

**THE EFFECTIVENESS OF USING MONOPOLY GAME
TO ENHANCE STUDENTS' WRITING SKILL OF
RECOUNT TEXT**

**(an Experimental Study at the Eighth Grade of SMP
Assuniyah Cirebon in the Academic Year of 2017/2018)**

THESIS

Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of Education
in English Language Education



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Assalamu'alaikumWr. Wb


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

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Wassalamu'alaikumWr. Wb

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DEDICATION

This thesis is dedicated to my beloved parents (Sutiah Alm and Ishaq), my beloved sister (Siti Khadijah) and my beloved brother (Nana), I do love you so much. Thank you for your endless love, pray and support.

ABSTRACT

Title : **The Effectiveness of Using Monopoly Game to Enhance Students' Writing Skill of Recount Text (An Experimental Study at the Eighth Grade Students of SMP Assuniyah Cirebon in the Academic Year of 2017/2018)**

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The difficulties of the students in writing recount text are a lack of vocabulary and students did not know the grammatical pattern of simple past tense. The objective of this study is to explain the effectiveness of using Monopoly Game to teach students' writing skill of recount texts. The design of this research is an experimental study. The setting of this research is SMP Assuniyah Cirebon in the academic year of 2017/2018. The subject of this research was the eighth grade students of SMP Assuniyah Cirebon. The number of the subjects was sixty students from two classes, namely class VIIIA as an experimental class and VIIIB as a control class. The technique of collecting data was gotten from test and documentation. In this research, the researcher can get result of taking a pre-test and a post-test. The pre-test average of an experimental class was 50.33 and the one of the control class was 47.40. However the average score of post-test for experimental class was 79.13 and control class was 67.50. The obtained t-test with $\alpha = 5\%$ $dk = 30+30-2 = 58$, the result of computation obtained $t_{value} = 5.598$ and $t_{table} = 1.675$. Based on the result of computation above that $t_{value} > t_{table}$ ($5.598 > 1.675$). So, H_0 was rejected; H_a was accepted and there was a significant difference average between experimental and control classes. T-test score was higher than t-table. Based on the finding, researcher assumed that monopoly game is effective medium in teaching writing of recount text at the eighth grade of SMP Assuniyah Cirebon.

Keywords: Monopoly Game, writing skill, recount text.

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All praises is given to Allah, the merciful and the compassionate that the writer can finish this thesis completely entitled *The Effectiveness of Using Monopoly Game to Enhance Student' Writing Skill of Recount Text (an Experimental Study at the Eighth Grade of Smp Assuniyah Losari in the Academic Year of 2017/2018)*. Peaceful for prophet Muhammad SAW who becomes our best figure of human life.

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Finally the writer realizes that this thesis is far from being perfect, therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be helpful and beneficial for everyone. Amen.

Semarang, January 15th 2018

The writer,

Millah Azmi

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CHAPTER I

INTRODUCTION

This chapter discusses background of the research, reason for choosing topic, research question, objective of the research and significances of the research.

A. Background of the Research

In learning English there are four skills which should be mastered by language learners; they are listening, speaking, reading and writing. Writing is one of the four skills that should be learned by any language learners. This skill is regarded as the most difficult one. Writing is a complex process that involves thinking and composing.

Writing is one of communication skills. Through writing, a person is able to convey his thoughts or ideas to others who are not in front of the writer. Moreover, writing makes the permanent record. Whatever is written once remains forever; unless it is knowingly destroyed. While writing, a person has to be very exact.¹ Most of students who studied English could read and speak well but they had many difficulties when the teacher asked them to write. The difficulties were they lack of vocabulary, they did not know the gramatical pattern, so they could not compose sentences. Then finally they could not make a good paragraph or text.

¹Elizabeth and Digumarti Bhaskara Rao, *Methods Of Teaching English*,(New Delhi: DISCOVERY PUBLISHING HOUSE),hlm.295

Based on the explanation above, some efforts should be done to solve the problem.

Recount is one of type of text. Recount text is one of materials that students get at the eighth grade of Junior High School (SMP/MTs). Mark Anderson and Kathy Anderson, mention that recount text is “a piece of text that retells past events, usually in the order in which they happened”.² The text consists of orientation, events and conclusion. One of language features of recount text is using simple past tense. Of course students should master simplepast tense when they want to write recount text well. In fact, many students still confuse on simple past tense so they cannot write recount text well.

Based on pre observation, many students got difficulties when teacher asks them to write. Students assumed that writing is a scary thing, because they had to master not only grammar but also content. They were confused on how to write recount text. They should understand the generic structures and the language features of recount text especially simple past tense. The fact shows most of students were lazy when studying writing; they were more interested in studying listening and speaking than writing. Consequently teacher had to make fun situation in writing class.

²Mark Anderson and Kathy Anderson, *Text Type in English*(Australia: Macmillan Education Australia, 1997),p.48

Teaching is a process of transferring knowledge. It involves many components such as teachers, students, materials, methods, media, evaluations, and etc. It is supported by Browns' statement, "Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning".³ On the other hand, teaching has an important role in the purpose of learning about something. From the explanation above, teaching is a process of transferring knowledge to students and makes the students understand.

Regarding the aims of English teaching, *Thomson* and *Wyatt* say, "it is necessary that the Indian people should not only understand English when it is spoken or written, but also that he should himself be able to speak and write it."⁴ A good teacher always tries to make an effective teaching learning process. Teacher wants that all students of the class attend properly, listen to the teacher and try to grasp what the teacher teaches in the class.⁵

Using media in teaching students is important to make English class more effective. Teacher should supply the suitable material based on the students' knowledge so students

³Naomi Kunitake, "Good Language Learning Through Cycles of Reflection and Strategy Usage", University of Birmingham, Mei 2006, hal.10

⁴Elizabeth and Digumarti Bhaskara Rao, *Methods Of Teaching English*,... hlm.311

⁵Elizabeth and Digumarti Bhaskara Rao, *Methods Of Teaching English*,... hlm.1

can understand the material. To make students understand recount text more, the teachers should use appropriate methods or interesting media. One of interesting media is game. According to Brendzel "Games provide a natural motivation, are part of good teaching strategies, and fortunately there are many that can be used to help build concepts".⁶ In Crookall's opinion, students and teachers change their roles and relations through game and students are encouraged to take active role in their learning process. As a result game provide students with a chance to direct their own learning. Game bring real-life situations to the confinement of the classroom which provides learners with an opportunity to use the language.⁷ So using game in teaching English make students more interested to learn English and indirectly motivate them to learn English in writing recount text.

There are many games that can be used as media in teaching English but teachers should be careful in choosing games in order to be helpful. Teacher should decide the purpose of game and choose an appropriate game with the material. Based on the explanation above, the researcher will conduct the research in the use of Monopoly Game as one of an effective media to teach writing recount text.

⁶Margarret Kelly Carroll, *Fun and Games in Higher Education*, Eastern Educaion Journal, Vol 40(1) Spring, 2011 pp 23—32

⁷Arda Arikan, *Effectiveness of Using Games in Teaching Grammar to Young Learners*, Journal, 2011.

Monopoly is a game that can be used at any level from post-beginner to advance learner. This game can be used for teaching genre. Monopoly is one of the best-selling commercial board games in the world. As the name suggest, the conditions for winning are based on the acquisition of wealth through a stylized version of economic activity involving the purchase, rental and trading of real estate using play money. As player take turn to move around the board based on the roll of dice.⁸ Money has a potential in almost every discipline and may be used in a variety of ways to simulate expenditures and payments.

All students may know monopoly game. They ever play this game. Monopoly is a fun game for children. The objective of the game is to force all the other players into bankruptcy. The use of monopoly game is supposed to make students more interested in studying writing and make them easier to understand recount text.

Based on the background above, the researcher conducted An Experimental Research entitle **The Effectiveness of Using Monopoly Game to Enhance Students' Writing Skill of Recount Text (an Experimental Study at the Eighth Grade of SMP Assuniyah Cirebon in The Academic Year of 2017/2018).**

⁸Margarret Kelly Carroll, *Fun and Games in Higher Education*, Eastern Educaion Journal, Vol 40(1) Spring, 2011 pp 23—32

B. Reason for Choosing Topic

There are some reason for choosing the topic. Those are as follows:

1. Writing is one of the important skill that should be learns but most of students face the difficulties in gethering ideas and arrange incorrect sentence.
2. By using Monopoly Game as an alternative to help students minimize difficulties in learning English

C. Research Question

This research is aimed to find the answer to the following research question: How effective is monopoly game to teach students' writing skill of recount text at the eighth grade of SMP Assuniyah Cirebon in the academi year of 2017/2018.

D. Objective of The Research

According to the research question above, the objective of the research is to explain the effectiveness of using monopoly game to teach students' writing skill of recount text at the eighth grade of SMP Assuniyah Cirebon in the academi year of 2017/2018.

E. Significance of The Research

The researcher hopes that this research will be useful for:

1. Researcher

By doing this research, the researcher can get some experiences related to her practical teaching-learning processes. She can explore her capacity and her ability to teach.

2. Students

The researcher hopes this research can be useful to increase students' motivation and interest in learning writing especially recount text. By using monopoly game, the researcher also hopes it can makes students understand more in recount text and makes students have fun in learning english .

3. Teachers

The researcher hopes it will give inspiration and information about an alternative media in teaching learning process. Teachers can develop their technique in teaching recount text.

4. Next Researchers

The researcher hopes the result of this research can be used as a refference. The researcher hopes that this research can give more information about Monopoly game to teach writing Recount Text.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses previous research, theoretical review and hypothesis.

A. Previous Research

Using media in teaching and learning process is important. It can make students interested and motivated in learning process. The previous researchs which used media to enhance students' writing skill of recount text have been reviewed as the previous researchs are described below.

1. Fenny Yutika Seli (2014)

Fenny Yutika Seli conducted a research entitled "*The Effectiveness of Using Networking Site in Teaching Writing of Recount Text (An Experimental Study at Tenth Grade Students of SMA Negeri 87 Jakarta)*" The objective of the research was to find the empirical evidence of the effectiveness social networking site is towards students' skill in writing of recount text. This previous research was quasi-experiment research used quantitative approach. Subject of this previous research were 50 students. The students divided into two classes, namely control class (25) and experimental class (25). This research used purposive sampling technique to determine the sample, and collected the data. Test was used as an instrument. The test was divided into two test, pre-test and post-test. Furthermore,

the data were analyzed by using descriptive statistical analysis technique and the hypothesis used T-Test.

Based on the research explanation above there is significant result between experimental class and control class. The student's post test score in the experimental class is higher than the post test score in control class.

The advantage of using networking site in teaching writing of recount text is it makes students comfortable to write recount text because facebook is one of networking site that students used ever day in their life. The disadvantage of this research is the learners must have access computer and internet. When the access of internet is not reliable or internet is not available, the learners will e faced with difficulties.

The similarities of the writer's research to previous research are focused on teaching recount text and used experimental research. The difference is the previous research used Facebook as media to enhance students' writing skill in recount textbut the researcher's study using Monopoly Game to enhance students' writing skill of recount text.¹

¹FeniYutikaSuci(11100114000091), *The Effectiveness of Using Social Networking Site in Teaching Writing of Recount Text (An Experimental Study at Tenth Grade of SMA Negeri 7 Jakarta*, thesis, (Jakarta: UIN SyarifHidayatullah, 2014)

2. Megawati and Syarif Agussaid Alkadrie (2017)

Megawati and Syarif Agussaid Alkadrie conducted a research entitled “*The Effectiveness of Using Photograph in Teaching Writing*”

The aim of this research was to find out there is significant difference of writing ability the students taught by using photographs and those taught by using conventional media. The method of this research was experimental study. The data were obtained by giving test to the experimental class (X-C was taught by using photographs) and control class (X-D was taught without using photographs).

This previous research improved the students’ ability in writing. They photograph as medium in their teaching learning process. The photographs arise the students’ motivation to get ideas, taught, feeling and express them into written. There was increased score writing ability after the students got the treatment by using photograph.

The data analysis of experimental class and control class was taken from the pre test and post test value. In this research there was a significant difference between student’s score taught using photograph and without using photograph. The hypothesis was accepted.

Based on this research, the advantage of photograph was arise the students motivation in writing. The disadvantages of this research was students should bring camera or phone in

learning process and some of students abuse the camera or phone in learning process.

The similarities of the writer's research to the previous research are used Experimental study and teaching writing. The difference is this previous research used photograph in teaching writing and the writer used monopoly in teaching writing.²

3. Sriwahyuni (2016)

Sriwahyuni conducted a research entitled "*The Use of Diary Writing in Teaching Writing Recount Text (An Experimental Study at the Eighth Grade Students of SMPN 7 Mataram in the Academic Year 2015/2016)*"

The aim of this research was to find out whether the use of diary writing is effective or not in teaching writing recount text at the eighth grade students of SMPN 7 Mataram. The method of this research was experimental research. The data were obtained by giving test to the experimental class and control class.

This previous research improved the students ability in writing recount text by using diary. Diary make students feel free in writing their own experience.

The data analysis of experimental and control classes was taken from the pre-test and post-test score. In this

²Megawati and Syarif Agussaid, "The Effectiveness of Using Photograph in Teaching Writing" *Journal of Education, Teaching and Learning*, (vol.2 No.2, September 2017)

research there was significant difference between students score taught using diary and without using diary. The hypothesis was accepted.

Based on this research, the advantages of diary was make students feel free in writing recount text about their own experience. The similarity of this writer's research to this previous research are this research used experimental study and this research focused on teaching writing recount text. the difference is this previous research used diary as media and the writer's research used monopoly as media in teaching writing recount text.³

B. Theoretical Review

1. General Concept of Writing

a. Definition of Writing

Writing is one of the important aspect of mastering language. According to Sara Chusing Weigle "writing in a language is closely related to one's native language in term of grammar and vocabulary".⁴ Meanwhile the definition of writing based on Dalman's explanation in his book is " a communication activity in the term of delivery of messages (information) in writing to others by using written language as

³ Sriwahyuni (E1D 112 119), *The Use of Diary Writing in Teaching Writing Recount Text (An Experimental Study at Eighth Grade Students of SMPN 7 Mataram*, thesis, (Mataram: University of Mataram, 2016)

⁴ Sara Chusing Weigle, *Assessing Writing* (Cambridge: Cambridge University Press, 2002),p. 7. Revise Edited

a tool or media.⁵ Based on the definition above writing is a communication activity in delivering message or information in the term of grammar and vocabulary

In writing, we have to arrange words, phrases, and sentences grammatically and appropriate with its purpose. Harmer stated that “writing is a process and that we write is often heavily influenced by constrains of genres,these elements have to be present in learning activities.”⁶ It means that writing process is a process of pouring ideas or messages (information) in writing.

