

**THE INFLUENCE OF USING SNAKE AND LADDER GAME TOWARD
STUDENTS' WRITING ABILITY IN RECOUNT TEXT
AT THE FIRST SEMESTER OF THE TENTH GRADE
OF SMAN 1 NGAMBUR PESISIR BARAT
IN 2017/2018 ACADEMIC YEAR**

**A Thesis
Submitted as a Partial Fulfillment of
the Requirements for S1-Degree**

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LAMPUNG
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ABSTRACT

THE INFLUENCE OF USING SNAKE AND LADDER GAME TOWARD STUDENTS' WRITING ABILITY IN RECOUNT TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMAN 1 NGAMBUR PESISIR BARAT IN 2017/2018 ACADEMIC YEAR

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This research is conducted based on the preliminary research, Many students considered writing was difficult. The students still could not develop and express their idea in writing and the class condition was less attractive. The students' recount text writing score was below the criteria minimum mastery (KKM) at SMAN 1 Ngambur Pesisir Barat. The objective of the research was to find out whether there was influence of snake and ladder game towards students' writing ability in recount text at the first semester of the tenth grade of SMAN 1 Ngambur Pesisir Barat in 2017/2018 academic year.

The methodology of this research was quasi experimental design with the treatment held in 3 meetings, 2 x 45 minutes for each meeting. The population of this research was the tenth grade of SMAN 1 Ngambur Pesisir Barat. The total sample in this research was 61 students that were taken from two classes, X₄ and X₂. In collecting the data, the writer used instruments pre-test and post-test. The instrument was recount text writing test. After giving the post-test, the writer analyzed the data by using independent sample t-test.

From the data analysis, it was found that the result of test was t_{observed} (4.3663) with t_{critical} (2.660), it means that the score of t_{observed} was higher than t_{critical} , so H_a is accepted. So, there was influence of snake and ladder game towards students' writing ability in recount text at the first semester of the tenth grade of SMAN 1 Ngambur Pesisir Barat.

Keywords: Recount Text, Snake and Ladder Game, Quasi Experimental Design, Writing Ability.



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TOWARDS STUDENTS' WRITING ABILITY IN RECOUNT TEXT
AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMAN 1
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DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Snake and Ladder Game Towards Students’ Writing Ability in Recount Text at the First Semester of the Tenth Grade of SMAN 1 Ngambur Pesisir Barat in of 2017/2018 Academic Year” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

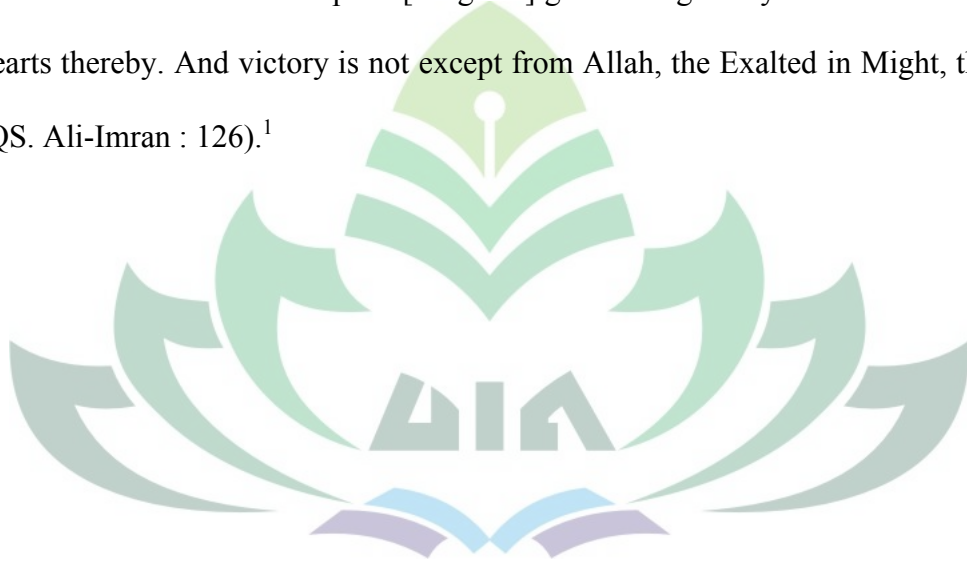


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MOTTO

وَمَا جَعَلَهُ اللَّهُ إِلَّا بُشْرَىٰ لَكُمْ وَلِتَطْمَئِنَّ قُلُوبُكُم بِهِ وَمَا النَّصْرُ إِلَّا مِنْ
عِنْدِ اللَّهِ الْعَزِيزِ الْحَكِيمِ (١٢٦)

And Allah made it not except as [a sign of] good tidings for you and to reassure your hearts thereby. And victory is not except from Allah, the Exalted in Might, the Wise. (QS. Ali-Imran : 126).¹

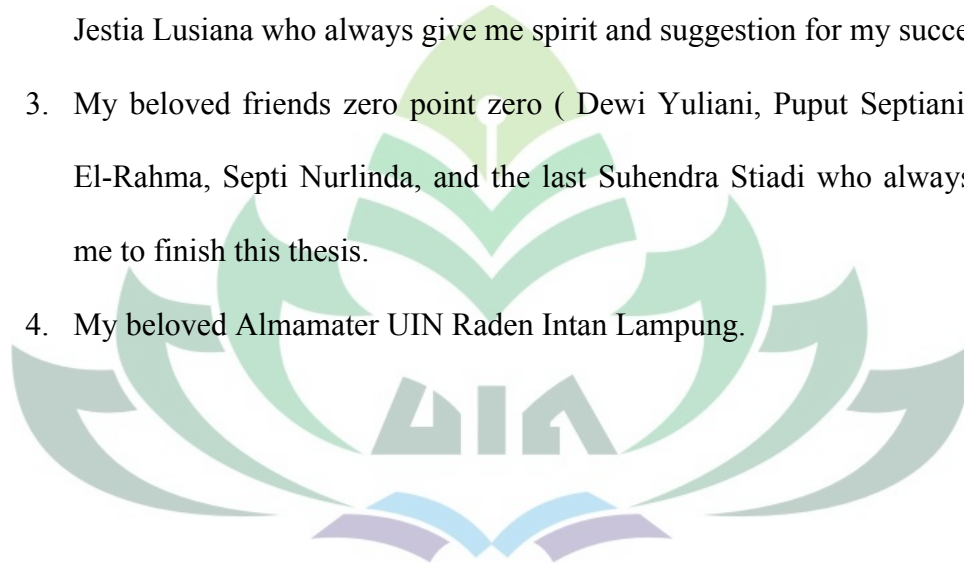


¹ Allama Abdullah Yusuf Ali, *The Holy Qur'an : Arabic Text with English Translation* (New Delhi: Millat Book Centre, 2006), P. 66

DEDICATION

This thesis is dedicated to:

1. My beloved parents, the late Mr. Hizar and Mrs. Hartina who always pray for my success and give me motivation to study hard until now. I love them so much.
2. My beloved young brother and young sisters; Hendra Aliansi, Aulia Utari, and Jestia Lusiana who always give me spirit and suggestion for my success.
3. My beloved friends zero point zero (Dewi Yuliani, Puput Septiani, Fathiya El-Rahma, Septi Nurlinda, and the last Suhendra Stiadi who always support me to finish this thesis.
4. My beloved Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The writer's name is Heni Aprina. She was born in Lampung Barat on April 09th, 1996. She is the first child of four children of Mr. Hizar and Mrs. Hartina. She has one young brother whose name is Hendra Aliansi and two young sisters, whose name are Aulia Utari and Jestia Lusiana.

