIS DATA :

Group Statistics

	kelas	N	Mean	Std. Deviation	Std. Error Mean
hasil belajar akhir	eksp	30	71.0000	7.48792	1.36710
	kontr	26	66.0769	9.72388	1.90701

1

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
hasil belajar akhir	Equal variances assumed	.903	.346	2.138	54	.037	4.92308	2.30318	.30548	9.54068
	Equal variances not assumed			2.098	46.672	.041	4.92308	2.34641	.20183	9.64433

1. Pada kolom *Levenes Test for Equality of Variances*, diperoleh nilai sig. = 0,346. Karena sig. = 0,346 $\geq$ 0,05, maka Ho DITERIMA, artinya kedua varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.

2. Karena identiknya varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol, maka untuk membandingkan rata-rata antara rata-rata hasil belajar siswa kelas eksperimen dan kontrol dengan menggunakan t-test adalah menggunakan dasar nilai t_hitung pada baris pertama (*Equal variances assumed*), yaitu t_hitung = 2,138.

3. Nilai t_tabel (54,05) = 2,005 (*two tails*). Berarti nilai t_hitung = 2,138 > t_tabel = 2,005, hal ini berarti Ho DITOLAK, artinya : Rata-rata hasil belajar siswa kelas eksperimen dan rata-rata hasil belajar siswa kontrol tidak identik.

Semarang, 7 Januari 2016
Ketua Jurusan Pend. Matematika,

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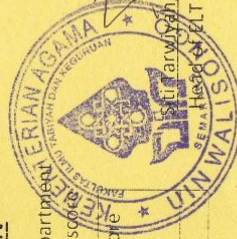NIP. 19810715 200501 2 008

2

112

Certificate

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

This is to certify that:

MAULANA ACHSAN

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
51	56	52	530

Naely Arwiyah, BS., M. Hum.
Head of ELT Department

113
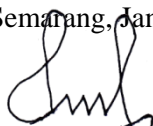
CURRICULUM VITAE

A. Personal Identity

1. Full Name   : Maulana Achsan
2. Place, Date of Birth   : Kendal, 21st December 1991
3. Original Address   : Jl. Sawahjati Rt.05 Rw.04

   Krajankulon, Kaliwungu, Kendal
4. Phone   : 081914524493
5. E-mail   : nang.achsan@gmail.com

B. Education Background

1. Formal Education:
   a. TK Tarbiyatul Athfal Kauman
   b. SD N 4 Krajankulon
   c. SMP N 1 Kaliwungu
   d. SMK Bina Utama Kendal
   e. UIN Walisongo Semarang

2. Non-formal Education:
   a. TK-MAQ Raudlatul Falah Pungkuran
   b. MDW-MDU Sunan Katong Kaliwungu

Semarang, January 7th 2016

Maulana Achsan
SN: 113411068

114