Writing as one of productive skills needs a process. This process sues the writer to write in sequence stages. Harmer also stated that “the writing process the stages that a writer goes through in order to produce something (a written text) before to be a final draft.”⁷

b. Purpose of Writing

the purpose of writing is the reason why someone composes a particular piece of writing. There are many purposes of writing. Some purposes of writing are; express, describe, entertain, inform, explain, argue and persuade.

⁵ Dalman, *Keterampilan Menulis*, (Jakarta: PT Rajagrafindo Persada, 2016),p.3.

⁶Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p.6

⁷⁷Jeremy Harmer, *How to Teach Writing*, ..., p.4

1) Express

The first purpose of writing is to express, it means that the writer's purpose is to put thought and feeling on the writing. This purpose is usually exist on expressive writing. Expressive writing is informal writing. It is not intended for outside readers. Expressive writing often just writing for ourseleves or for close friends.

2) Describe

The second purpose of writing is to describe. The kind of writing that have this purpose is descriptive writing. The purpose of descriptive writing is to describe people, place, and thing in detail.

3) Entertain

Based on journal by Matt Copeland,"as a purpose or goal of writing, entertaining is often used with some other purpose to explain, argue or inform in a humorous way".⁸ Entertainung may take the form of news paper column and a brief a joke.

4) Inform

Writing to inform is one of the most common purposes for writing. The example of writing to inform include laboratory reports, economic reports and business reports.

⁸ Matt Copeland, *The Writing Context*, Kansas State Department of Education Journal, 120 SE 10th Ave

5) Explain

Writing to explain is the most common of the writing purposes. The writer's purpose is to gather facts and information, combine them with his or her own knowledge and experience, and clarify for some audience who or what something is, how it happened or should happen, and/or why something happened. Thus, writing to explain relies heavily on definition, process analysis, cause/effect, analysis, and synthesis.⁹

6) Argue

Writing to argue is an arguing essay attempts to convince its audience to believe or act in a certain way.¹⁰

7) Persuade

Writing to persuade, it means that the writer's purpose is to influence the reader or other with what they wrote. This type of writing might include evaluation of a book, a movie, a consumer product, or controversial issues or problem.

Some purposes of writing have been explained above. In this research, the researcher focuses on recount text so the purpose of writing is to express.

⁹ Matt Copeland, *The Writing Context*, Kansas State Department of Education Journal, 120 SE 10th Ave

¹⁰ Matt Copeland, *The Writing Context*, Kansas State Department of Education Journal, 120 SE 10th Ave

c. Teaching Writing

Teacher has to keep in mind the aims of his subject, needs, interests of his pupils, the environmental situation suitable for them when teacher is teaching.

A good teacher always tries to make an effective teaching learning process. Teacher wants all students of the class attend properly, listen to him or her and try to grasp what he teaches in the class.¹¹According to Elizabeth and Digumarti,

“Teaching learning of a language is a matter of practice. The language teacher can teach the language any way he likes, but the knowledge and application of certain principles help him to teach the same language effectively”.¹²

Based on Harmer, there are five tasks of teacher in teaching writing:¹³

1) Demonstrating

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

2) Motivating

Teacher 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 teacher go to class

¹¹Elizabeth and Digumarti Bhaskara Rao, *Methods Of Teaching English*,... p,1

¹²Elizabeth and Digumarti Bhaskara Rao, *Methods Of Teaching English*,... p,15

¹³ Jeremy Harmer, *How to Teach Writing*,...p.41-42

with prepare some suggestion about the topic, so the students can immediately get help to have an idea.

3) Supporting

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

4) Responding

Teachers react to the content and construction of a piece supportively and often give suggestion for its improvement. Instead, teacher will be telling the students how well it is going so far. Teacher 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 teacher can indicate where they wrote well and where they made mistakes, know the students achievement and may awardgrades. When teacher hand back marked scripts, students can look at the errors and try to put them right.¹⁴

So if we want to teach writing well, we have to do five task of teacher in teachig writing that explained above.

¹⁴ Jeremy Harmer, *How to Teach Writing*,.....p.41-42

2. Text

a. Definition of Text

In general, text is an article that we often read. We live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. When you speak or write to communicate a message, you are constructing a text. When you read, listen to, or view a piece of text, you are interpreting its meaning.¹⁵

b. Type of Text

There are two main categories of text. They are literary and factual. Each text type has a specific way of using language.

1) Literary text

Literary text is a text that appeals to our emotions and imaginations. Literary text can make laugh or cry, think about our own life or consider our beliefs. Literary text includes aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap operas. Media text such as films, videos, television shows and CDs can fall in this category.

¹⁵Mark Anderson and Kathy Anderson, *Text Type in English*,... p.1

There are three main text types in this category: recount, poetic and dramatic.¹⁶

2) Factual text

Factual text is a text that presents information or ideas and aim to show, tell, or persuade the audience. This text includes advertisement, announcement, internet website, current affairs shows, debates, recipes, reports, and instruction. The main type in this category are recount, response, explanation, discussion, information report, exposition, and procedure.¹⁷

Based on the explanation above, recount is part of factual text. It means that the researcher will conduct the research about factual text.

3. Genre

Genre can be known from rhetorical structures. They are schematic structure, social function and language/linguistic features.¹⁸ According to Hartono, “genre is the term used in particular text type.”¹⁹ In other word genre is type or kind of text. According to Harmer, “genre is a type of writing which

¹⁶Mark Anderson and Kathy Anderson, *Text Type in English...* p.1

¹⁷Mark Anderson and Kathy Anderson, *Text Type in English...*p.3

¹⁸ Entika Fani and Siti Musarokah, *Writing 3 (Handout and Assignment)*, (Semarang: IKIP Semarang, 2010). P.10

¹⁹Rudi Hartono, *Genre Based Writing*, (English Department of Semarang State University. Unpublished, 2005) p.5

members of a discourse community would instantly recognize for what it was.”²⁰

Based on explanation above, we can conclude that genre is type or kind of text. There are many texts in studying English; Spoof, Report, Recount, Analytical exposition, News item, Anecdote, Narrative, Procedure, Description, Hortatory Exposition, Explanation, Discussion, and Review.

Some texts learned in Junior High School are Narrative, Descriptive, Recount and Procedure. In this research, the researcher chooses Recount text as a topic.

4. Recount Text

A recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of recount is to give the audience a description of what occurred and when it occurred.²¹ It means that recount text is a text that retell an experience and describes past experience by retelling events.

The social function of recount text is retelling the events for the purpose of informing or entertaining.

The generic structure of recount text consists of orientation, series of events, and re-orientation. Orientation is a part of recount text that tells the introduction of the

²⁰Jeremy Harmer, *How to Teach Writing*, ... p.113

interesting event being told. The series of event is the sequence of things that happen from the beginning until the end. Re-orientation is the feeling and impression after doing the events.²²

The grammatical features of Recount text are:

- a. The use of proper nouns to identify those involved in the text
- b. The use of descriptive words to give details about who, what, when, where and how
- c. The use of the past tense to retell the events
- d. The use of words that show the order of events (for Example, *first, next, then*).²³

Here the example of recount text.²⁴

In a National Park

Orientation

Last month, my family and I went to a national park. It is just outside our town. That's why it was not a very lng trip.

Event 1

When we got there, we parked our car. We walked toward the entrance gate and paid the entrance fee. Since it was crowded, we had to stand in a long queue.

²² Jenny Hammond, et al, English for Social Purpose,.... p.89.

²³ Mark Anderson and Kathy Anderson, *Text Type in English*,... p.50

²⁴ Bachtiar Bima M and Cicik Kurniawati, *LET'S TALK English for Students of Grade VIII* (Bandung:PAKAR RAYA,2005),p.176

Event 2

Then, we continued our walk toward the playground. It was another attraction of this park. There were many children playing on the slide. Seesaw, and swing. We walked to the swimming pool and swam there.

Event 3

After that, we walked around the park. We could see many animals, such as one horned rhinoceros and tapirs. Those animals are one of the interesting attraction of the park.

Event 4

Finally, we had a rest under a big tree. It is in the edge of a river. We had our meals on the mat and had a small talk. We could feel the fresh air.

Re-orientation

That day was rather tiresome but we were really happy.

From the explanation above, the writer concludes that orientation is tell to the reader about the place, time and setting of the text so it can lead the readers to the context. The series of events tell the context of the text. Then the conclusion of text is in re-orientation.

5. Game

Games is an activity that is used by teacher to attract students' interest in learning process. Khonmohammad, et al

state that “Games are highly helpful to raise motivation among shy students who cannot express their feelings or talk in front of other people.²⁵ By using game, teacher can motivate students become more confident during classroom activity.

There are two kinds of game; cooperative game and competitive game. In cooperative game, the players do not play in a group. In this game there are not winner and loser. Meanwhile, competitive game is a game in which players or teams become the first to reach the goal.²⁶

According to Andrew Wrigh, et al “games which can be played in pairs or groups may be particularly useful in this case. It is clear to all observers of classroom practice that the teacher’s own belief in the usefulness and appropriateness of a game affects the learners’ response.”²⁷

Games can be used to give practice in learning English for all the skill (listening, speaking, reading and writing). Games also help teacher to create fun learning so students more interested to follow the learning process.

²⁵ Khonmuhammad, H et al, “Using Game to Affect Learners’ Motivation in Learning English Grammar”, *International Journal of Language Learning and Applied Linguistics World*, (Vol.5 No. 3, March/2014)

²⁶ E-book: Jill Hadfield, *Advance Communication Games*,(England: Addison Wesley Longman Ltd. 1996)p,iii

²⁷ Andrew Wright etc, *Games for Language Learning*(New York: Cambrifge University, 1983)p,1

6. Monopoly Game

Monopoly game is one of games in which the players compete to collect money as much as possible. "... in monopoly game, money has a potential in almost every discipline and may be used in variety of ways to stimulate expenditures and payments".²⁸

Before playing the game, teacher gives equipments of the game to students such as monopoly board, a dice, token, some cards of chance, community chest, and a blank of paper for groups, and 23 notes/bill (2 x \$500, 2 x \$100, 2 x \$50, 2 x \$20, 5 x \$10, 5 x \$5 and 5 x \$1).

In the first meeting, the contains of monopoly board are 22 squares. They are 1 square is contained "Go", 1 square is contained "Free Parking", 1 square is contained "Go to Jail", 1 square is contained "Just Visiting", 6 squares is "Chance", 4 squares is "Community Chest", 8 squares is contained of material about recount text. If the student land on material of recount text squares, student has to understand the material of recount text (for example: student land on generic structures recount text, student has to understand what is generic structures of recount text). When they land on "Go to Jail" square, they are blocked in the next turn. The student do not

²⁸Margarret Kelly Carroll, *Fun and Games in Higher Education*, Eastern Education Journal, Vol. 40(1) Spring, 2011 pp 23—32

get opportunity to throw the dice in the next turn, but in the following turn after they are blocked they are able to throw the dice again. Then if they land on chance or community chest squares, they can take one card of chance or community chest and follow the instruction which is written on the card.

In the second and third meeting, the contains of monopoly board are 36 squares. They are 1 square is contained “Go”, 1 square is contained “Go to Jail”, 1 square is contained “Just Visiting”, 1 square is contained “ Free Parking”, 3 squares is “Chance”, 3 squares is “Community Chest”, and 26 squares is contained place of destination. If student land on destination square, the student has to follow the instruction from the square.

The Rules of Playing Monopoly Game

The rules of playing monopoly game are; this game is played by five players and this game is played for 30 minutes. Students start the game from “Go” square. The first student take turns rolling the dice. Every time they roll the dice, they count the number of spaces in the game. The second student do the same thing as the first student do. Student can buy property (material of recount text square or destination square) by produce sentences appropriate with requirement on the card. If a player lands on a property that has already been purchased by another player, they must pay the owner and answer the question or following the instruction on the card. Whenever

the player pass “Go” square they get \$200 from the bank. If players lands on “Free Parking” square they collect the money from the corner of monopoly board if there is. The winner from this game is the student with the most money in their hand. In the last of game students make a paragraph of recount text based on their experience in playing monopoly game.

C. Hypothesis

Hypothesis is the statement or estimation of identifying feature in temporary of research problem which has weak correctness so that it needs empirical experiment. The word of hypothesis is from the word “*hypo*” that has meaning under and “*thesa*” that has meaning correctness.²⁹ In this research, the hypothesis can be stated as follow:

Ha: The use of monopoly game is effective to teach writing recount text.

Ho: The use of monopoly game is not effective to teach writing on recount text.

In conducting this research, the researcher proposed the working hypothesis: (Ha) the use of monopoly game is effective to teach writing on recount text.

²⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta. 2010).p.110

CHAPTER III

METHOD OF RESEARCH

This chapter discusses research design, research setting, population and sample, reserach variable and indicator, data collection technique, and data analysis technique.

A. Research Method

In this research, the researcher used the form of experimental research. Experimental research is a research method that used to find the effect of a specific treatment against the other in controlled conditions.¹In experimental research there was two groups of class, they were experimental group (X) and control group (Y). Experimental group was a class which was given the treatment by using Monopoly Game meanwhile control class was a class which was given treatment without Monopoly Game. This research used pre-test and post-test for experimental and control class. The design of the experimental could be describe as follows:

E = O1 X O2
C = O3 Y O4

¹Sugiyono, *Metode Penelitian Kuantitatif dan R&D*, (Bandung: Alfabeta, 2012), p.72

Adapted from Arikunto² where :

E = Experimental class

C = Control class

01 = Pre-test for experimental class

02 = Post-test for experimental class

03 = Pre-test for control class

04 = Post-test for control class

X = Treatment by using Monopoly Game

Y = Treatment without using Monopoly Game

Subjects of research were divided into an experimental class (top line) and a control class (bottom line). The quality of subjects was first checked by pre-testing them (01 dan 03). Then the experimental treatment was taught by using Monopoly Game, meanwhile the control class was taught without Monopoly Game. The result of post-test (02 dan 04) were then computed statistically.

B. Research Setting

1. Subject, place, and time of research

This research was conducted in SMP Assuniyah Cirebon, which is located at Jl. Irigasi, RT/RW. 2/1, Dsn Masmantu, Ds./kel Losari Lor, Kec.Losari Kab. Cirebon.

² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta. 2006).p.86

This research was conducted from 3th Januari to 9th Januari, 2018.

The subjects of this reserach were the eighth grade students of SMP Assuiyah Cirebon in the akademik year of 2017/2018. This research was conducted in the second semester. Because the eighth grade students only 2 classes, the researcher took all the eighth grade students of SMP Assuniyah as the subjects of the research. There were VIIIA and VIIIB.