She began her study at elementary school of SD NEGERI 1 Sumber Agung Pesisir Barat in 2001 and graduated in 2006. Then, She continued at Junior High School of SMPN 1 Ngambur Pesisir Barat in 2006. After graduating from Junior High School in 2009, She continued again at Senior High School at SMA Perintis 2 Bandar Lampung in 2009 and graduated in 2012. Then, in 2013, She continued her study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

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7. The writer's beloved friends, who always support me to finish this thesis thanks for your friendship. Then, also for all of the writer's friends English Program of UIN Raden Intan Lampung, especially "A Class" and Zero Point Zero thanks for your help and motivation that have been given to writer. Finally, it has to be admitted that nobody is perfect and the writer is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the writer sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the writer expects that the

thesis is useful for the writer particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, December 2017
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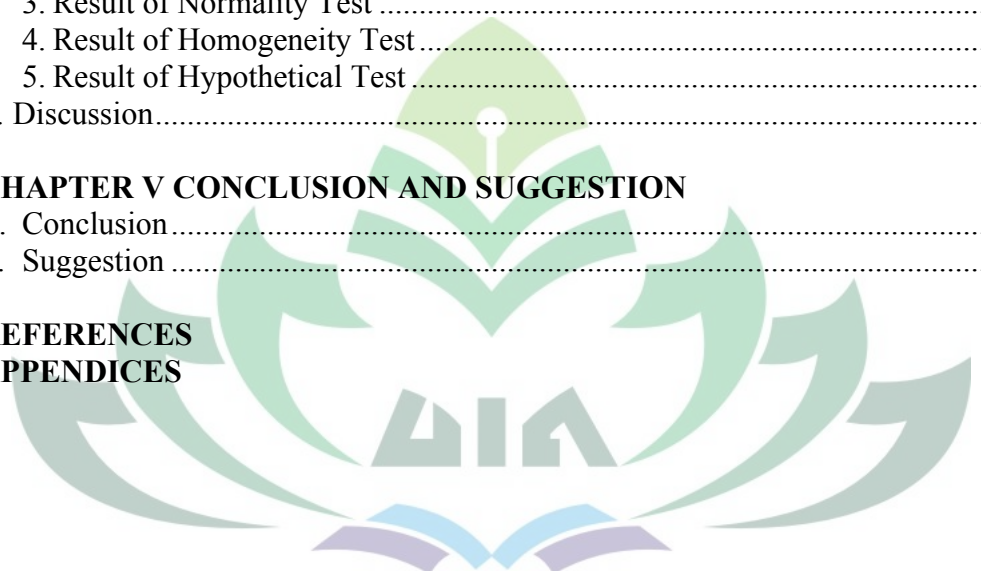


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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Language is very important in our life. With language, people can communicate and interact with other people. By using language people can deliver or express our ideas, feelings and our expectation to other people. Harmer states that language is used widely for communication between people who do not share the same first (or even second) language.¹ That is why, people should master one of the languages in order that we can speak and understand what we are talking about.

According to Brown, learning a second language is a long and complex undertaking.² In this case, the second language is English where in this era mastering English is important. Knowing the important role of English today, students need to be sufficiently equipped with English communication skills, both oral and written. It means that English is one of international languages that is used and studied all over the world.

¹ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2007), p.13

² H Douglas Brown, *The Principles of Language Learning and Teaching*, (New York: Longman, 2007), p.1

Siahaan said that, “there are four basic skills that must be mastered. They are listening, speaking, reading, and writing”.³ It means writing is used to express our idea, opinion, think and feeling in written form. Writing holds an important role in studying foreign language. Especially in studying English writing is an activity that the writer must have the ability to compose meaningful information, so the readers would be easily understand.

From the four language skills, writing is difficult subject, as Tribble said that for the moment we can accept that writing is a language skill which is difficult to acquire. It is furthermore, one in which relatively few people are required to be expert.⁴ It means writing is difficult skills, because the writer need skills on how to write words correctly, how to put and arrange those words into sentences which are supposed to be meaningful according to grammatical rules. As Raimes states that writing also reinforces the grammatical structures, idioms, and vocabulary. Thus, writing is the ability to express idea that writer will use knowledge of structure and vocabulary to express the idea in written form.⁵

Almost students said that writing is the most difficult one when they learning English. Pardiyono states that in language skills category, writing skill the most is hard,

³ Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.215

⁴ Christoper Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p.3

⁵ Ann Raimes, *Techniques and Teaching Writing*, (New York: Oxford University Press, 1987), p.3

between speaking and reading, by some students.⁶ So, it is not surprising if the teacher finds the students have difficulty in elaborating their idea in written form, for instance, the students find trouble in building a good sentence. The mistake is not only in grammar but also in choosing suitable vocabulary. In Islam, the importance of writing is also stated in the holy Quran on first verse of surah Al-Qolam :

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

“ Noon, I swear by the pen and what the angels write.”⁷ (QS. Al-Qolam:1)

Qolam in this verse means as a pen which is used to write the knowledge. It means that everyone who will write, will make the process of thinking to create ideas in writing so as to understand its meaning and purpose.

In the English syllabus for Grade X of Senior High School, there are some texts that should be mastered in the second grade. One of them is recount text. The students must be able to write a recount text related to their real life or experiences. In daily life, recount text is used to tells about their events or experiences in the past. It is like the standard of graduate competency stated in Kemendiknas No.23/2006, in the writing skill, the graduate of Senior High School must be able to write short written functional text and simple essays in the forms of descriptive, narrative, procedure,

⁶Pardiyono, *12 Writing Clues For Better Writing Competence*, (Yogyakarta: Andi Offset, 2006), p.1

⁷Allama Abdullah Yusuf Ali, *The Holy Qur'an : Arabic Text with English Translation* (New Delhi: Millat Book Centre, 2006), P. 444.

descriptive, news item, report, analytical exposition, spoof, explanation, discussion and review in the daily life context.⁸ So that the teacher should try hard to encourage the students reach the purpose of English learning, especially in writing.

Based on the preliminary research in SMAN 1 Ngambur Pesisir Barat at the tenth grade, by interviewing the English teacher, Ms. Desti Mulya Sari S.Pd., the writer found out some students' problems in writing ability. She said the students' problems in learning writing those are (1) the students still cannot develop and express their idea to write, (2) the students do mistakes due to lack of vocabularies. In the process of language learning, the teacher use guided writing as technique in teaching writing.⁹

The writer also asked the teacher about the students' English ability especially in writing recount text. From that interview, the writer also got the data that showed more than 60% of students of tenth grade did not pass the minimum score as shown on the table 1.

⁸ Departemen Pendidikan Nasional, *Kurikulum 2004: Standar Kompetensi*, (Jakarta: Balitbang Depdiknas, 2003), p.17

⁹ Desti Mulya Sari, *Interview an English Teacher*, SMAN 1 Ngambur Pesisir Barat, January 23rd, 2017

Table 1
The Students' Score of Recount Writing of the Tenth Grade of SMAN 1
Ngambur Pesisir Barat in the academic 2017/2018.

No	Student's Score	Class						Number of Students	Percentage
		X1	X2	X3	X4	X5	X6		
1	≥ 70	11	12	11	9	13	16	72	39.56%
2	< 70	19	18	20	22	17	14	110	60.44%
Total		30	30	31	31	30	30	182	100%

Source : Document of English Writing Score at the Tenth Grade Of SMA Negeri 1 Ngambur in the Academic Year of 2017/2018

Based on table 1, the total number of the tenth grade students in SMAN 1 Ngambur Pesisir Barat was 182. The criteria of minimum mastery (Kriteria Ketuntasan Minimum/ KKM) at the school was 70. It was found out that 39.56% or 72 students passed the criteria of minimum mastery score and 60.44% or 110 students still under the criteria of minimum mastery. It indicated that most students still face difficulties in writing recount text.

Based on interview by the students, the writer also found some factors of students' problems in learning English especially writing recount text. Some students think that write something in English is the most difficult one and they got the difficulties in gathering idea when they are going to write and the students have difficulties find meaning of vocabulary.¹⁰

¹⁰ Erliyani, *Interview to the Student*, SMAN 1 Ngambur Pesisir Barat, January 23rd, 2017

Another information based on interview the students, the students have difficulties in writing with grammar correctly. Besides, the class condition and teacher's technique in teaching learning process is less interesting.¹¹

Based on the preliminary research, the writer found the cause of problem was that the students' writing recount text is still low. It happens because the teacher does not guide the students to generate their idea when the students make recount text. so the students face difficulties to develop idea in their text and to make recount text. To improve the students' ability in writing recount text needs an appropriate strategy, technique, and method helping them as solution for their problems. There is actually technique that can help students in writing recount text, called snake and ladder game.

According to Hadfield, game is an activity with rules, a goal, and an element of fun.¹² It means game is an activity to make students fun and interest in the teaching and learning process. One game that can be applied in classroom is Snake and Ladder game. Snake and Ladder game is one example of board game. Students can practice and internalize vocabulary and grammar extensively through well-planned game. Play and competition that are provided by games enhances the motivation of the students and reduce their stress.

Frederick states that Snake and ladder was a classical board game. It was played between 2 or more players on a playing board with numbered grid squares. Snake and

¹¹ Juniawan, *Interview to the Student*, SMAN 1 Ngambur Pesisir Barat, January 23rd, 2017

¹² Jill Hadfield, *Intermediate Vocabulary Game: Methodology Games*.(England: Longman.1999) p.4

ladders is a children's game played on a special board with pictures of snake and ladders on it. Players move their pieces up the ladders to go forward and down the snakes to go back.¹³ It means snake and ladder that game played on board and is a game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules.

Snake and ladder game provides language practice in various skills – listening, speaking, reading, and writing.¹⁴ It means snake and ladder can implemented in teaching writing. In this case, the writer used snake and ladder game to teach writing recount text.

In addition, another research conducted by Lailiyah Kamali, entitled *The Effect of Using a Snake and Ladder Game on the Eighth Grade Students' Vocabulary Achievement at SMPN 1 Jenggawah in the 2012/2013 Academic Year*. The researcher used quantitative research. The population of the research was the eighth grade of students SMP N 1 Jenggawah in 2012/2013. The subjects of this research were 71 students. The result of the research showed that the gain score of the experimental group was higher than that of the control group. The result showed that the significant value was 0,020, or lower than 0.05. It means that there is significant

¹³ Meipina, *The Application Of Snakes And Ladders Game In Teaching Vocabulary*, (Journal of The Second International Conference on Education and Language Volume 1 (1) 2014), p. 3 Available on International Journal (Accessed on june 5th 2017)

¹⁴ Ulil Albab, *The Effectiveness Of Snakes And Ladders Game To Improve Students' Mastery Of Simple Past Tense In Constructing Recount Texts (A Quasi-Experimental Research Of The Eighth Grade Students Of SMP N 2 Demak In The Academic Year Of 2013/2014)*, (Journal of English Language Teaching Volume 3 (1) (2014) Available on <http://journal.unnes.ac.id/sju/index.php/elt> (Accessed on june 5th 2017)

influence of using Snake and Ladder Game towards students' vocabulary achievement.¹⁵

Based on the explanations of previous studies, it can be concluded that are significant differences of previous studies to this research. The differences are in these previous studies that had been done by Kamali, she said that snake and ladder game to increase vocabulary mastery. Meanwhile in this research, the writer used snake and ladder game to increase students' recount text writing ability.

Based on the explanations, the research purpose uses of snake and ladder game as an alternative technique for teaching English, especially for teaching writing ability in recount text. Finally, the research entitled this research "The Influence of Using Snake and Ladder game Towards Students' Writing Ability in Recount Text at the First Semester of the Tenth Grade Students of SMA Negeri 1 Ngambur Pesisir Barat in the Academic Year of 2017/2018."

B. Identification of the Problem

Based on the explanation of the background and title above, the writer identified the problems as follows:

1. The students writing recount text ability is still low.

¹⁵ Lailiyah Kamali, *The Effect of Using Snake and Ladder Game on the eight grade students' vocabulary achievement at SMPN 1 Jenggawah in the 2012/2013 Academic Year* (S1 Thesis, Jember University, 2014) p. xiv

2. The students have lack of vocabulary and grammar.
3. The students are not interested and feel bored in learning writing.

C. Limitation of the Problem

In this research, the writer focused on using Snake and Ladder game toward recount text writing ability at SMAN 1 Ngambur Pesisir Barat academic year 2017/2018.

D. Formulation of the Research

In this research, the formulation of the problem formulated as follows:

Is there a significant influence of using snake and ladder game toward students' recount text writing ability at the first semester of the tenth grade of SMA Negeri 1 Ngambur in academic year of 2017/2018 ?

E. Objective of Research

Based on the formulation of the problem, the objective of the research was to find out whether there was a significant influence of using snake and ladder game toward students' recount text writing ability at the first semester of the tenth grade of SMA Negeri 1 Ngambur in academic year of 2017/2018.

F. Uses of the Research

1. Theoretically

The writer gives information for the English teachers about the influence of the snake and ladder game toward recount text writing ability, and also to give information for further research.

2. Practically

a. For the teacher

The teacher will get valuable information about an alternative technique to be used to improve students' writing ability, especially with the use of snake and ladder game.

b. For the students

By using snake and ladder game, it is hoped that the students are more interested and motivated in learning English, and will encourage them to improve their writing ability.

c. For the writer

This research can be as reference for the other writer in using snake and ladder game to improve students' writing recount text, in good and in uses snake and ladder game in particular.