C. Subject of The Research

Population is all members of well defined class of people, events, or objects. The population of this research was the eighth grade students of SMP Assuniyah Cirebon in the academic year of 2017/2018. The eighth grade of SMP Assuniyah Cirebon was divided into two classes. There were classes VIII A with the number of students are 30 and VIIIB with the number of students are 30. In this reserch the researcher used all of the population as subject. The total number of population was 60 students.

Due the limited of population which was students. This research was a population research. In this research, the researcher used all of the population as subject. So the participants in this study were class VIII A as an experimental class and VIII B as a control class.

D. Variable and Indicator

Variable is the object of research or something that became the concern of research.³ There were two types of variable in this research:

1. The Independent Variable (X)

Independent variable is variable that influences or to be caused of change or the appearance of dependent variable.⁴ The independent variable in this research was the use of Monopoly Game in teaching recount text. The experimental group taught writing recount text by using Monopoly Game while control group taught writing recount text without media.

The indicators are:

- a. Students can play monopoly game
- b. Students can make sentences using simple past tense if they stop on some square of monopoly board.
- c. Students can make simple paragraphs of recount text based on their journey in playing monopoly game.

2. The Dependent Variable (Y)

According to Sugiyono, dependent variable is variable influenced by independent variable.⁵ The

³Suharsimi, Arikunto, *Prosedur Penelitian Suatu Pendidikan Praktik*,...p.51

⁴David Nunan, *Research Methods in Language Learning*, ...p.25

⁵Sugiyono, *Statistik Untuk Penelitian*, (Bandung: CV. Alfabeta, 2008), Vol.3, p.4

dependent variable in this research was students' writing skill on recount text.

The indicators are:

- a. Every students can identify the generic structure and language feature of recount text
- b. Students can identify the content of recount text
- c. Students can write sentences in past tense
- d. Students can make simple paragraphs of recount text.

E. Data Collection Technique

In this research, the researcher used instrument in order to get data. To get the accurate data in this study the researcher choosed some instruments for collecting the data, they are:

1. Documentation

Documentation is used to look for the data concerning matters or the variable taken from of the note, book, magazine, newspaper, transcript, agenda, etc.⁶ Documentation helps the researcher to get the data of the students' name list that is included in population and sample of research .

2. Test

Test is a tool or procedure used to know and measure things in particular situation based on

⁶ Suharsimi, Arikunto, *Prosedur Penelitian Suatu Pendidikan Praktik*,....p,201

predetermined rules.⁷ This method was used by the researcher to measure the students' skill in writing recount text before and after taught by using Monopoly Game.

There were pre-test and post test in this research. Pre-test was given before the teacher taught the material by Monopoly game, the researcher asked students write recount text correctly. Pre-test was given to the experimental and control class in the same way.

Post-test was given to the experimental and control class. It was to know students' achievement after they were taught by used Monopoly Game (experimental class) and without Monopoly Game (control class)

F. Data Analysis Technique

After collecting the data, the researcher analyzed the data. It used to answer the question of research or to examine the hypothesis that has been formulated.

1. Scoring technique

In this research, the researcher used a writing test to measure students' ability in writing recount text. According to Douglas Brown, there are five major items or categories in analytic scoring of writing test namely

⁷SuharsimiArikunto, *Dasar-DasarEvaluasiPendidikan*, (Jakarta: BumiAksara, 2007), p.53

content, organization, vocabulary, grammar and mechanic.⁸

a. Content

Content is the substance of the writing; the ideas expressed. It consists of reasonable sentences (supporting sentences) that supports the main idea.

b. Organization

It refers to the organization of the content with idea development, focuses on central idea with appropriate elaboration and conclusion.⁹

c. Vocabulary

Vocabulary has an important role in writing. Vocabulary is the basic thing that should be owned by students. The lack of vocabulary means the failure in the communication. Students cannot make a communication especially in writing if they do not master vocabulary. On the other hand, students should use various and precise vocabulary for purpose.

d. Grammar

Brown stated that grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence.¹⁰

⁸ H Douglas Brown, *Language Assessment Principles and Classroom Practice*, p. 246

⁹J. Michael O'Malley and Lorraine Valdez, *Authentic Assessment for English Language Learners; Practical Approaches for Teachers*. P. 142.

e. Mechanic

Mechanics is related to the appropriate punctuation or spelling that is used in writing. Mechanic will make students' writing well and reasonable to be read. The examples of mechanic are capital letter, quotation, comma, semicolon, and others.

Table 3.1
Percentage the Element of Writing³⁸

No	Element of Writing	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Grammar	25
5	Mechanic	5
	Total	100

¹⁰H Douglas Brown, *Language Assessment Principles and Classroom Practice*, p. 362

¹¹J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners; Practical Approaches for Teachers*, p.142.

Table 3.2

Scoring Guidance and the Explanation of Criteria

No	Categories	Score	Criteria
1	Content	30-27	<p>Excellent to very good: knowledgeable • substantive • through development of thesis • relevant to assigned topic.</p>
		26 – 22	<p>Good to average: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail.</p>
		21 – 17	<p>Fair to poor: limited knowledge of subject • little substance • inadequate development of topic.</p>
		16 – 13	<p>Very poor: does not show knowledge of subject • nonsubstantive • not pertinent • OR not enough to evaluate.</p>
2	Organization	20 – 18	<p>Excellent to very good: fluent expression • ideas clearly stated/ supported • succinct • well organized • logical sequencing • cohesive.</p>

		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 • OR not enough to evaluate.
3	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 <i>but meaning not obscured.</i>
		13 – 10	Fair to poor: limited range • frequent errors of word/ idiom form, choice, usage • <i>meaning</i>

			<i>confused or obscured.</i>
		9 – 7	Very poor: essentially little translation, little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate.
4	Grammar	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 construction • minor problems in complex constructions • several errors or agreement, tense, number, word order/ function, articles, pronouns, prepositions <i>but meaning seldom obscured.</i>
		17 – 11	Fair to poor: major problems in simple/ complex construction • frequent errors of negation, agreement,

			tense, number, word order/ function, articles, pronouns, prepositions, and/ or fragments, runons, deletions • <i>meaningconfused or obscured.</i>
		10 – 5	Very poor: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate.
5	Mechanic	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 <i>but meaning not obscured</i>
		3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning</i>

			<i>confused or obscured.</i>
		2	Very poor: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate.

2. Analysis of Pre test

a. Normality Test

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

Step by step Chi-square test is as follows:

1. Determine the range (R); the largest data reduced the smallest.
2. Determine many interval classes (K) with formula $K = 1 + (3,3) \log n$
3. Determine the length of the class, using formula $P = \frac{\text{range}}{\text{number of class}}$
4. Make a frequency distribution table
5. Determines the class boundaries (bc) of each class interval

6. Calculating the average \bar{X} (\bar{x}) with the formula $\bar{x} = \frac{\sum f_1 x_1}{\sum f_1}$

7. Calculate variances, with the formula:

$$s^2 = \frac{n \sum f_i x_i^2 - (f_i x_i)^2}{n(n-1)}$$

8. Calculate the value of Z, with the formula: $Z = \frac{x - \bar{x}}{s}$

X = Limit class

\bar{x} = Average

S = Deviation standard

9. Define the board area of each class interval

10. Calculate the frequency expository (Ei), with the formula: $E_i = n \times \text{wide area}$ with the n number of sample.

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

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

12. Calculate the Chi-square (χ^2)

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

Notice:

χ^2 : chi square

O_i : frequency from observation

E_i : expected frequency

13. Determine $dk = k-1$ and $\alpha = 5\%$

14. Determining the value of X^2_{table}

15. Determining the distribution normality with test criteria:

If $X^2_{count} > X^2_{table}$ so the data is not normal distribution and the other way if the $X^2_{count} < X^2_{table}$ so the data is normal distribution.¹¹

b. Homogeneity Test

It was used to know whether experimental group and control group, that are taken from population have same variant or not. The formula is:

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

Notice:

Vb : bigger varian

Vk : smaller varian

The hypotheses in homogeneity test are:

¹¹ Sudjana, "Metode Statistika", (Bandung: Tarsito, 2001), 6th p. 272.

Ho : homogeny variant:

Ha : non homogeny variant:

If calculation result of F is lower than F table by 5% degree of significance so HO is accepted, it means both groups have same variant.

c. Test of the average

It was used to examine average scores of experimental and control groups. The researcher used T-test to differentiate the significances between the students' writing result of recount text through monopoly game and the students' writing result of recount text without monopoly game.

$$\sigma_1^2 = \sigma_2^2$$

(has same variant), the formula is:

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

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

Where :

\bar{X}_1 : average of experimental group

\bar{X}_2 : average of control group

N1 : number of experimental group

N2 : number of control group

S_1^2 : deviation standard of experimental group

S_2^2 : deviation standard of both groups

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

$$t^1 = \frac{\overline{X} - \overline{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_1^2}{n_2}}}$$

The hypotheses are:

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 > \mu_2$$

μ_1 : average data of experimental group

μ_2 : average data of control group

if $t_{\text{count}} > t_{\text{table}}$ so H_0 is rejected and there is no difference of average value from both of groups. Moreover, the other way if if the $t_{\text{count}} < t_{\text{table}}$ so H_0 is accepted and there is significant difference of average value from both of group.

3. Analysis of Post-test

To examine the hypothesis that have been stated, these following steps are used:

a. Normality test

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

b. Homogeneity test

Homogeneity test of second step is the same as the homogeneity test on the initial data

c. Test of the average (Right-hand Test)

Proposed hypothetical test i average similarity with the right test is as foloows:

$$H_0: \mu_1 \leq \mu_2$$

$$H_a: \mu_1 > \mu_2$$

μ_1 : Average data of experimental class

μ_2 : Average data of control class

The t – test formula is used

With

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

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

\bar{X}_1 : average of experimental group

\bar{X}_2 : average of control group

N1 : number of experimental group

N2 : number of control group

S_1^2 : deviation standard of experimental group

S_2^2 : deviation standard of both groups

CHAPTER IV

FINDING AND DISCUSSION

In this chapter discusses description of research, data analysis and hypothesis test, the result of the research and limitation of the research.

A. Description of Research

This research was conducted by using experimental research. It described the effectiveness of using monopoly game in teaching writing of recount text between class which was taught by monopoly game (experimental class) and class which was taught without monopoly game (control class). The implementation of this research is the classes was divided into two classes, they were VIIIA as experimental class and VIIIB as control class. The steps of both of classes consists of pre-test and post-test. Pre-test was given to experimental class and control class before the students follow the learning process, after following the learning process post-test was given to experimental and control class to obtain the data to be analyzed.

In this research, the pre-test was given to experimental and control class to measure students' ability in writing recount text before giving the material. The pre-test of experimental class and control class was conducted on January 3th 2018. This pre-test was taken to both classes to know that two classes were normal and homogeneous.

After taking pre-test the students followed learning process that given by the researcher. The treatment was conducted to both of classes. It was conducted on January 3th, 4th and 5th 2018 for experimental class which was taught writing of recount text by using monopoly game. At this class the students were enjoyed and actived following the learning process because it was interesting for them. Meanwhile in control class was conducted on January 3th, 4th and 5th 2018 which was taught writing recount text without using monopoly. In this class the students followed the learning process that usually used by their teacher.

The last step, students were given post-test to measure students' ability after giving treatment. for experimental and control class it was conducted on January 7th 2018. From all of the steps the data analysis was analyzed based on the value of pre-test which was done before giving material and post-test after given process of learning material

B. Data Analysis and Hypothesis Test

1. Analysis of Pre-Test Score of the Experimental and the Control Classes

Before doing the treatment, the researcher gave students pre-test. The analysis of pre-test value of experimental and control class, as follow:

Table 4.1
The list of pre-testscore of experimental and control
classes

Experimental			Control		
No	Code	Score	No	Code	Score
1	E-1	72	1	C-1	63
2	E-2	42	2	C-2	40
3	E-3	54	3	C-3	54
4	E-4	65	4	C-4	49
5	E-5	34	5	C-5	57
6	E-6	42	6	C-6	34
7	E-7	34	7	C-7	42
8	E-8	55	8	C-8	65
9	E-9	41	9	C-9	40
10	E-10	39	10	C-10	34
11	E-11	68	11	C-11	40
12	E-12	50	12	C-12	34
13	E-13	34	13	C-13	63
14	E-14	39	14	C-14	60
15	E-15	42	15	C-15	55
16	E-16	35	16	C-16	34
17	E-17	45	17	C-17	48
18	E-18	67	18	C-18	53
19	E-19	69	19	C-19	34
20	E-20	43	20	C-20	40
21	E-21	70	21	C-21	52
22	E-22	49	22	C-22	34
23	E-23	52	23	C-23	50
24	E-24	48	24	C-24	61
25	E-25	46	25	C-25	56
26	E-26	70	26	C-26	34
27	E-27	43	27	C-27	60
28	E-28	41	28	C-28	45
29	E-29	65	29	C-29	38
30	E-30	56	30	C-30	53
N ₁		30	N ₁		30

Σ		1510	Σ		1422
X_1		50.33	X_1		47.4
S_1^2		155.81	S_1^2		112.386
S_1		12.48	S_1		10.6

a. The normality of pre-test of experimental class hypothesis:

H_0 : Data distributed normally

H_a : Data did not distribute normally

H_0 accepted if $x^2_{count} < x^2_{table}$

Test of Hypothesis:

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

The computation of normally test:

Maximum Score : 72

Minimum Score : 34

Range : 38

Class with : 6

Length of class : $6.33 = 7$

Table 4.2
The normality value of pre-test of the experimental class

Data Frekuensi Sikap Ukhuwah Islamiah (Y)								
No	Kelas	Bk	Z _i	P(Z _i)	Luas	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
					Daerah			
1	34 - 40	33,5	-1,37617	0,41561549	0,126342	6	4,04296	0,94732748
2	41 - 48	40,5	-0,803901	0,289273	0,229703	10	7,350486	0,95502865
3	49 - 55	48,5	-0,14988	0,059570314	0,2232	5	7,14239	0,642618915
4	56 - 62	55,5	0,4223888	-0,16362937	0,176419	1	5,645414	3,822548977
5	63 - 69	62,5	0,9946575	-0,34004856	0,110345	5	3,531031	0,611116214
6	70 - 76	70,5	1,6486789	-0,45039328	0,033397	3	1,068697	3,4901681
		76,5	2,1391949	-0,48379006				
Jumlah						30		10,46880834

With $\alpha = 5\%$ dk = 6-1= 5, obtained $\chi^2_{table} = 11.0705$ and $\chi^2_{count} = 10.47$. χ^2_{count} was lower than χ^2_{table} . So the distribution list was normal.

b. The normality of pre-test of the control class

hypothesis:

H₀ : Data distributed normally

H_a : Data did not distribute normally

H₀ accepted if $\chi^2_{count} < \chi^2_{table}$

Test of Hypothesis:

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

The computation of normally test:

Maximum Score : 65

Minimum Score : 34

Range : 31

Class interval : 6

Length of class : 6

Table 4.3
The normality value of pre-test of the control class

No	Kelas	Bk	Z_i	$P(Z_i)$	Luas daerah	O_i	E_i	$\frac{(O_i - E_i)}{E_i}$
1	34-39	33.5	-1.35	0.4098	0.1331	8	4.3	3.2908
2	40-45	39.5	-0.76	0.2768	0.2041	6	6.5	0.0434
3	46-51	45.5	-0.18	0.0726	0.2262	3	7.2	2.4843
4	52-57	51.5	0.39	-0.1536	0.1812	7	5.8	0.2489
5	58-63	57.5	0.97	-0.3348	0.1048	5	3.4	0.8082
6	64-69	63.5	1.55	-0.4396	0.0437	1	1.4	0.1146
		63.5	1.52	-0.4834				
Jumlah						30		6.9906

With $\alpha = 5\%$ dk = 6-1= 5, obtained $\chi^2_{table} = 11.0705$ and $\chi^2_{count} = 6.9906$. χ^2_{count} was lower than χ^2_{table} . So the distribution list was normal.

c. The homogeneity of pre-test of the experimental and control classes

The statistic formula which is used to test the homogeneity of the sample is F test. The formula is as follow:

$$F = \frac{\text{biggest variance}}{\text{smallest variance}}$$

the hypothesis in homogeneity test are:

$H_o : \sigma_1 = \sigma_2$ homogeneity variant

$H_a : \sigma_1 \neq \sigma_2$ homogeneity variant

The calculation result of F_{count} was lower than F_{table} ($F_{count} < F_{table}$) by 5% degree of significant so H_o was accepted, it means the data was homogeneous or both of groups have the same variance.