G. Scope of the Research

1. The Subject of the Research

The subject of the research was the students at the first semester at the tenth grade of SMAN 1 Ngambur Pesisir Barat.

2. The Object of the Research

The object of the research was the use of snake and ladder game technique and students' recount text writing ability.

3. The Place of the Research

The research was conducted at SMAN 1 Ngambur at Jl.Lintas Barat Kecamatan Ngambur, Kabupaten Pesisir Barat.

4. The Time of the Research

The research was conducted at the first semester of the tenth grade at SMAN 1 Ngambur the academic year of 2017/2018.



CHAPTER II

FRAME OF THEORY, FRAME OF THINKING AND HYPHOTESIS

A. Concept of Teaching English as a Foreign Language

Language is a system of communication using sound or symbols that enables us to express our feelings, thoughts, ideas, and experiences.¹Haviland states that language is a system of communication using sounds and/or gestures (symbols) that are put together according to certain rules, resulting in meanings that are intelligible to all who share that language.²Based on those explanations, the writer describes all of people communicate each other by convey their thoughts, ideas and feelings by using language. As it vital tool for communication, and also we are living in multilingual world that is becoming globalized, therefore it is very important to know more than one language.

According to Setiyadi, English is really foreign language for language learner in Indonesia, because English is only taught at school and people do not speak the

¹ E. Bruce Goldstein, *Cognitive Psychology: Conecting Mind, Research, and Everyday Experience(2nd Ed)*, (Nashville: Michele Sordi, 2008), p.370

² William A. Haviland, *Anthropology the Human Challenge*, (Belmont: Wadsworth, 2010), p.370

language in the society.³ It means English is one of more popular international foreign language that is used by many people around the world. People use it to communicate or to interact with other people in doing their daily activity life. English must be taught in order to the students are able to compete in this global era.

In teaching English as foreign language, the teachers should be able to manage the classroom well. The teacher should be creative and manage the classroom with interesting technique as Brown States, teaching is guiding and facilitating learning, enabling learner to learn, setting the condition for learning.⁴ It means that teacher should have a creative technique to make the students fell comfort and interest in studying subject so the students will focus on learning process.

From the explanation above, it can be concluded that English is one of important language that is taught in Indonesia. Teaching English for students are able to expect their English language for communication. Everyone has known that English is the international language which is used in the world society. Everyone communicates with other people by using it, so that the teacher should be able to create a comfortable class and use creative techniques so the students will be interest in learning English.

³Ag Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu 2006), p. 22

⁴H. Douglas Brown, *Teaching Principle of Language Learning and Teaching*, (Fourth Edition) , (Addison Wesley Longman , Inc , 2000).p.7

B. Concept of Writing

Writing is important in human life and as a communicative act that transmit information and link people together⁵. Accordingly, students are expected to convey the ideas, feelings, and knowledge in written language. Harmer said writing is language skill that involves language production and therefore as productive skill.⁶It means that writing will show many things about the writer, such as the way of thinking, knowledge, problem solution and others.

As a result when the students first write something down, you have already been thinking about what you are going to say and how you are going to say it. After you have finished writing, you read over what you have written and make changes and corrections.⁷

Based on several definitions about writing above, It can be concluded that writing is not a simple because writing requires some aspects not only grammatical, rhetorical devices, vocabulary, but also other elements as mentioned above. The writing is one of language skills besides listening, speaking, and reading. It is used to communicate or express our idea, thinking, and feeling indirectly to another person as a reader.

⁵ Ann Brown, *Helping Children to Write*, (Liverpool: Paul Chapman Publishing Ltd, 1993), p.2

⁶Jeremy Harmer, *The Practice of English Language Teaching* (3rd ed), (New York: Longman Publishing, 2006), p.16

⁷Alice Oshima, Ann Hogue, *Writing Academic English*, (3rd Ed) (New York: Addison Wesley Longman, 1999), p.3

C. Concept of Writing Ability

Brown said that for almost six decades now research and practice in English language teaching has identified the four skills, they are listening, speaking, reading and writing as of paramount importance.⁸ It means that writing is one of four skill that must be mastered by students. in addition Raimes states that writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand.⁹ It means we can communicate by using language through writing. Elbow also said that writing is the ability to create words or idea of the writer.¹⁰ It means the writer communicate through writing.

Based on the explanation above, it means that writing ability is one of English skill that aims to express the ideas, thoughts, and feelings in order to the readers can understand about the writers' ideas, thoughts and feelings.

Writing has some components that must be attended. Tribble states there are five scoring criteria for scoring of writing; they are task fulfillment or content, organization, vocabulary, language, and mechanic.¹¹ It means that measurement of writing is needed to know whether the students have good ability in writing or not. In addition, Brown also state design an analytical scoring scale that specified five major

⁸ H. Doughlas Brown, *Teaching by Principlies*, (San Fransisco: Longman, 1997.), p.217

⁹ Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University press, 1983), p.2

¹⁰ Peter Elbow, *Writing with Power: Techniques for Mastering the Writing Process. Proposed from Rafika Mutiara's journal about Teaching Descriptive text by using Guided WH-Questions*, (New York : Oxford University Press, 1980), p. 53

¹¹ Christoper Tribble, *Language Teaching Writing*, (Oxford: Oxford University, 1996), p. 130

categories and a description of five different levels in each category, ranging from unacceptable to be excellent. The categories are content, grammar, organization, vocabulary, and mechanic.¹² It means that in doing writing, the students have to attend the five components of writing in order to create good writing.

From the explanation about writing ability, the writer conclude that writing ability is the ability to create words or idea of the writer by expressing their ideas, feeling, and thought in order to transfer a message to the reader.

D. Concept of Writing Process

Writing is uniquely individual undertaking and the same individual may use different methods to express him or herself. Characteristically, the writing process approach recognizes that there are many stages to writing and these stages are fluid and overlapping.¹³ It means in writing has step by step to express their idea in written form. Writing was taught as a vehicle for creative expression and critically thought rather than focusing on grammar, spelling, and other writing convention.¹⁴ It means Writing in process approaches is seen predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure.

¹² *Ibid*, 130

¹³ Bereiter & Scardamalia, M, From conversation to composition: *The Role of Instruction in a development process*, *Advance in Instructional psychology*, 1982, p. 2

¹⁴ Research & Evaluation Research, The writing process: *An Overview of Research on Teaching Writing as A process*, April 2007, p. 2

There are different views on the stages that writers go through in producing a piece of writing, but a typical model identifies four stages: prewriting; composing/drafting; revising; and editing, final version.¹⁵ In the snake and ladder game includes four stages of writing process. In prewriting activity the students think how to arrange a text. At the composing/drafting stage, the students begin to arrange a text. Then revising the students start to write a text they have already arrange. Finally in the final version the students submit the text that already write.

Based on the explanation, the writer concludes that writing is an activity that has several steps, because in having a good writing there are some processes that are called a writing process. The writing process are prewriting, composing/drafting; revising and editing, final version.

E. Concept of Teaching Writing

Teaching writing covers teaching of a language ability and organization of ideas. Writing is one of language skills in communication, thinking of this we can assume both combination of teaching and unique activity in writing. In other words teaching writing is different from teaching other language skill. Harmer states that by far the

¹⁵ Christopher Tribble C, *Writing*, (Oxford: Oxford University press, 1996)p. 39

most important reason for teaching writing, of course, is that a basic language skill.¹⁶

So teaching writing to the students of English is important as the other language skills.

According to Bethetal,"writing begins with passion for the subject, passion for the genre, passion for the ideas. Passion is the engine that drives writing. Without it, writers cannot sustain the energy to finish. Students do not truly learn to write until they fall in love with a story, a genre, a subject, or an idea and write about it with all their heart".¹⁷ It means the start of writing is what we love to write such as we love a story, a genre or a subject. That can supply our energy to write.

Based on that statement, the writer concluded that teaching writing is started from the easiest one so the student is easier to understand. Then the students have to know what he or she likes to write

F. Concept of text

A text is a meaningful linguistic unit in a context. A text both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or phrase or sentence or a discourse.¹⁸ It means that text is a number of words to give a message to somebody in written or spoken. Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode

¹⁶ Jeremy Harmer, *How to Teach English*,(Edinburgh: Pearson Education Limited, 2007), p.79

¹⁷ Beth, Lindy and Means, *Teaching Writing in Middle School (Tips, Trick and Technique)*,(United State of America: Greenwood Publisher,1998), p.21

¹⁸Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta:Graha Ilmu,2008), p.1

a full semantic representation of their intended meanings.¹⁹ It means text must have appropriate grammatical for written the text.

Furthermore, language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call texts.²⁰ It means that text is used as a communication by the writer with organized the structure of the text on grammatical of words, clauses and sentences.

The text structure is how to produce and interpret a unified and coherent text and how to select and use the correct grammatical aspects a certain unified and coherent text.²¹ In describing how a text forms, Halliday and Hasan in the Eggins were introduce the concept of texture. Texture involves the interaction of two components:

a. Coherence

Coherence or the text's relationship to its extra-textual (the social and cultural context of its occurrence).

b. Cohesion

Cohesion refers as the way the elements within a text bind it together as a unified whole'.²²

¹⁹ Ken Hayland, *Teaching and Researching Writing(2nd Ed)*, (Edinburgh Gate: Pearson, 2009), p.8

²⁰ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*,(Sydney: University of New South Wales Press Ltd,2005), p.29

²¹Sanggam Siahaan and Krisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graham Ilmu, 2008), p.3

²² Suzanne Eggins, *An Introduction to Systematic Functional Linguistic (2nd Ed)*, (New York: Continuum International Publishing Group, 2004), p.24

Based on those explanations, it can be concluded that text is meaningful linguistics unit in a context that relates with the theme, use correct grammatical and generic structure, so it can be understood by the reader.

1. Types of Text

According to Anderson, types of text in English are divided into several types. They are poetic, dramatic, narrative, response, discussion, explanation, exposition, information report, procedure and recount. These variations are known as genre.²³

However, Gerot and Wignel classify the genre into thirteen types. They are ;

1. Spoof

Spoof is a text to retell an event with a humorous twist.

2. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

3. Report

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

4. Analytical Exposition

²³ Mark Anderson and Kathy Anderson, *Text Types in English 2*(South Yarra: Macmillan,2003), pp. 3-5

Analytical exposition is a text to persuade the reader or listener that something in the case.

5. News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

9. Description

Description text is a text to describe a particular person, place or thing

10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

Reviews is a text to critique an art work or event for a public audience.²⁴

From the explanation above, it can be concluded there are many kinds of text in English for teaching and learning and the writer concludes that the text is a meaningful linguistic unit in a context and the number of word to give a message to somebody in written or spoken.

In this research, the writer focused on the recount text. The students as the subject in this research were still unaware of the use of past tense. Therefore, the writer chose the recount text type that uses past tense in presenting the ideas of the writing. The concept of recount is quite simple. It tells past events. Students had many variations of the story being told as they can always take them from their personal experience.

G. Concept of Recount Text

According to Mark Anderson and Kathy Anderson, a recount is a piece of text that retell past events, usually in order in which they happened. The purpose of a recount

²⁴Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*. (New south wales: GerdStabler, 1995), p.192

is to give the audience a description of what occurred and when it occurred.²⁵ It means recount text is a pieces of writing which retell past events. The aim is to inform of what occurred and when it occurred or entertain the reader.

Based on Djuhari Recount text is the text that tell event in a form of sequences to give information or amuse the readers.²⁶ It means recount is to tell event in a sequences to give the reader information. In other statement from Pardiyono, recount is text which retell events or experiences in the past. Its purpose is either to inform or to entertain the audience.²⁷ It means recount text is a text that tells about events or experiences in the past whose aim is to give information or entertain the reader.

According to definitions above, it is concluded that recount is a text that tells about events or experiences in the past whose aim is to give information or entertain the reader.

1. Generic Structure of a Recount Text

A Recount text has generic structure, they are :

- a. Orientation : provides the setting and introduces participants.
- b. Events : tell what happened, in what sequence.

²⁵ Mark Anderson and Kathy Anderson, *Op. Cit*, p. 48

²⁶Otong Setiawan Djuharie, *Essay Writing* (Bandung: CV. YramaWidya, 2009)p. 153

²⁷Pardiyono, *PASTI BISA Teaching Genre-Based Writing*, (Yogyakarta: Andi Offset, 2007),

- c. Re-orientation : optional-closure of events.²⁸

From the explanation above, it can be concluded that generic structure of recount text are:

- a. Orientation : Recount text begins by telling the reader who was involved, what happened, where this event take place and when it happened.
- b. Events : The main important activities or events that occurred inthatstory. The function is to give more explanation of the orientation.
- c. Re-orientation : A conclusion of story. In other words this is a kind of thetext that saying about how a thing in the past happens in chronologically and also saying about a feeling of that things. Some recount have an evaluative comment or conclusion which may constitute the writers comment on event described previously, but this is just optional. The conclusion is written in the last paragraph, and because this part is optional, some recount may not have this conclusion paragraph.

²⁸Linda Gerot and Peter Wignell, *Op. Cit*, p.194

2. Language Features in Recount Text

- a. Introducing personal participant : I, my group, my family, my school, *a younger brother, sister, mother, or the writerhim/herself.*
- b. Using chronological connection : then, first, next, after that, first of all,etc.
- c. Using linking verb : was, were, saw, heard, etc.
- d. Using action verb :look, go, change, run, arrive, take, laugh, sing, etc.
- e. Using simple past tense, would + verb 1, past perfect tense, past continuous.²⁹

Based on explanation above, The students should pay attention about sentence pattern. The students should make grammatical sentences in their writing recount text. The students should understand well about tenses that is used in the past or when they want to write recount text.

According to explanation above, the example of recount text is as follows:

Table 2
Example of RecountText

Organization	Text
Title	Last Vacation
Orientation	<u>Some friends</u> and <u>Iwent</u> to Yogyakarta for a vacation <u>last month</u> . It <u>was</u> fun and we <u>had</u> a wonderful time there.