Table 4.4
The homogeneity result of pre test in experimental and control classes

Class	Variance (s ²)	N	Df	F _{count}	F _{table}	Criteria
Experimental	155.82	30	29	1.39	2.10	Homogenous
Control	112.39	30	29			

From the calculation of variance in experimental class and control class, it is known the biggest variance is 155.86 and the smallest variance is 108.64, so $F = \frac{155.86}{112.39} = 1.39$

By using $\alpha = 5\%$ and dk numeration = $n_1 - 1 = 30 - 1 = 29$, dk nomiration = $n_2 - 1 = 30 - 1 = 29$. It was found $F_{(0,05),(30;30)} = 2.10$. Since the $F_{count}(1.39) < F_{table}(2.10)$ so H_0 was accepted meaning that both classes had similar variance and homogeneous.

d. Testing the similarity of average of the initial data between the experimental and control classes

Hypothesis: $H_0: \mu_1 = \mu_2$ and $H_a: \mu_1 \neq \mu_2$

Where: μ_1 : average data of experimental class and μ_2 average data of control class.

Table 4.5
The average similarity of pre test in experimental class and control class

Source of Variance	Experimenal	Control	Criteria
Sum	1510	1422	Ho accepted (same)
N	30	30	
Average	50.33	47.40	
Variance (s ²)	155.82	112.39	
Deviation Standard(S)	12.48	10.60	

According to the formula above, it is obtained that:

$$\begin{aligned}
 S &= \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}} \\
 &= \sqrt{\frac{(30-1)155.82 + (30-1)112.39}{30+30-2}} \\
 &= \sqrt{\frac{(29)155.82 + (29)112.39}{58}} \\
 &= 11,58
 \end{aligned}$$

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

$$t_{\text{count}} = \frac{50.33 - 47.40}{11.58 \sqrt{\frac{1}{30} + \frac{1}{30}}} = 0.981$$

with $\alpha = 5\%$ and $df = 30+30 - 2 = 58$, it is obtained $t_{table} 1.6715$. From the result of calculation t_{test} , $t_{count} = 0.981$. Because t_{count} was lower than t_{table} ($0.981 < 1.6715$), so H_0 was accepted.

2. Analysis of post-test score of the experimental and control classes

The analysis contains of normally test, homogeneity test and difference average test of post-test.

Table 4.6
Post-test score of experimental and control classes

Experimental			Control		
No	Code	Score	No	Code	Score
1	E-1	86	1	C-1	75
2	E-2	75	2	C-2	60
3	E-3	83	3	C-3	69
4	E-4	85	4	C-4	62
5	E-5	65	5	C-5	71
6	E-6	87	6	C-6	59
7	E-7	70	7	C-7	78
8	E-8	60	8	C-8	74
9	E-9	75	9	C-9	78
10	E-10	87	10	C-10	57
11	E-11	78	11	C-11	65
12	E-12	84	12	C-12	77
13	E-13	69	13	C-13	75
14	E-14	86	14	C-14	65
15	E-15	87	15	C-15	55
16	E-16	66	16	C-16	50
17	E-17	82	17	C-17	76
18	E-18	84	18	C-18	51

19	E-19	67	19	C-19	74
20	E-20	76	20	C-20	68
21	E-21	84	21	C-21	72
22	E-22	80	22	C-22	76
23	E-23	85	23	C-23	53
24	E-24	77	24	C-24	64
25	E-25	80	25	C-25	70
26	E-26	78	26	C-26	73
27	E-27	87	27	C-27	75
28	E-28	79	28	C-28	68
29	E-29	87	29	C-29	70
30	E-30	85	30	C-30	65
Σ		2374	Σ		2025
N_1		30	N_1		30
\bar{X}		79.13	\bar{X}		67.5
S_1^2		59.50	S_1^2		70.05
S_1		7.71	S_1		8.37

a. The normality of post-test for experimental class

hypothesis:

H_o : Data distributed normally

H_a : Data did not distribute normally

H_o accepted if $x^2_{count} < x^2_{table}$

Test of Hypothesis:

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

The computation of normally test:

Maximum Score : 87

Minimum Score : 60

Range : 27
 Class interval : 6
 Length of class : 4.6 = 5

Table 4.7
The normality value of post-test of the
experimental class

No.	Kelas	Bk	Z _i	P(Z _i)	Luas daerah	O _i	E _i	$\frac{(O_i - E_i)}{E_i}$
1	60-64	59.5	-2.61	0.4954	0.0331	1	0.681	0.149
2	65-69	64.5	-1.95	0.4742	0.1226	4	2.375	1.111
3	70-74	69.5	-1.28	0.3999	0.2550	1	1.967	3.587
4	75-79	74.5	-0.62	0.2316	0.2982	7	8.019	0.129
5	80-84	79.5	0.05	-0.0194	0.1962	7	7.772	0.076
6	85-89	84.5	0.71	-0.2623		10	4.918	5.250
		89.5	1.38	-0.4160				
Jumlah								10.304

With $\alpha = 5\%$ dk = 6-1= 5, obtained $x^2_{table} = 11.07$ and $x^2_{count} = 10.30$. x^2_{count} was lower than x^2_{table} (10.30 < 11.07) so the distribution list was normal.

b. The normality of post-test of the control class

Hypothesis:

H₀ : Data distributed normally

H_a : Data did not distribute normally

H₀ accepted if $x^2_{count} < x^2_{table}$

Test of Hypothesis:

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

The computation of normally test:

Maximum Score : 78
 Minimum Score : 50
 Range : 28
 Class interval : 6
 Length of class : $4.67 = 5$

Table 4.8
The normality value of post-test of the control class

No	Kelas	Bk	Z _i	P(Z _i)	Luas	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
					Daerah			
1	50 - 54	49,5	-2,20371	0,486228	0,041968	3	1,342985	2,044474
2	55 - 59	54,5	-1,59157	0,44426	0,107944	3	3,454195	0,059723
3	60 - 64	59,5	-0,97943	0,336316	0,193019	3	6,176603	1,633714
4	65 - 69	64,5	-0,36729	0,143297	0,240014	6	7,680434	0,367669
5	70 - 74	69,5	0,244857	-0,09672	0,207561	7	6,641955	0,019301
6	75 - 79	74,5	0,857	-0,30428	0,124825	8	3,994413	4,016791
		79,5	1,469143	-0,4291				
Jumlah						30		8,141673

With $\alpha = 5\%$ dk = 6-1= 5, obtained $\chi^2_{table} = 11.07$ and $\chi^2_{count} = 8.14$ was lower than χ^2_{table} . So (8.14 < 11.07) the distribution list was normal.

c. The homogeneity of post-test of the experimental and control class

The statistic formula which is used to test the homogeneity of the sample is F test. The formula is as follow:

$$F = \frac{\text{biggest variance}}{\text{smallest variance}}$$

The hypothesis in homogeneity test are:

$H_0 : \sigma_1 = \sigma_2$ homogeneity variant

$H_a : \sigma_1 \neq \sigma_2$ homogeneity variant

The calculation result of F_{count} was lower than F_{table} ($F_{count} < F_{table}$) by 5% degree of significant so H_0 was accepted, it means the data was homogeneous or both of groups have the same variance.

Table 4.9
The homogeneity result of post test in experimental class and control class

Class	Variance (s^2)	N	DF	F_{count}	F_{table}	Criteria
Experimental	59.50	30	29	1.177	2.100	Homogen
Control	70.01	30	29			

Based on the formula above, it is obtained that:

$$\begin{aligned}
 F &= \frac{\text{biggest variance}}{\text{smallest variance}} \\
 &= \frac{70.01}{59.59} \\
 &= 1.177
 \end{aligned}$$

Based on the computation above it is obtained that F_{count} is lower than F_{table} , so H_0 accepted. It can be

conclude that the data of pre test from experimental class and control class have the same variance and homogenous.

d. Testing the differences of average of the initial data between the experimental and control class

Hypothesis:

Hypothesis: $H_o: \mu_1 \leq \mu_2$ and $H_a: \mu_1 \geq \mu_2$

Where: μ_1 : average data of experimental class and μ_2 average data of control class.

Table 4.10
The result of computation T-Test

Class	N	\bar{x}	S^2	S	F_{table}	F_{count}	Criteria
Experimental	30	79.13	59.50	7.71	1.671	5.598	Ha accepted
Control	30	67.50	70.05	8.37			

Based on the table above, it is obtained that:

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

$$= \sqrt{\frac{(30-1)59.50 + (30-1)70.05}{30+30-2}}$$

$$= 8.048$$

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

$$T_{\text{count}} = \frac{79,13-67,50}{8,048 \sqrt{\frac{1}{30} + \frac{1}{30}}} = 5.598$$

Based on the computation above, it is obtained that the average (\bar{X}) of post test experimental class who are taught by using Monopoly Game is 79,13 and deviation standard (S) is 7.71. While the average (\bar{X}) of post test control class who are taught without using Monopoly Game is 67.50 and deviation standard (S) is 8.37, with $df = 30+30-2 = 58$ with $\alpha = 5\%$, so obtained $t_{\text{table}} = 1.671$. From the result of calculation t-test $t_{\text{count}} = 5.598$. If compared between t_{count} and t_{table} , $t_{\text{count}} > t_{\text{table}}$ ($5.598 > 1.671$). H_0 is rejected and H_a is accepted. There is significance different between the writing skill improvement of students who were taught by using Monopoly Game and without using Monopoly Game.

C. The Result of the Research

After getting this research, the researcher discussed the data. Based on the teaching learning processed, Monopoly Game was able to answer the statement of the problem.

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

Based on the calculations of normality, homogeneity test, both of classes were normal distribution and homogenous. The score average of experimental class was 50.33 and control class was 47.40.

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

Based on the result of this research was obtained the average score of experimental class was 79.13 which were higher than control class was 67.50. It means that the teaching writing of recount text in experimental class by using Monopoly Game can encourage the students to be more enjoyed and actived in writing recount text. Monopoly Game as a teaching media can make students more understanding recount text, and easily to write recount text. It can be seen on average score of experimental class which has better result than control class.

The average score of control class was 67.50. Teaching writing recount text in control class by using conventional method makes students feel bored with the material because the method is not interesting and monotonous. The students still get difficulties to enhance their writing skill.

The result of the calculation of t-test with the standard of significant 5%, it is found $t_{count} = 5.5982$ and $t_{table} =$

1.671 for $\alpha = 5\%$ and $df = (30+30-2)$. It means that t_{count} was higher than t_{table} ($5.598 > 1.671$), so there was significant difference between writing Monopoly Game and without using Monopoly skill improvement of students was taught by using Game on writing recount text.

D. Limitation of the Research

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

1. This research was limited at SMP Assuniyah Losari in the academic year of 2017/2018. The subject of this research were class VIII A and VIII B. When the same researches conducted in other schools, it is still possible that difference result will be gained.
2. The researcher still lack of many experiences and knowledge for doing this research , so makes the implementation process of this research was less smooth. But the researcher tried as good as possible to do this research.

3. Relative of the implementation process of this research have short of time, makes the implementation process this research could not do maximally. But it was enough to fulfill all requirements for a research.

Considering all those limitations, there is need to do more research about teaching recount text using the same or different media. Hopefully there will be more optimal result.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research, the suggestion from the researcher to the teacher, the students and the readers and closing.

A. Conclusion

The conclusion of this research is the use of monopoly game to teach writing recount text is effective. Based on the result of the study, teaching writing of a recount text by using the monopoly game made students interested and students enjoyed in the learning process. It has been proved by the result of t-test calculation there was a significant difference scores between an experimental class and a control class. The average scores of pre test for the experimental class was 50.33 and post test score was 79.13. Meanwhile the average scores of pre test for the control class was 47.40 and post test score was 67.50. It means that there was an improvement of the students' achievement in recount texts. The achievement of the experimental class was higher than the control class.

In the result of post test of experimental class was 79.13 which higher than the control class 67.50. On the other hand, teaching writing recount text using Monopoly Game was better than teaching writing recount text without using Monopoly Game.

The result of the calculation of t-test with the standard of significant 5%, it is found $t_{\text{count}} = 5.598$ and $t_{\text{table}} = 1.675$ for $\alpha = 5\%$ and $df = (30+30-2)$. It means that t_{count} was higher than t_{table} ($5.598 > 1.675$), therefore the hypothesis was accepted that the use of monopoly game to teach writing of recount text was effective.

B. Suggestion

Based on the result of this research, it indicates that there is positive effect of using monopoly game in teaching writing recount text. Some benefits for the teaching learning English are proposed as follows:

1. For researcher

After conducting this research, the writer got many experiences, such as knowing some technique, learning method and media that used in school that should be appropriate with the students.

2. For Teacher

- a. Teacher should use game sometime as an alternative strategy in writing recount text. This research shows that the students have high score of writing in the test after they learned writing recount text by using monopoly game.

- b. Teacher should give reward to the students who get good score,so that students are motivated to be better in the next meeting especially for students who are poor in understanding the material.
- 3. For students
 - a. Students have to be serious and pay attention on the teacher explanation in eaching and learning process.
 - b. To improve writing ability, students have to develop their vocabulary, knowledge and do many exercises in order to get a better achievement in producing written text.
- 4. For the readers

The researcher hopes this thesis can be useful for the reader. So they can know using Monopoly Game is effective to enhance students' wrting skill of recount text.