²⁹Sudarwati and eudia grace, *Pathway to English 1 Program Peminatan* (Jakarta: PT GeloraAksara Pratama,2014) p. 121

Event	<p><u>We had</u> vacation soon after the school exam <u>was</u> over. We choose to go to Yogyakarta because we <u>thought</u> that the place was nice and the people <u>were</u> friendly. <u>We left</u> from Yogya early in the morning, and <u>wetook</u> Pramex train that <u>departed</u> from Solo at 08.00 AM. <u>Wegot off</u> in Yogyakarta Railway Station. We were surprised to see that everything in Malioboro has been arranged well now. After <u>we</u> had a walk around the place for few minute, <u>we took</u> a taxi and headed to one the most famous beaches, Parangteritis Beach. On the beach <u>we</u> really enjoyed the beauty of the waves reaching the seashore. <u>We</u> stay there for several hours, before finally <u>wedecided</u> to be back to Solo.</p>
Re-orientation	<p><u>We were</u> very happy to spend a day playing waters and enjoy the natural beauty of the beach. <u>We left</u> Yogyakarta Railway Station at a quarter to four by pramex train and got home around 5.30 PM. It <u>was</u> both tiring and fun.</p>

(Adapted from Pasti Bisa Teaching Genre-Based Writing).

H. Concept of Recount Text Writing Ability

Recount text is a piece of text that retell past events, usually in order in which they happened.³⁰ It means recount text is a pieces of writing which retell past events. Beside that gerot and wignell states that recount is a text to retell events for the purpose of informing or entertaining.³¹ It means recount text is a text to retell past events. The aim is to inform of what occurred and when it occurred or entertain the reader. So the students must be creative to make a good recount text about their holiday, their

³⁰Mark Anderson and Kathy Anderson, *Op. Cit*, p. 48

³¹Linda Gerot and Peter Wignell, *Op. Cit*, p.192

unforgettable experience, or their happy experience. They also have to understand about points that includes in recount text writing.

In writing recount text, the students expresses the idea or topic of the text by focus on the generic structure of recount text that explained before. And in the end of process to produce good written work about recount text, the students have to keep attention about five aspects of writing (content, organization, vocabulary, language, and mechanic) because they are will be the assessment of writing.

Based on the explanation above, the writer concludes that recount text writing ability means an ability to produce a text that tells about events or experiences in the past whose aim is to give information or entertain the reader which fulfills good mastery of aspects of writing including content, organization, vocabulary, language, and mechanics.

I. Concept of Approach, Method, and Technique

In general area of methodology, people talk about approaches, methods, technique, and procedures, all of which go into the practice of English teaching. According to Brown, approach theoretically well-informed positions and belief about the nature of language, the nature of language learning and the applicability of both to pedagogical

setting.³² Based on the statement about approach is a set of correlative assumptions dealing with the nature of language learning and teaching.

Harmer states that people use the term approach to refer the theories about the nature of language and language learning which the sources of the way things are done in the classroom and which provide the reasons for doing them.³³ Consequently, approaches use to refer the theories about the nature of language and as language learning for the students.

A method is the partial realization of an approach. The originators of a method have arrived at decisions about types of activity, roles of teachers and learners, the kind of material which will be helpful and some models of syllabus organization. Method includes various procedures and technique as part of their standard fare.³⁴ It means that method has standard to be achieved.

Setiyadi states that a technique is implementation, meaning that a technique is something that actually takes place in language teaching and learning in the classroom.³⁵ Therefore, technique is the activity takes place in learning process. Technique must be consistent with a method and therefore in harmony with an

³²H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (4thed) (New York: Longman, 2001), p.16

³³Jeremy Harmer, *The practice of Language Teaching* (4thed) (London: Longman, 1999), p.62

³⁴*Ibid.*, p.62

³⁵Ag Bambang Setiyadi, *Teaching English As a Foreign Language*, (Yogyakarta: Graha Ilmu,2006), p.14

approach as well. In Islam, to make students enjoyable and think freely what they want to write and help them to generate the idea in the process of writing dealing with their own experiences the teacher should give the best technique or method to help the students to write very well is also stated in the holy Quran on first verse of surah Ali-Imran :

وَمَا جَعَلَهُ اللَّهُ إِلَّا بُشْرَىٰ لَكُمْ وَلِتَطْمَئِنَّ قُلُوبُكُم بِهِ وَمَا النَّصْرُ إِلَّا مِنْ عِنْدِ اللَّهِ الْعَزِيزِ
الْحَكِيمِ (١٢٦)

“And Allah made it not except as [a sign of] good tidings for you and to reassure your hearts thereby. And victory is not except from Allah, the Exalted in Might, the Wise.”³⁶ (QS. Ali-Imran : 126)

al’aziizi in this verse means as a assist (the best technique or method) which is used to help students in learning process in writing.

Based on the statements above, in order to solve the problem in learning English snake and ladder game one of board game technique in teaching learning process. Therefore, by using this technique in learning English writing students was have fun and relax and are not bored.

J. Concept of Game

In English teaching and learning process, the activity is going on easily and interesting so that the students are enjoyable. When we hear about “Game”, our mind thinks that

³⁶ Allama Abdullah Yusuf Ali, *The Holy Qur’an : Arabic Text with English Translation* (New Delhi: Millat Book Centre, 2006), P. 66

something is enjoyable, interesting and competitive. It is supported by Hadfield who says that a game is an activity with rules, a goal and an element of fun.³⁷ It means a game can be used in teaching a language as motivation to learn it. Games are enjoyable and encouraging motivation. Wright says that a game can help and encourage many learners to sustain their interest and work.³⁸ He also claims that a game helps a teacher to create a context in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written. And they must speak or write in order to express their own point of view or give information.

Based on the explanation above, it can be concluded that games are very effective in boosting students' motivation to learn. Games are effective as they make students participate in the playing that of course has been designed to learn beforehand. Games also make students interested and make the class more fun and competitive. Games must have clear rules that all the students agree and understand. This will make the class settled and the aims of the lesson achieved.

Hadfield said that games have two kinds: competitive games, in which players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal. He further distinguishes the techniques to

³⁷Jill Hadfield, *Intermediate Communication Game*, (England: Addison Wesley Longman, 1999), p.4

³⁸Andrew Wright, et al., *Games for language learning*, (Cambridge University Press, 1983), p.2

use games in language learning, they are :Information gap , guessing, search, matching, exchanging, collecting, combining, arranging, card games, board games, problems and puzzles, role play technique.³⁹

From the explanation above, the writer focus on Board games are only one of the techniques in learning language with games. Wreigh and buckby have included in this section adaptations of several well-known and well-bred card game and board games. Board game has so many kinds there are: Snake and ladder, Happy family, A map game (search), A map game (search) Gift game (presents, and rewards and punishments).⁴⁰ It means board game has so many type. The writer chose snake and ladder type to implementation in the class.

K. Concept of Snake and Ladder Game

Snake and ladder game is a very simple game, all children can play it as long as they are able to read and understand the instruction of the game written on the box where the coin is available, after they turn to throw the dice. Beside, the snake and ladder game can be interesting if it is prepared well. Snake and Ladder game is a popular game for children in many countries of the world.⁴¹ It is easy to make from basic materials and can be adapted to suit many learning situations.

³⁹ Jill Hadfield, Op. Cit, p.5

⁴⁰Wright, A., Betteridge, D., & Buckby, M. *Games for Language Learning*. (Cambridge: Cambridge University Press 2005), p. 81

⁴¹ Norman K. Lowe, *games and toys in the teaching of science and technology* (London: uniscoParis, 1988),p. 26

According to Oxford, snake and ladder game is a game played on a special board with picture of snake and ladder board on it. Players move their pieces up the ladders to go forward and down the snakes to go back.⁴² This game also “can assist in developing basic arithmetic such as counting, addition and subtraction, communication, as well as the concept for which a game has been developed”. It means that snake and ladders is a common board game among children in the world. Playing the snake and ladder game is an interesting thing to do in the class. This game is fun and it helps the students to teaching and learning while playing the game they are not anxious in the class.

In another statement, Frederick in meipina journal state that Snake and ladder was a classical board game. It was played between 2 or more players on a playing board with numbered grid squares. Snake and ladder is a children’s game played on a special board with pictures of snake and ladders on it. Players move their pieces up the ladders to go forward and down the snakes to go back.⁴³ It means snake and ladder that game played on board and is a game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules.

⁴² The Oxford Advanced Learner’s . *Dictionary* .access on 14th Of August 2017 at 09.10 p.m

⁴³Meipina, *The Application Of Snakes And Ladders Game In Teaching Vocabulary*, (Journal ofThe Second International Conference on Education and LanguageVolume 1 (1)2014), p. 3 Available on International Journal (Accessed on june 5th 2017)

Based on the explanation above, it is obvious that Snake and Ladder game is one kind of a board game technique that widely known by the people. It is a popular game that can facilitate the students to learn language. A ladder provides a short cut to a square nearer the "Finish" square and a snake obligates the players to return to a square nearer the "Start" square. In this game, the students can learn about up and down in life or about joys and troubles according to a set of rules.

In this case, snake and ladder game is one technique to teach writing by making the students enjoyable and think freely what they want to write and help them to generate the idea and engage themselves more deeply in the process of writing dealing with their own experiences.

1. The Procedure of Snake and Ladder in Writing Recount Text

The procedure of snake and ladder game are :

1. All put your counters on start.
2. Decide who is going to begin and in which order you are going to play.
3. If you are the first player, roll your dice and move forward the number of squares indicated.
4. If you land on a sentence, say if it is correct or not. If you think there is a mistake in the sentence, correct it immediately.
5. Your group must then decide if you are right or not. (Ask your teacher only if you are completely unable to arrive at a decision.) If your group agrees with you, move an extra three squares forward. If they disagree, move back

threesquares. (Your turn is now finished, so if you have now landed on another sentence you may not give an opinion on its correctness.)

6. If you land on a blank square, you simply stay where you are until your next turn. If you land on a square where another person's counter is already standing, move on one square. This rule applies whether you land on a sentence or on a blank square.
7. At your next turn, move the counter the number of squares shown on the dice. For example, if you are on square 16 and the dice shows five dots, move your counter to square 21.
8. Each player proceeds the same way, starting always at square 1 (START).
9. To finish, you must land directly on square 70. If you are on square 68 and throw a six, count two forward and four back to land on square 66 (and hope you throw a four on your next turn).⁴⁴

Another procedure based on Rinvolucris, there are :

- 1) Divide the class into fours and give each group board and a dice. Ask the students to sit so they can all see the board properly. Ask the students to choose a coin to represent him or herself and to place the coin on START.

⁴⁴ Chris Sion, *Recipes for Tired Teacher*, (San Fransisco; Alta Book Center Publisher.2004), p.101

- 2) Explain that the aim of the game is to get from START to FINISH. Some of the sentences on the board are correct and some are incorrect. Explain or demonstrate how to play:
 - a) The first player throws the dice and advances to the square indicated. If there is a sentence on that square the player says whether it is correct or incorrect and, in the latter case, tries to correct it. The other three students act as a jury and have to decide if the players are right or wrong in his or her judgment. If all three, or two out of three, agree with the player, then he or she goes forward three squares. If they disagree with the player, the player moves back three squares. If the player lands on an empty square then none of the above happens and she or he stays there. It is then the next person's turn. A player who lands on a square at the foot of a ladder must go up it. A player who lands on the mouth of a snake must go down it.
 - b) The winner is the first person whose score takes him or her to or beyond FINISH.
 - c) If a player lands on sentence that has already been discussed, he or she automatically goes on to the next unworked-on sentence.
 - d) If a person in the group feels that the others are wrong about a grammar point, he or she should note down the number of its square and ask the teacher at the end of the game.
- 3) Ask the group to start playing. At first teacher's time will be taken up with answering queries about how to play. The teacher doesn't say anything to them

and deal the point after the game. The real pleasure and value of the game lies in the students realizing and defending their own grammar criteria.

- 4) When most groups have finished, stop everybody and ask if there are disagreement over any of sentences. If a student in group A comes up with a disagreement do not give him or her an authoritative answer. Refer the problem to the other groups and only give the answer as a last resort. This way the students teach each other. This is also the time to bring up any sentences where everybody in a group was wrong.⁴⁵.

From the several statements, the writer constructed that procedures of game in writing recount text are:

1. Divide the class into four and give group board and a dice. Ask the students to sit so they can all see the board properly. Ask the students to choose a coin to their represent and to place the coin on START.
2. Explain that the aim of the game is to get from START to FINISH. Some of square on the board give a sign question mark (?). So they have to answer the question.

Explain or demonstrate how to play:

- a. The first player throws the dice and advances to the square indicated. If the players stop on the question mark (?) square, so they have to answer the question that already such as text arrangement with their group. When the

⁴⁵Mario Rinvoluceri. *Grammar games* .(Cambridge: Cambridge university Press, 1948)pp.28-

students arrange the text they will think about how to arrange the text, after that they will begin arrange the text. When the text already arrange the students rewrite the text. Finally the students submit the text to the jury. The other 3 students act as a jury and have to decide if the player is right or wrong in his or her judgment. If all three, or two out of three agree with player, then the players goes forward three squares. If they disagree with the players, the players move back three squares. If the players lands on an empty square then none of the above happens and the players stays there. It is then the next person's turn. A player who lands on a square at the foot of a ladder must go up it. A player who lands on the mouth of a snake must go down it.

- b. The winner is the first person whose score takes the players to beyond FINISH.
 - c. If the players lands on a square that has already been answered with another players, the players must answer a new question.
3. The teacher as a head judge. the teacher as a mediator when the students and the jury get disagreement. The aim is to teach them about writing recount text.
 4. When a group has finished, so the game is stopped. The teacher asks the students are there any question not clear enough. If the students feel any questions are not clear enough, the teacher can ask the answer to other students. This way make the students teach each other.