C. Closing

All Praises is given Allah SWT, that has been giving protection and guidance so that this thesis can be finished. The writer realized that this thesis is far from perfection. Because of that, criticizes and suggestion from the reader are very expected for the perfection of the thesis. Hopefully, this thesis is useful for all of us. Amin.

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Appendix 1

LIST OF THE STUDENTS OF EXPERIMENTAL CLASS (VIII A) SMP ASSUNIYAH CIREBON

No.	NAMA	CODE
1	Abdul karim	E-1
2	Ade Irwanto	E-2
3	Adhie Azhar Saputra	E-3
4	Ahmad Rezza Maulana	E-4
5	Alfiyah	E-5
6	Alya Nabila	E-6
7	Aminudin	E-7
8	Dian Tri Lestari	E-8
9	Dimas Setiawan	E-9
10	Erlinah	E-10
11	Evi Yuliawati	E-11
12	Faisal Aditia	E-12
13	Fitrotul Laeli	E-13
14	Heni Nurhaniati N	E-14
15	.Hilman Maulana Saputra	E-15
16	Khalifah Nur Asyskha	E-16
17	M. Khoirunnasir	E-17
18	Meliana Silvia Rozak	E-18
19	M. Thoriqul Hadi	E-19
20	Muhammad Naofal	E-20
21	Muzahidin Al Aziz	E-21
22	Nur Fajar Fkri	E-22
23	Nur Faizal	E-23
24	Saeful Iman	E-24
25	Saefullah	E-25
26	Siti Marifah	E-26
27	Sokib	E-27
28	Waqiah Ayu Ningsih	E-28
29	Winda Jeni Maharani	E-29
30	Yusril Izzati	E-30

Appendix 2

LIST OF THE STUDENTS OF CONTROL CLASS (VIII B)

SMP ASSUNIYAH CIREBON

NO.	NAME	CODE
1	Abd. Salam	C-1
2	Abdul Qodir Jaelani	C-2
3	Agus Rendi I	C-3
4	Amelia	C-4
5	Arya Anggara Saputra	C-5
6	Giofany Sabila	C-6
7	Indriana	C-7
8	Ismi Latifah	C-8
9	Isti Arbaina	C-9
10	Khaerul Basyar	C-10
11	Khaerun Nisa	C-11
12	Khusni Mubarok	C-12
13	Lidiakan Sofi	C-13
14	Moh. Rafi Sugiantoro	C-14
15	Mudrik Hailaman	C-15
16	Muh. Iqbal Maulana	C-16
17	M. Hasanudin	C-17
18	Nadia Fitri	C-18
19	Putri Karimah	C-19
20	Putri Zahra S.	C-20
21	Reza Fahlevi	C-21
22	Ria Azrma	C-22
23	Riki Miftakul Ulum	C-23
24	Ruwandi	C-24
25	Salim Segaf Al-zufri	C-25
26	Silpiana Putri	C-26
27	Siti Wastiah	C-27
28	Sokibah	C-28
29	Sonif Mufazah	C-29
30	St. Fatimah Azzahra	C-30

NAME: Wabiqah Ayu Nurysih
CLASS: VIII A

**INSTRUMENT OF
PRE-TEST**

Kind of text : Recount text

Time allocation : 40 minutes

Instructions

1. Write down your name on the top left of paper
2. Write recount text based on your unforgettable experience
3. The text is written in simple past tense
4. The length of text is at least 3 paragraph (75 words)
5. No cheating!

^Good Luck^ 😊

41

Title: work crowd on housefriends

yesterday, I go to house friends I from work crowd
 on the house. In clock 02.45 I to come cow on the house
 friend I moment I cow, Friend I to come together in
 front of house friends. I this one name fitrotul
 laeli and in moment I just write to be seller tobacco.
 this one past and I buy tobacco with friend. Friend I.

C = 13

D = 9

E = 9

F = 3

M = 2

NAME: Dian Tri Lestari
CLASS: VIII A

INSTRUMENT OF
PRE-TEST

Kind of text : Recount text

Time allocation : 40 minutes

Instructions

1. Write down your name on the top left of paper
2. Write recount text based on your unforgettable experience
3. The text is written in simple past tense
4. The length of text is at least 3 paragraph (75 words)
5. No cheating!

^Good Luck^ 😊

55

Title: Visited to Jayakarta

on days Saturday night date 6 October 2017 I and friends visited to Jogja Park.
Arrived Place and visit went to Borobudur. I and friends walking after that
continue to Museum Dirgantara After to Gembira Loka Zoo after that
I and friends continued to Maliboro. I was very happy

c = 17

o = 11

v = 12

G = 13

W = 2

K. A
NAME: Ahmad Reza M
CLASS: VIII A

INSTRUMENT OF
PRE-TEST

Kind of text : Recount text

Time allocation : 40 minutes

Instructions

1. Write down your name on the top left of paper
2. Write recount text based on your unforgettable experience
3. The text is written in simple past tense
4. The length of text is at least 3 paragraph (75 words)
5. No cheating!

^Good Luck^ 😊

(65)

Title: HOLIDAY TO JOGJA

Yesterday I and my family holiday to Jogja. First I
went to Parobudur. In Parobudur I saw a ~~new~~ ^{very} handsome
boy exist. After that I go to Parobudur I go to
Museum. In museum I much look apparatus.
After that I continued road to glabward. Much animal
I bought many T-shirt. Continued to Mariboro

P = 19
U = 12
V = 15
B = 10
M = 2

28

NAME: SOKRAT
CLASS: VIII B

INSTRUMENT OF
PRE-TEST

Kind of text : Recount text

Time allocation : 40 minutes

Instructions

1. Write down your name on the top left of paper
2. Write recount text based on your unforgettable experience
3. The text is written in simple past tense
4. The length of text is at least 3 paragraph (75 words)
5. No cheating!

^Good Luck^ 😊

45

Title: Holiday to bandung

Holiday to bandung my family and I holiday in
 City bandung we stayed in a big house it had a big
 courtyard with grass it had very long first we to cleanse
 courtyard that we to teik that we wake up and breakfast
 that breakfast we to ascend automobile and strive
 left.

c = 15
 o = 10
 v = 4
 u = 3

NAME: Sony Muzrah
CLASS: VIII B

INSTRUMENT OF

PRE-TEST

Kind of text : Recount text

Time allocation : 40 minutes

Instructions

1. Write down your name on the top left of paper
2. Write recount text based on your unforgettable experience
3. The text is written in simple past tense
4. The length of text is at least 3 paragraph (75 words)
5. No cheating!

^Good Luck^ 😊

38

Title: Studied Drum Band on school

first, I went to house friends I in clock 02:30. Then,
I and friends just my waiting sir Majid @ cow. time
sir. Majid cow we each other to fight for Drum band
moment to spring. I but lasting happy though each
other to fight for.

C 11
NAME: KHAERUN NISA
CLASS: VIII B

INSTRUMENT OF
PRE-TEST

Kind of text : Recount text

Time allocation : 40 minutes

Instructions

1. Write down your name on the top left of paper
2. Write recount text based on your unforgettable experience
3. The text is written in simple past tense
4. The length of text is at least 3 paragraph (75 words)
5. No cheating!

^Good Luck^ 😊

40

Title: Study tour in Yogyakarta

Yesterday, I and friends went to Yogyakarta. We went
at 20:00 and arrived in Yogyakarta at 09:30. After
that we bath after that we pray then we went to Candi Borobudur.
There are many stairs and steps.

$$c = 13$$

$$d = 11$$

$$v = 9$$

$$o = 8$$

$$u = 2$$

Appendix 4

LESSON PLAN FOR EXPERIMENTAL CLASS

Name of school: SMP Assuniyah Cirebon

Class/Semester: VIII/1

Subject : English

Material : Recount Text

Skill : Writing

Allocated Time: 6 x 40 minutes

CORE COMPETENCE

1. Living and practice the teaching of their religion
2. Appreciate and practice honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and proactive and displayed as part of the solution to various problems in interacting effectively with the social and natural environment and in placing itself as a reflection of the nation in the association world
3. Understanding, applying, analyzing factual knowledge, conceptual, procedural based on curiosity about science, technology, arts, culture and humanities with an insight into humanity, nationality and civilization-related phenomena and events, as well as apply the knowledge procedural in specific fields of study according to their talents and asked him to solve the problem.

4. Rework, in the real of reason and cover concrete and abstract domains associated with the development of the independently learned in school , and was able to use the method according to the rules of science

BASIC COMPETENCE

No	Kompetensi dasar	Indikator Kompetensi	Pencapaian
1	1.1 Grateful for the ability to learn English as an introduction to international communication embodied in the spirit of learning	1.1.1 Write a learning log that expresses gratitude for the ability to learn English	
2	2.2 Demonstrate honest, disciplined, and responsible behavior in carrying out transactional communication with teachers and friends	2.2.1 Have a sense of responsibility for the actions taken either as a leader or a member of the group 2.2.2 recognize when making mistakes 2.2.3 give a good response in learning process 2.2.4 courtesy towards teachers and friends	

3	3. 9 Analyzing social function, structures of text. and linguistic elements of recount text about simple experience, events according to the context of use	<p>3.9.1 determining the communicative purpose</p> <p>3.9.2 Identify the generic structures of text</p> <p>3.9.3 Identify the linguistic elements of the text</p>
4.	4.14 Arrange an oral and written of recount text about experience, events, taking into account the social function, the generic structures, and linguistic elements that are correct and contextual	<p>4.14.1 Arrange recount text about experiences with the correct structure of the text and linguistic elements of the text</p> <p>4.14.2 Convey verbal recounts of experiences with the correct structure and linguistic elements of the text</p>

A. Learning Outcome

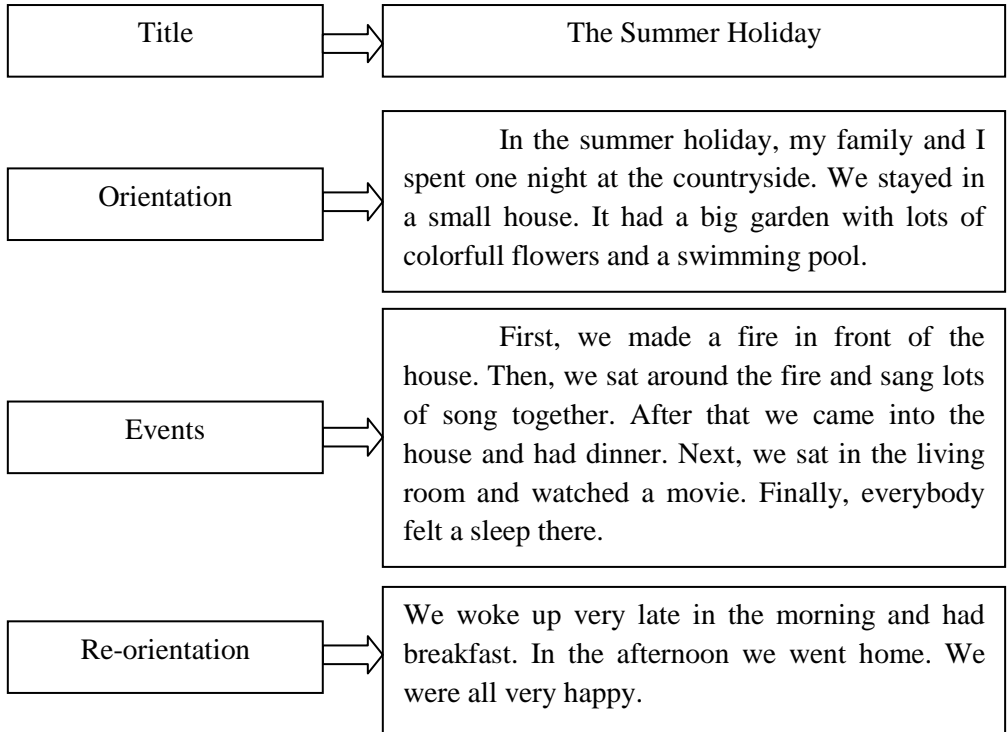
1. The Students are able to identify the generic structure and language feature of recount text
2. The students are able to identify the contents of recount text
3. The students are able to make simple past sentences

4. The students are able to write simple paragraph of recount text

B. Teaching Materials

1. Regular Learning

a. Text 1¹



¹ Erlangga, *English On Sky 2 Junior High School Students year VIII*, 2006.hal 62-63

a. Generic structure

- 1) Orientation : sets the scene and introduces the participants
- 2) Events : tell the sequence of events
- 3) Re-orientation : summarises the event.

Social function: To informing or entertaining the reader

b. Language features

- Introducing personal participant (I, My family, My friend)
- Using chronological connection (then, first, next etc.)
- Using action verb (look, go etc.)
- Using past tense (V₂)

c. Past tense

- Simple past tense

- Verbal pattern

(+) S+V₂+O

(-) S + did + not + V₁ + O/C

(?) Did + S + V₁ + O/C

Example:

(+) My family and I went to Lombok yesterday

(-) My family and I did not go to Lombok
yesterday

(?) did my family and I go to Lombok yesterday?

- Non verbal

(+) S+was,were+O/C/Adj

(-) S+was,were+not + O+C+Adj

(?) Was/were +S +O/C/Adj?

Example:

(+) She was beautifull

(-) She was not beautifull

(?) was she beautifull?

2. Remedial Learning

Find the generic structure and then underline the verb which is showing the past tense's form!

Surabaya Vacation

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus.

When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago.

I tried to call my friend on my cell-phone, but the battery was running low.

I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

3. Enrichment Learning

Please make a simple paragraph about your holiday at least 3 paragraphs!

C. Learning Method

1. Approach : Scientific approach
2. Method: Lecturing and Small discussion

D. Sources, Media, and Aids

Sources:

Bachtiar Bima M and Cicik Kurniawati, *Let's Talk English for Students of Grade VIII*, Bandung : PAKAR RAYA, 2005,

Mark Anderson and Kathy Anderson, *Text Types in English*, Australia: Macmillan Education Australia, 1997.

Media: Powerpoint

Aids: Board marker, white board, LCD

E. Teaching Activities

1. First meeting

Phase	Activities	Time
Pre-Activity	<ul style="list-style-type: none">• Teacher greets the students.• Teacher guides students to pray before learning.• Teacher checks students' attendance.• Teacher gives some stimulating questions as a warm up before learning.• Teacher explains the purpose, the strategy and the assignment of learning	5 minutes
Main Activity	<p>Observing</p> <ul style="list-style-type: none">• Students read and understand an example of recount text <p>Questioning</p> <ul style="list-style-type: none">• Every student makes 1 question about recount text.• Teacher and students discuss the students' question	70 minutes

	<p>Exploring</p> <ul style="list-style-type: none"> • Teacher divides students into six groups • Teacher gives a set of recount text monopoly to each group • Teacher explains the role of game • Students play the game <p>Associating</p> <ul style="list-style-type: none"> • Students follow the instruction and answer the question of the game <p>Communicating</p> <ul style="list-style-type: none"> • Every group demonstrates the result in front of the class 	
<p>Post-Activity</p>	<ul style="list-style-type: none"> • Teacher gives reflection <ul style="list-style-type: none"> - Teacher asks the materials that have learned. - Teacher gives review about the materials • Students and teacher conclude the the material. 	<p>5 minutes</p>

2. Second meeting

Phase	Activities	Time
Pre-Activity	<ul style="list-style-type: none">• Teacher greets the students.• Teacher guides students to pray before learning.• Teacher checks students' attendance.• Teacher reviews the material in the previous meeting.	5 minutes
Main Activity	<p>Observing</p> <ul style="list-style-type: none">• Teacher writes a sentence and students identify the pattern of sentence. <p>Questioning</p> <ul style="list-style-type: none">• Every student makes 1 question about past tense or recount text.• Teacher and students discuss the students' question. <p>Exploring</p> <ul style="list-style-type: none">• Teacher divides students into six groups• Teacher gives a set of past tense	70 minutes

	<p>monopoly to each group</p> <ul style="list-style-type: none"> • Teacher explains the role of game • Students play the game <p>Associating</p> <ul style="list-style-type: none"> • Students follow the instruction and answer the question of the game <p>Communicating</p> <ul style="list-style-type: none"> • Every group demonstrates their result in front of the class 	
<p>Post-Activity</p>	<ul style="list-style-type: none"> • Teacher gives reflection <ul style="list-style-type: none"> - Teacher asks the materials that have learned. - Teacher asks the material that students have not understood. • Students and teacher conclude the material • Teacher explains material and learning activities in the next meeting. 	<p>5 minutes</p>

3. Third meeting

Phase	Activities	Time
Pre-Activity	<ul style="list-style-type: none">• Teacher greets the students.• Teacher guides students to pray before learning.• Teacher checks students' attendance.• Teacher reviews the material in the previous meeting	5 minutes
Main Activity	<p>Observing</p> <ul style="list-style-type: none">• Teacher gives example of recount text and students identify the generic structure, language feature and pattern of sentences from the text <p>Questioning</p> <ul style="list-style-type: none">• Every student makes 1 question about past tense or recount text.• Teacher and students discuss the students' question. <p>Exploring</p> <ul style="list-style-type: none">• Teacher divides students into six groups• Teacher gives a set of monopoly	70 minutes

	<p>to each group</p> <ul style="list-style-type: none"> • Teacher explains the role of game • Students play the game <p>Associating</p> <ul style="list-style-type: none"> • Students follow the instruction and answer the question of the game <p>Communicating</p> <ul style="list-style-type: none"> • Students share the result in front of the class 	
Post-Activity	<ul style="list-style-type: none"> • Teacher gives reflection <ul style="list-style-type: none"> - Teacher asks the materials that have learned. - Teacher asks the material that students have not understood. - Teacher asks the material that students have understood. • Teacher closes the class by pray 	5 minutes

F. Assessment

1. Attitude Assessment

Form: Performance

Aspect : Self Confidence

Technique : Teacher Observation

Scoring Rubric:

Indicator	Score	
	Confident	Not confident
Student presents the result of work in front of the class		
Student is not easily discouraged		

Form of Instrument:

	Nama Siswa	Indicator I		Indicator II		Rata-rata
		1	2	1	2	
1.						
2.						
3.						
....						

2. Knowledge Assessment

Technique: Written test

Form:

Please make positive and negative simple past sentences from these words!

1. Went
2. Visited
3. Buy
4. Stop
5. come

Scoring Rubric:

Score	Aspect	
	Meaning	Form
2	√	√
1	√	X
0	X	X

- Correct answer (right form and meaning) : 2
- Incorrect answer (right meaning) : 1
- Incorrect answer (wrong meaning and form) : 0
- Total of correct answer 2 X 15 : 3 : 10

Form of Instrument:

NO	Nname	Question					Score
		1	2	3	4	5	
1							
2							
3							
4							

3. Skill Assessment

Technique: Written test

Form:

please write your unpredictable experiences minimum 5 sentences using simple past tense!

Scoring Rubric:

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

Approved by:

The English Teacher

the Researcher

Diah Yulianawati, S.Pd

Millah Azmi
NIM: 133411075

Appendix 5

Worksheet of Experimental class

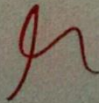
Name : Waqiah

~~When~~ When I played monopoly ,
I stopped on definition of account text
square . Then I memorized what
is the definition of account text . After
that I continued and then I stopped
again in chance square . I got
a card . and I made a sentence

9

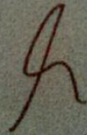
Name : Winda

I played monopoly in the class. In monopoly I went to flower farm. ~~but~~
~~to~~ I went to flower farm from free parking. I passed some house. and then I passed market. ~~at~~ after that I arrived in flower farm. I saw many flower there. I was happy.



name: critical

When I played monopoly, I went to the zoo.
I started from Go square. During the trip to the
zoo I passed mosque and then I passed mountain.
and before mountain I saw there was camp.
and then I passed ~~the~~ forest. After that
I took a rest in hotel ~~to~~ for a minutes.
after ~~that~~ that I continued my journey and then
I stopped in the traffic light. after that we
stopped again in gas station after ~~that~~ that.
~~we~~ I arrived in the zoo. I saw many
animal there. I was happy.



Appendix 6

LESSON PLAN FOR CONTROL CLASS

Name of school: SMP Assuniyah Cirebon

Class/Semester: VIII/1

Subject : English

Material : Recount Text

Skill : Writing

Allocated Time: 6 x 40 minutes

CORE COMPETENCE

1. Living and practice the teaching of their religion
2. Appreciate and practice honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and proactive and displayed as part of the solution to various problems in interacting effectively with the social and natural environment and in placing itself as a reflection of the nation in the association world
3. Understanding, applying, analyzing factual knowledge, conceptual, procedural based on curiosity about science, technology, arts, culture and humanities with an insight into humanity, nationality and civilization-related phenomena and events, as well as apply the knowledge procedural in specific fields of study according to their talents and asked him to solve the problem.

4. Rework, in the real of reason and cover concrete and abstract domains associated with the development of the independently learned in school , and was able to use the method according to the rules of science

BASIC COMPETENCE

No	Kompetensi dasar	Indikator Kompetensi	Pencapaian
1	1.1 Grateful for the ability to learn English as an introduction to international communication embodied in the spirit of learning	1.1.1 Write a learning log that expresses gratitude for the ability to learn English	
2	2.2 Demonstrate honest, disciplined, and responsible behavior in carrying out transactional communication with teachers and friends	2.2.1 Have a sense of responsibility for the actions taken either as a leader or a member of the group 2.2.2 recognize when making mistakes 2.2.3 give a good response in learning process 2.2.4 courtesy towards teachers and friends	

3	3. 9 Analyzing social function, structures of text. and linguistic elements of recount text about simple experience, events according to the context of use	<p>3.9.1 determining the communicative purpose</p> <p>3.9.2 Identify the generic structures of text</p> <p>3.9.3 Identify the linguistic elements of the text</p>
4.	4.14 Arrange an oral and written of recount text about experience, events, taking into account the social function, the generic structures, and linguistic elements that are correct and contextual	<p>4.14.1 Arrange recount text about experiences with the correct structure of the text and linguistic elements of the text</p> <p>4.14.2 Convey verbal recounts of experiences with the correct structure and linguistic elements of the text</p>

A. Learning Outcome

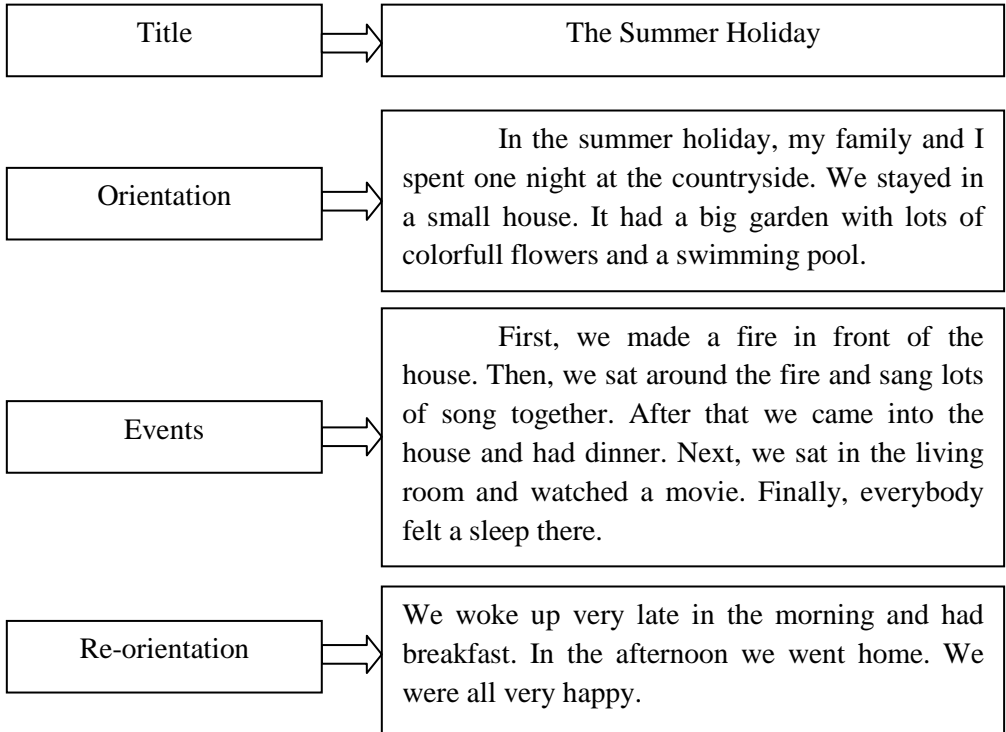
1. The Students are able to identify the generic structure and language feature of recount text
2. The students are able to identify the contents of recount text
3. The students are able to make simple past sentences

4. The students are able to write simple paragraph of recount text

B. Teaching Materials

1. Regular Learning

a. Text 1²



² Erlangga, *English On Sky 2 Junior High School Students year VIII*, 2006.hal 62-63

b. Generic structure

- 1) Orientation : sets the scene and introduces the participants
- 2) Events : tell the sequence of events
- 3) Re-orientation : summarises the event.

Social function: To informing or entertaining the reader

c. Language features

- Introducing personal participant (I, My family, My friend)
- Using chronological connection (then, first, next etc.)
- Using action verb (look, go etc.)
- Using past tense (V_2)

d. Past tense

- Simple past tense
 - Verbal pattern
 - (+) $S+V_2+O$
 - (-) $S + did + not + V_1 + O/C$
 - (?) $Did + S + V_1 + O/C$

Example:

(+) My family and I went to Lombok yesterday

(-) My family and I did not go to Lombok
yesterday

(?) did my family and I go to Lombok yesterday?

- Non verbal
 - (+) $S+was,were+O/C/Adj$
 - (-) $S+was,were+not + O+C+Adj$

(?) Was/were +S +O/C/Adj?

Example:

(+) She was beautifull

(-) She was not beautifull

(?) was she beautifull?

2. Remedial Learning

Find the generic structure and then underline the verb which is showing the past tense's form!

Surabaya Vacation

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus.

When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago.

I tried to call my friend on my cell-phone, but the battery was running low.

I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

3. Enrichment Learning

Please make a simple paragraph about your holiday at least 3 paragraphs!

C. Learning Method

1. Approach : Scientific approach
2. Method: Lecturing and Small discussion

D. Sources, Media, and Aids

Sources:

Bachtiar Bima M and Cicik Kurniawati, *Let's Talk English for Students of Grade VIII*, Bandung : PAKAR RAYA, 2005,

Mark Anderson and Kathy Anderson, *Text Types in English*, Australia: Macmillan Education Australia, 1997.

Media: Powerpoint

Aids: Board marker, white board, LCD

E. Teaching Activities

1. First meeting

Phase	Activities	Time
Pre-Activity	<ul style="list-style-type: none">• Teacher greets the students.• Teacher guides students to pray before learning.• Teacher checks students' attendance.• Teacher gives some stimulating questions as a warm up before learning.• Teacher explains the purpose, the strategy and the assignment of	5 minutes

	learning	
Main Activity	<p>Observing</p> <ul style="list-style-type: none"> • Students read and understand an example of recount text <p>Questioning</p> <ul style="list-style-type: none"> • Every student makes 1 question about recount text. • Teacher and students discuss the students' question. <p>Exploring</p> <ul style="list-style-type: none"> • Teacher gives text of recount to the students • Student identifies the generic structure of the text and underline the sentences that using simple past tense. • Teacher gives review to the students' work <p>Associating</p> <ul style="list-style-type: none"> • Students work in the small group • Every group gets the worksheet and gets instruction from the teacher. • Students discuss and make simple past sentences (assessment 1) 	70 minutes

	<p style="text-align: center;">Communicating</p> <ul style="list-style-type: none"> • Every group demonstrates the result of discussion in front of class 	
Post-Activity	<ul style="list-style-type: none"> • Teacher gives reflection <ul style="list-style-type: none"> - Teacher asks the materials that have learned. - Teacher gives review about the materials • Students and teacher conclude the the material. 	5 minutes

2. Second meeting

Phase	Activities	Time
Pre-Activity	<ul style="list-style-type: none"> • Teacher greets the students. • Teacher guides students to pray before learning. • Teacher checks students' attendance. • Teacher reviews the material in the previous meeting. 	5 minutes
Main	Observing	70 minutes

<p>Activity</p>	<ul style="list-style-type: none"> • Teacher writes a sentence and students identify the pattern of sentence. <p>Questioning</p> <ul style="list-style-type: none"> • Every student makes 1 question about past tense or recount text. • Teacher and students discuss the students' question. <p>Exploring</p> <ul style="list-style-type: none"> • Students identify the pattern of sentences on the slide <p>Associating</p> <ul style="list-style-type: none"> • Students work in pair. • Students do the assignment from the teacher (worksheet 1) <p>Communicating</p> <ul style="list-style-type: none"> • Every group demonstrates their result of discussion in front of the class 	
<p>Post-Activity</p>	<ul style="list-style-type: none"> • Teacher gives reflection - Teacher asks the materials that have learned. 	<p>5 minutes</p>

	<ul style="list-style-type: none"> - Teacher asks the material that students have not understood. • Students and teacher conclude the material • Teacher explains material and learning activities in the next meeting. 	
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3. Third meeting

Phase	Activities	Time
Pre-Activity	<ul style="list-style-type: none"> • Teacher greets the students. • Teacher guides students to pray before learning. • Teacher checks students' attendance. • Teacher reviews the material in the previous meeting 	5 minutes
Main Activity	<p>Observing</p> <ul style="list-style-type: none"> • Teacher gives an example of recount text and students identifies the generic structure, language feature and pattern of sentences from the text 	70 mminutes

	<p>Questioning</p> <ul style="list-style-type: none"> • Every student makes 1 question about past tense or recount text. • Teacher and students discuss the students' question. <p>Exploring</p> <ul style="list-style-type: none"> • Students arrange the sentences become a paragraph of recount text (worksheet 2) • Teacher gives review the students' answer <p>Associating</p> <ul style="list-style-type: none"> • Students write their experience <p>Communicating</p> <ul style="list-style-type: none"> • Students share the result in front of the class 	
<p>Post-Activity</p>	<ul style="list-style-type: none"> • Teacher gives reflection <ul style="list-style-type: none"> - Teacher asks the materials that have learned. - Teacher asks the material that students have not understood. - Teacher asks the material that students have understood. 	<p>5 minutes</p>

	• Teacher closes the class by prayed	
--	--------------------------------------	--

F. Assessment

1. Attitude Assessment

Form: Performance

Aspect : Self Confidence

Technique : Teacher Observation

Scoring Rubric:

Indicator	Score	
	Confident	Not confident
Student presents the result of work in front of the class		
Student is not easily discouraged		

Form of Instrument:

	Nama Siswa	Indicator I		Indicator II		Rata-rata
		1	2	1	2	
1.						
2.						
3.						
....						

2. Knowledge Assessment

Technique: Written test

Form: Written text

Please make positive and negative simple past sentences from these words!

1. Went
2. Visited

3. Buy
4. Stop
5. Come

Scoring Rubric:

Score	Aspect	
	Meaning	Form
2	√	√
1	√	X
0	X	X

- Correct answer (right form and meaning) : 2
- Incorrect answer (right meaning) : 1
- Incorrect answer (wrong meaning and form: 0
- Total of correct answer 2 X 15 : 3 : 10

Form of Instrument:

NO	Nname	Question					Score
		1	2	3	4	5	
1							
2							
3							
4							

3. Skill Assessment

Technique: Written test

**Form: please write your unpredictable experiences
minimum 5 sentences using simple past tense!**

Scoring Rubric:

Element of writing	Score
6. The content	30
7. The organization	20
8. The vocabulary	20
9. The language in use (grammar)	25
10. The mechanic	5
Total of score	100

Approved by:

The English Teacher

The Researcher

Diah Yulianawati, S.Pd

Millah Azmi

NIM: 133411075

Appendix 7

Students' worksheet 1 (control class)

Change the sentences below using simple past tense!

1. My father drinks a cup of coffee
2. My sister and I go to supermaret
3. Dina eat noodle in the kitchen
4. Vero and his friend play football
5. She is beautiful
6. They are diligents' students
7. He is handsome
8. I am a student of SMP Assunniyah
9. Reno write a letter
10. My mother cook in the kitchen.

Answer Worksheet 1

1. My father drank a cup of coffee
2. My sister and I went to supermarket
3. Dina ate noodle in the kitchen
4. Vero and his friend played football
5. She was beautiful
6. They were diligents' students
7. He was handsome
8. I was a student of SMP Assunniyah
9. Reno wrote a letter
10. My mother cooked in the kithcen

nama : Rizki
sonif

1. My father drank a cup of ~~the~~ coffee
2. My sister and I went to supermarket
3. Dinn ate noodle in the kitchen
4. Vero and his friends played football
5. She is beautiful
6. They was diligents' students
7. He was handsome
8. I was student of SMP Assurizyah
9. Rano writes a letter
10. My mother cooked in the kitchen.

- 1.) My Father ^{→ drank} drank a cup of coffee
- 2.) My sister and I went to supermarket
- 3.) Dina ~~eat~~ ate noodle in the kitchen
- 4.) Vero and his friend played football
- 5.) She was beautiful
- 6.) They ^{were} were diligents' students
- 7.) He was handsome
- 8.) I ^{was} am a student of SMP Assunyah
- 9.) Reno ^{wrote} wrote a letter
- 10.) My Mother cooked in the kitchen

nama : Iyah
putri

1. My Father ~~drinked~~^{drank} a cup of coffee
2. My sister and I went to superma
3. Dina ~~ated~~^{ate} noodle in the kitchen
4. Vero and his friend played Footb
5. She was beautiful
6. They were diligents' student
7. He was handsome
8. I was a student~~e~~ of SMP ASS
Uniyah
9. Reno ~~writed~~^{wrote} a letter
10. My mother cooked in the
kitchen

Nama : amel
Ria

f

Appendix 8

Students' Worksheet 2 (control class)

Please arrange these sentences become a good paragraph of recount text!

1. On Monday, we packed our bags and got ready to go home.
2. Last weekend, my friend and I went camping.
3. We built the camp next to a small river.
4. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.
5. The next day, we spent our time observing plantation and insects while the girls were preparing meals.
6. It was getting darker and colder, so we built a fire camp.
7. In the afternoon, we went to the river and caught some fish for supper.
8. At night, we held a fire camp night.
9. We reached the camping ground after we walked for about one and a half hour from the parking lot.

The Answer of Worksheet 2

Last weekend, my friend and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.

The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon, we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.

On Monday, we packed our bags and got ready to go home.

Kelompok 4 - Raka
- Raka (delayan B)
- Nuzul

Jawaban

2) Last weekend my friend and I went camping

- 1) It was getting darker and colder so we built a fire camp
- 2) We built the camp next to a small river
- 3) We reached the camping ground after we walked for about one and a half hour from the parking lot
- 4) The next day we spent our time observing plants and insects while the girls were preparing meals
- 5) In the afternoon we went to the river and caught some fish for supper
- 6) At night we held a fire camp night
- 7) We sang, danced, read poetry, played magic tricks, and even some of us performed a stand-up comedy
- 8) On Monday we packed our bags and got ready to go home.

kelompok 3 (godir, Ardi, salim) VIII B

Answers

2. Last weekend my friend and I went camping
3. We built the camp next to a small river
4. We reached the camping ground after we walked for about one and a half from the parking lot
6. It was getting darker and colder, so we built a fire camp
5. The next day we ~~spent~~ spent our time observing plantat ion and insects while the girls were preparing meals.
7. In the afternoon we went to the river and caught some fish for supper
8. At night we held a fire camp night
4. We sang, danced, read poetry, played magic tricks, and ~~even~~ ^{even} some of us performed a skit and ~~collected~~ ^{collected}.
1. On Monday we ~~the~~ packed our bags and got ready to go home

Kelompok 5 (Budi, Satrio, Patrick).

Jawaban

2. Last weekend, my friend and I went camping
9. We reached the camping ground after we walked for about one and a half from the parking lot.
3. We built the camp next to a small river.
6. It was getting darker and colder, so we built a fire camp
5. The next day, we spent our time observing plantation and insects while the girls were preparing meals.
7. In the afternoon, we went to ~~the~~ the river and caught some fish for supper
8. At night we held a fire camp night
4. We sang, danced, read poetry, played magic tricks, and even some of us performed a standup comedy
1. On Monday, we packed our bags and got ready to go home

Name: Ruwardi
Class: delapan B

INSTRUMENT OF
POST-TEST

Kind of text : Recount text

Time allocation : 40 minutes

Instructions

1. Write down your name on the top left of paper
2. Write a recount text based on your unforgettable experience
3. The text is written in simple past tense
4. The length of text is at least 3 paragraph (75 words)
5. No cheating!

^Good Luck^ 😊

64

Title: playing monopoly

Yesterday my english teacher and my friends played monopoly in game monopoly there were 4 players that I, cihan, yamin, Ayu. In that game I stopped in super market square, parking, hospital, house and mosque. My have fun to played game monopoly with my friend and I got a lot of money about 100 dollars. I won the monopoly game.

C = 19
O = 13
V = 14
G = 15
M = 5

C 20

Name : Putri Zahra

Class : VIII B

INSTRUMENT OF
POST-TEST

Kind of text : Recount text

Time allocation : 40 minutes

Instructions

1. Write down your name on the top left of paper
2. Write a recount text based on your unforgettable experience
3. The text is written in simple past tense
4. The length of text is at least 3 paragraph (75 words)
5. No cheating!

^Good Luck^ ☺

68

C	=	18
O	=	16
U	=	14
G	=	16
M	=	4

Title: I Went to Bandung Yesterday

First I went to Bandung. In Bandung I saw a handsome tourist
 then I continued my journey to Tangkuban Perahu. I saw
 many plane. After that I went to Kota I bought many
 T-shirt for my brother. Finally I was very happy.

C 14
Name: Moh Rafi S
Class: VIII B

INSTRUMENT OF
POST-TEST

Kind of text : Recount text
Time allocation : 40 minutes

Instructions

1. Write down your name on the top left of paper
2. Write a recount text based on your unforgettable experience
3. The text is written in simple past tense
4. The length of text is at least 3 paragraph (75 words)
5. No cheating!

bs

^Good Luck^ ☺

C = 20
D = 14
V = 15
E = 13
M = 3

Title: Holiday to Bali

Yesterday last holiday, my family and I went to island weng to Bali about 4 days. The first day I went to Tanjung Benda by at Tanjung Benda my family and I played. After played we went to island in turtle island we rosted. I took a picture with the turtle. I was very of we went to pizza. I ate a large after that we took a rest in

Name: M Thonquah
Class: VIII A

INSTRUMENT OF
POST-TEST

Kind of text : Recount text
Time allocation : 40 minutes

Instructions

1. Write down your name on the top left of paper
2. Write a recount text based on your unforgettable experience
3. The text is written in simple past tense
4. The length of text is at least 3 paragraph (75 words)
5. No cheating!

^Good Luck^ 😊



Title: Went to market

yesterday my mother and I went to the market to help mother
buy groceries to sell to the market and after that arrived
at the market I see there were many people who buy
vegetables until my mother and I can not go into where
I want to buy groceries, after my mother and the mother
went straight to the shopper's place.

c = 70
o = 14
v = 16
s = 14
At = 3,


Name : Amrinda
Class : VIII A

INSTRUMENT OF
POST-TEST

Kind of text : Recount text
Time allocation : 40 minutes

Instructions

1. Write down your name on the top left of paper
2. Write a recount text based on your unforgettable experience
3. The text is written in simple past tense
4. The length of text is at least 3 paragraph (75 words)
5. No cheating!

^Good Luck^ 

70

Title: I travel to the zoo

Yesterday I'm traveled went to the zoo - after arrived to the zoo
I looked 'situation' last noisy on the time - I in the middle
travel I looked one animal that's funny once I directly stopped
on the way to see the beast, as I walked again the animal
followed me behind we while walking finally when I stopped
I immediately the stresses to ~~stop~~ strokefish body and that's
all I love to see the animal's that

Done :)

C = 21
V = 15
G = 14
M = 15

Name : Erlinaah

Class : VII A

INSTRUMENT OF

POST-TEST

Kind of text : Recount text

Time allocation : 40 minutes

Instructions

1. Write down your name on the top left of paper
2. Write a recount text based on your unforgettable experience
3. The text is written in simple past tense
4. The length of text is at least 3 paragraph (75 words)
5. No cheating!

^Good Luck^ ☺

2020/10/20
10:00 AM

87

Title: My first period

October 11th 2015. I'll never forget that day. It happened when I was eleven years old. That morning I ate and realized that my stomach was hurting a little bit but it felt like the your hungry. For a while it stopped when I was on the way to school.

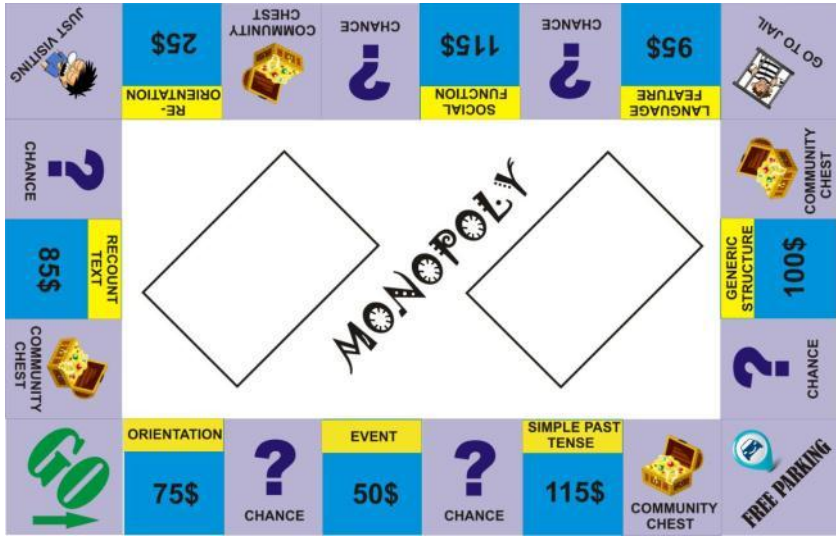
I arrived at the school as usual and everything was normal. That unforgettable experience happened in mid-day. I was wearing light blue that day. I wore white and green uniform that day when I was studying math. I started like need of something coming out. I didn't understand and thought I was just sweating down there or something.

I really felt uncomfortable though I didn't want to get up just in case it fits through. Since that condition happened I just stayed sitting on my chair. The bell rang and the time was over. I went out from the class after all of my classmates had gone out. Many friends asked what happened to me, but I kept silent.

Having arrived at home, I talked my mom immediately about what happened to me. Surprisingly my mom told me that I had got my first period that day. That experience was so unforgettable. I still remember I was trying to understand what's happening at that moment which made some friends wonder about my silence. By writing this story I hope they read this story and find out the answer of their question about me.

Appendix 10

Monopoly board



Appendix 11

Community Chest and Chance Cards

community chest

Get out of Jail, Free

**This card may be kept until
needed or sold**

community chest

Advance to supermarket

**If you pass "GO" collect
\$150**

community chest

What is event?

Get \$35 if you can answer

community chest

**Make a sentence using
simple past tense**

**Get money from the bank
\$65**

community chest

**Continue your journey for
three steps**

community chest

**Make 2 sentences using
simple past tense**

**Get money from the bank
\$100**

community chest

**Make a sentence from this
word “Go” using simple past
tense**

Get \$50 from

community chest

What is re-orientation?

Get \$25 if you can answer

Chance

**Make 2 sentences using
simple past tense**

**Get money from the bank
\$100**

Chance

**Make 3 sentences about your
holiday**

Get \$150 from the bank

Chance

It is your birthday

Collect \$10 from ever player

Chance

Advance to Market 1

**If you pass "GO" collect
\$150**

Chance

**Make a sentence from this
word “ watched”**

Get \$10 from the bank

Chance

Bank error in your favor

Collect \$200

Chance

**Make 3 sentences about your
experience in the past**

Get \$100 from the bank

Chance

**Mention the pattern of simple
past tense!**

Get \$75

Appendix 12

PRE TEST SCORE FOR EXPERIMENTAL CLASS

No	Code	C	O	V	G	M	Score
1	E-1	25	14	17	13	3	72
2	E-2	13	9	9	8	3	42
3	E-3	14	13	12	12	3	54
4	E-4	19	14	15	15	2	65
5	E-5	13	7	7	5	2	34
6	E-6	13	8	9	9	3	42
7	E-7	13	7	7	5	2	34
8	E-8	17	11	12	13	2	55
9	E-9	13	9	8	8	3	41
10	E-10	13	9	7	7	3	39
11	E-11	20	15	15	15	3	68
12	E-12	15	10	12	11	2	50
13	E-13	13	7	7	5	2	34
14	E-14	14	8	9	6	2	39
15	E-15	15	8	8	9	2	42
16	E-16	13	7	8	5	2	35
17	E-17	15	9	12	7	2	45
18	E-18	16	16	14	13	3	67
19	E-19	20	12	16	18	3	69
20	E-20	13	10	9	8	3	43
21	E-21	18	15	17	17	3	70
22	E-22	15	11	9	11	3	49
23	E-23	16	10	10	13	3	52
24	E-24	14	10	10	11	3	48
25	E-25	13	10	11	10	3	46
26	E-26	19	17	15	16	3	70

27	E-27	15	8	8	9	3	43
28	E-28	13	9	9	8	2	41
29	E-29	18	14	13	17	3	65
30	E-30	14	12	14	13	3	56
	SUM	462	319	328	318	79	1510
	AVERAGE	15,4	10,63	10,93	10,6	5,096	50,33

Note:

C = Content

O = Organization

V = Vocabulary

G = Grammar

M = Mechanism

Appendix 13

PRE TEST SCORE FOR CONTROL CLASS

No	Code	C	O	V	G	M	Score
1	C-1	16	12	17	15	3	63
2	C-2	13	7	9	8	3	40
3	C-3	16	11	12	13	2	54
4	C-4	17	10	10	10	2	49
5	C-5	15	14	13	12	3	57
6	C-6	13	7	7	5	2	34
7	C-7	13	8	10	8	3	42
8	C-8	19	14	15	15	2	65
9	C-9	13	9	8	7	3	40
10	C-10	13	7	7	5	2	34
11	C-11	13	11	9	5	2	40
12	C-12	13	7	7	5	2	34
13	C-13	16	15	14	15	3	63
14	C-14	15	13	15	14	3	60
15	C-15	14	13	13	12	3	55
16	C-16	13	7	7	5	2	34
17	C-17	13	7	14	11	3	48
18	C-18	14	12	12	12	3	53
19	C-19	13	7	7	5	2	34
20	C-20	13	10	9	6	2	40
21	C-21	14	11	12	12	3	52
22	C-22	13	7	7	5	2	34
23	C-23	16	11	12	9	2	50
24	C-24	15	14	15	15	2	61
25	C-25	15	14	13	12	2	56
26	C-26	13	7	7	5	2	34

27	C-27	16	12	14	16	2	60
28	C-28	15	10	9	8	3	45
29	C-29	13	8	7	5	2	38
30	C-30	15	12	12	12	2	53
	SUM	430	307	323	287	72	1422
	AVERAGE	14,33	10,23	10,77	9,57	4,65	47,4

Note:

C = Content

O = Organization

V = Vocabulary

G = Grammar

M = Mechanism

Appendix 14

POST TEST SCORE FOR EXPERIMENTAL CLASS

No	Code	C	O	V	G	M	Score
1	E-1	29	17	18	18	4	86
2	E-2	25	13	15	18	4	75
3	E-3	27	18	17	17	4	83
4	E-4	29	18	18	16	4	85
5	E-5	20	15	14	13	3	65
6	E-6	27	15	18	22	5	87
7	E-7	21	15	17	14	3	70
8	E-8	20	10	12	14	4	60
9	E-9	23	16	16	17	3	75
10	E-10	29	17	18	18	5	87
11	E-11	23	18	16	18	3	78
12	E-12	27	18	17	18	4	84
13	E-13	18	17	15	16	3	69
14	E-14	27	18	18	19	4	86
15	E-15	29	15	18	21	4	87
16	E-16	20	16	14	13	3	66
17	E-17	27	18	18	15	4	82
18	E-18	27	18	17	18	4	84
19	E-19	20	14	16	14	3	67
20	E-20	25	17	17	14	3	76
21	E-21	27	18	17	18	4	84
22	E-22	27	18	17	14	4	80
23	E-23	29	18	18	16	4	85
24	E-24	25	18	18	12	4	77
25	E-25	26	19	17	14	4	80
26	E-26	23	18	16	18	3	78
27	E-27	29	15	18	20	5	87

28	E-28	23	17	18	17	4	79
29	E-29	28	17	19	17	4	87
30	E-30	28	19	18	18	4	85
	SUM	758	500	505	497	114	2374
	AVERAGE	25,27	16,67	16,83	16,57	7,35	79,13

Note:

C = Content

O = Organization

V = Vocabulary

G = Grammar

M = Mechanism

Appendix 15

POST TEST SCORE FOR CONTROL CLASS

No	Code	C	O	V	G	M	Score
1	C-1	22	17	15	18	3	75
2	C-2	18	13	13	12	4	60
3	C-3	18	17	15	16	3	69
4	C-4	16	13	13	17	3	62
5	C-5	25	14	17	13	2	71
6	C-6	16	13	12	14	4	59
7	C-7	26	15	16	17	4	78
8	C-8	23	16	16	16	3	74
9	C-9	26	14	16	18	4	78
10	C-10	16	11	14	13	3	57
11	C-11	18	14	13	16	4	65
12	C-12	25	18	18	12	4	77
13	C-13	23	16	17	16	3	75
14	C-14	20	14	15	13	3	65
15	C-15	15	13	13	12	2	55
16	C-16	14	12	9	12	3	50
17	C-17	25	17	17	14	3	76
18	C-18	16	10	10	11	4	51
19	C-19	20	17	16	17	4	74
20	C-20	18	16	14	16	4	68
21	C-21	18	16	16	18	4	72
22	C-22	22	16	16	18	4	76
23	C-23	16	10	12	12	3	53
24	C-24	19	13	14	15	3	64
25	C-25	20	15	16	15	4	70
26	C-26	19	17	17	16	4	73
27	C-27	21	17	15	18	4	75
28	C-28	18	16	14	16	4	68

29	C-29	19	16	15	16	4	70
30	C-30	17	16	14	15	3	65
	SUM	589	442	438	452	104	2025
	AVERAGE	19,63	14,73	14,6	15,07	6,71	67,5

Note:

C = Content

O = Organization

V = Vocabulary

G = Grammar

M = Mechanism

Appendix 16

Uji Kesamaan Dua Varians (homogenitas) Data Pre-test Antara Kelas Eksperimen dan Kontrol

Hipotesis

H_0 : $\sigma_1 = \sigma_2$ homogeny variant

H_a : $\sigma_1 \neq \sigma_2$ homogeny variant

Uji hipotesis = $F = \frac{\text{Varians Terbesar}}{\text{variens terkecil}}$

Dari data diperoleh :

Variance Source	Experimental	Control
Sum of score ($\sum X$)	1510	1422
The number of student (n)	30	30
Average (x)	50.33	47.40
Variance (S^2)	155.82	112.39
Deviation standard (S)	12.48	10.60

Berdasarkan rumus diatas diperoleh = $F = \frac{155.82}{112.39} = 1.39$

Pada a 5 % dengan :

dk pembilang = $nb-1 = 30-1=29$

dk penyebut = $nk-1 = 30-1=29$

karena $t_{hitung} < t_{tabel}$ maka dapat disimpulkan bahwa rata-rata gain kelompok eksperimen lebih tinggi daripada rata-rata gain kelompok kontrol.

Appendix 17

The Average Similarity Test of Pre-test of the Experimental and Control Classes

Hipotesis :

$$H_o: \mu_1 = \mu_2$$

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

Uji hipotesis menggunakan rumus:

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

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

Dari data diperoleh:

Source of variance	Experimental	Control
Sum of score ($\sum X$)	1510	1422
The number of student (n)	30	30
Average (x)	50.33	47.40
Variance (S^2)	155.82	112.39
Deviation standard (S)	12.48	10.60

Berdasarkan data diatas diperoleh hasil:

$$S = \frac{\sqrt{(30-1)155.82 + (30-1)112.39}}{30+30-2} = 11.58$$

$$t = \frac{50.33 - 47.40}{11.58 \sqrt{\frac{1}{29} + \frac{1}{29}}} = 0.981$$

karena $t_{\text{hitung}} < t_{\text{tabel}}$ maka dapat disimpulkan bahwa rata-rata gain kelompok eksperimen lebih tinggi daripada rata-rata gain kelompok kontrol.

Appendix 18

Uji Kesamaan Dua Varians (homogenitas) Data Post-test Antara Kelas Eksperimen dan Kontrol

Hipotesis

$H_0 : \sigma_1 = \sigma_2$ homogeny variant

$H_a : \sigma_1 \neq \sigma_2$ homogeny variant

Uji hipotesis = $F = \frac{\text{Varians Terbesar}}{\text{variens terkecil}}$

Dari data diperoleh :

Source of variance	Experimental	Control
Sum of score ($\sum X$)	2374	2025
The number of student (n)	30	30
Average (X)	79.13	67.5
Variance (S^2)	59.50	70.05
Deviation standard (S)	7.71	8.4

Berdasarkan rumus diatas diperoleh:

$$F = \frac{70.05}{59.50} = 1.177$$

Pada α 5% dengan:

$$dk \text{ pembilang} = nb - 1 = 30 - 1 = 29$$

$$dk \text{ penyebut} = nk = n - 1 = 30 - 1 = 29$$

Karena F berada pada penerimaan H_0 maka dapat disimpulkan bahwa kedua kelas homogen.

Appendix 19

The Average Differences Test of Post-test of the Experimental and Control Classes

Hipotesis:

$$H_o: \mu_1 \leq \mu_2$$

$$H_a: \mu_1 \geq \mu_2$$

Uji hipotesis menggunakan rumus:

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

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

Dari data diperoleh:

Source of variance	Experimental	Control
Sum of score ($\sum X$)	2374	2025
The number of student (n)	30	30
Average (x)	79.13	67.5
Variance (S^2)	59.50	70.05
Deviation standard (S)	7.71	8.4

Berdasarkan rumus diatas diperoleh hasil:

$$S = \frac{\sqrt{(30-1)59.50+(30-1)70.05}}{30+30-2} = 8.048$$

$$t = \frac{79.13-67.5}{8.048\sqrt{\frac{1}{39}+\frac{1}{29}}} = 5.598$$

Karena $t_{hitung} > t_{tabel}$ maka dapat disimpulkan bahwa rata-rata gain kelompok eksperimen lebih tinggi daripada gain kelompok kontrol.



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

STATUS : TERAKREDITASI

Keputusan BAN-PT Nomor : 087/SK/BAN-PT/Akred/Dpl-III/III/2015

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PENELITI : Millah Azmi

NIM : 133411075

JURUSAN : Pendidikan Bahasa Inggris

JUDUL : THE EFFECTIVENESS OF USING MONOPOLY GAME TO
ENHANCE STUDENTS' WRITING SKILL OF RECOUNT TEXT
(An Experimental Study at the Eighth Grade Students of SMP
Assuniyah Losari in the Academic Year of 2017/2018)

HIPOTESIS:

a. Hipotesis Varians :

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

H_1 : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah 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 $t_{\text{tabel}} \leq t_{\text{hitung}} \leq t_{\text{tabel}}$

H_0 DITOLAK, jika nilai $t_{\text{hitung}} < t_{\text{tabel}}$ atau $t_{\text{hitung}} > t_{\text{tabel}}$

HASIL DAN ANALISIS DATA :

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Nilai_awal	eksperimen	30	50.3333	12.48263	2.27901
	kontrol	30	47.4000	10.60124	1.93551
Nilai_akhir	eksperimen	30	79.1333	7.71355	1.40830
	kontrol	30	67.5000	8.36969	1.52609

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_awal	Equal variances assumed	.730	.393	.981	58	.331	2.93333	2.99000	-3.05179	8.91846
	Equal variances not assumed			.981	56.518	.331	2.93333	2.99000	-3.05514	8.92180
nilai_akhir	Equal variances assumed	.356	.553	5.598	58	.000	11.63333	2.07806	7.47364	15.79303
	Equal variances not assumed			5.598	57.618	.000	11.63333	2.07806	7.47305	15.79362

1. Pada kolom *Levenes Test for Equality of Variances*, diperoleh nilai sig. = 0,393. Karena sig. = 0,393 > 0,005, maka H₁ DITERIMA, artinya kedua varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.
2. Karena identiknya varians rata-rata prestasi belajar kelas eksperimen dan kontrol, maka untuk membandingkan rata-rata prestasi belajar kelas eksperimen dan kontrol dengan menggunakan t-test adalah menggunakan dasar nilai t hitung pada baris pertama (*Equal variances assumed*), yaitu t hitung = 5,598.
3. Nilai t_{tabel} (58,0,05) = 1,67 (*two tails*). Berarti nilai t_{hitung} = 5,598 > t_{tabel} = 1,67 hal ini berarti H₀ DITOLAK, artinya, rata-rata hasil belajar siswa kelas eksperimen lebih baik dari rata-rata prestasi belajar kelas kontrol.

Semarang, 11 Januari 2018
Kelas Prodi Statistika



Atika Nurani A, S.Si, M.Si



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Semarang, 28 Desember 2017

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NIM : 133411075

Kepada Yth. :
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Assalamu'alaikum Wr. Wb.,

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

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Pembimbing : Siti Tarwiyah S.S M.Hum

Mahasiswa tersebut membutuh kan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinkan melaksanakan riset selama 7 hari, mulai tanggal 3 Januari 2018 sampai dengan tanggal 9 Januari 2018.

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan,
Wakil Dekan Bidang Akademik

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Judul Skripsi : **The Effectiveness of Using Monopily Game to Enhance**

Students' Writing Skill of Recount Text

Benar benar telah melaksanakan penelitian di SMP Assuniyah Losari Cirebon pada tanggal 3 – 9 Januari 2018

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Losari, 9 Januari 2018
Kepala SMP Assuniyah,



(Drs. Hj. Sayyidah Nafisah)

Documentation



Learning process in control class





Students played monopoly



Students played monopoly

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