2. The Advantages of Snake and Ladder Game

- a. Snake and ladder game can be used in the learning activities teaching because these activities are fun so that children are interested in learning while playing
- b. Children can participate in the learning process directly.
- c. Snake and ladder game can be used to help all aspects of child development to develop intelligence.
- d. Snake and ladder game can stimulate children to learn to solve simple matter unnoticed by children.
- e. Use of snake and ladder game can be done either in the classroom and outside the classroom.⁴⁶

Based on statement above snake and ladder game can make activities teaching and learning are fun so that the students are interested in learning while playing. Beside that this game make students can make students work together in solving problems.

3. The Disadvantages of Snake and Ladder Game

- a. Use of snake and ladder game requires a lot of time to explain to children.
- b. Snake and ladder cannot develop all of the learning material.
- c. Lack of understanding of the rules of the game by a child can lead to unrest.

⁴⁶Swastrini, putuaditya, and luhayu, *penerapan bermain ular tangga untuk meningkatkan kemampuan kerja sama kelompok B1 di tk widya sesana sangsit :jurnal pendidikan anak usia dini, vol 4. No. 2-tahun 2016*.Universitas pendidikan ganesha singaraja indonesia

- d. For children who do not master the material well will experience difficulty in playing.⁴⁷

It means this game Use of snake and ladder game requires a lot of time to explain to the students, so the teacher should be able to take a manage of the time so that this game can run well and the teacher must explain the rules of the game clearly and well.

L. Concept of Guided Writing Technique

Guided writing is the process where teachers develop and guide students' writing through discussion, join text construction and evaluation of their independent writing.⁴⁸ It means that Guided writing involves teacher working with a group of learners on a writing task.

Tyner defines guided writing as an instructional writing context chiefly teaching the writing process through modeling, support, and practice.⁴⁹ Based on theory above Guided writing is activities help students learn to write by providing them with a partially completed draft or some other form of assistance.

⁴⁷PracitraMedia Pembelajaran Permainan Ular Tangga Media Pembelajaran Permainan Ular Tangga Dalam Materi IPS.[Http://pracitra.blogspot.com/2017/07/media-pembelajaran-permainan-ular-tangga.html](http://pracitra.blogspot.com/2017/07/media-pembelajaran-permainan-ular-tangga.html). access on june, 05-2017

⁴⁸Parsons and Sharon, *Bookwise 4 Teacher's Guide*, (Cheltenham: NelsoThornesLtd, 2001), P.12.

⁴⁹Tyner B. Beginningreadinginstruction andthe small-group differentiated reading model. *InSmall-Group Reading Instruction*.(Newark,DE:International Reading Association, 2004).pp. 1–16

In addition, Dunigan states that guided writing is a step by step recipe for writing that includes planning, writing, editing, revising and publishing.⁵⁰ Seeing some explanations above through guided writing, students are supported during the different stages of the writing process.

From the three definitions mentioned above the writer concludes guided writing can be fully exploited by providing learners with the language they need to complete the task together with the teacher and through guided writing, students are supported during the different stages of the writing process.

1. Procedure of Guided Writing Technique

Dunigan states several steps of guided writing activity:

1. Planning: the students identify, collect and organize the ideas.
2. Packaging: the teacher guides the students in a write-along as they follow the plan to write their first draft.
3. Popping: using the established rubric, the teacher and individual student conference on paragraphs. Popping ideas and words in, out, or around.
4. Polishing: the students polish their writing project, with assistance as needed to compose a final draft.

⁵⁰Dunigan, Jima. *Classroom Authoring Guided Writing*. (Teachers Created Resources, 2008), P.13.

5. Publishing: the students shared their completed work.⁵¹

Based on statement above the writer concluded that the several procedure below:

1. The students identify, collect and organize the ideas.
2. The teacher guide the students to make a essay draft.
3. The students make a paragraph that they already write.
4. The students revise the paragraph that they already write.
5. The students collect their final project

2. Advantages of Guided Writing Technique

1. Enables the teacher to tailor to the needs of the group.
2. Facilities the teaching and learning of individual children although guided writing is a group activity focused on the needs of the group, the teacher is able to observe and respond to the needs of individuals within the group.
3. Provides the teacher with the opportunity to extend and challenge more able groups of children.
4. Encourages the children to be active participants in discussions about writing.
5. Builds confidence the group are all grappling with the same issues.

⁵¹Dunigan, Jima. *Classroom Authoring GuidedWriting*.(Teachers CreatedResources, 2008), P.14

6. Allows the teacher to give immediate feedback on success and the opportunity to discuss further are as for improvement.⁵²

Based on statement above, guided writing has many advantages for students especially when they are want to write. Because the students to be active participants when they are discussing about writing.

3. Disadvantages of Guided Writing Technique

The Disadvantages of guided writing comes from Louise who states that:

1. It needs a lot of time in the classroom before the students are asked to make a composition in recount form.
2. The teacher should make the guided writing and needs a good preparation.
3. Less of independent.⁵³

Based on statement above, the teacher need more time to discussing about writing with the students.

M. Frame of Thinking

English is the most commonly spoken language in the world that must be mastered, with it we can interact with other people, and communicate each other. In Indonesia, English is taught in senior high school. In learning English, the students are going to learn about the four skills. They are listening, speaking, reading, and writing. Writing

⁵² Louise Meechan. *Op.Cit.* p.6

⁵³*Ibid.* p. 7

is the last skill of English subject. Many senior high school students who are not able to write well. In fact, students' writing ability is still low. Even though, the students only make a text such as recount text, there are still many students who are not able to make it. Most students say writing becomes the difficult skill because it contains of some components of the language that should be mastered by them such as spelling, grammar, punctuation, and others.

Based on the theories uses in the research the writer was assumes that using snake and ladder game helped students to improve their motivation and interest in teaching and learning especially writing ability in recount text. By using snake and ladder game, the writer hopes that the students improved their creativity and in learning English, and they can increase their writing ability in recount text.

N. Hypothesis

The hypotheses of the research are as follows:

Ho : There is no significant influence of using Snake and Ladder game toward students' recount text writing ability

Ha : There is a significant influence of using Snake and Ladder game toward students' recount text writing ability

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the writer used experimental methods. Hyland states that experimental methods are often used to investigate the language behaviour of sample groups under controlled condition. Experimental techniques explore the strength of a relationship between two variable features of a situation such as test scores, proficiency, instruction, and so on.¹ It means as research method that is used to find out an influence of a certain treatment towards others in a controlled condition

The writer applied quasi-experimental design to know whether or not there was a significant influence of using snake and ladder game toward students' writing ability in recount text. The writer dealt with two classes, they were an experimental class and control class. The experimental class employed by using snake and ladders technique and the control class by using guided writing technique. Each class received the same pre-test and post-test.

¹ Ken Hyland, *Teaching and Researching writing*, (London: Pearson Education Limited, 2002), pp. 169-170

In this research, the students in the control class got the treatments (O) using guided writing technique, and the students in experimental class got the treatments (X) using snake and ladder game. The design is illustrated as follows.²

G1	=	T1	X	T2
G2	=	T1	O	T2

Notes :

G1 = Group one (Experimental Class)

G2 = Group two (Control Class)

T1 = Pre-test

T2 = Post-test

X = Treatments using snake and ladder game

O = Treatments using guided writing technique

B. Variables of the Research

A great deal of research are carried out in order to explore the strength of relationships between variables.³

1. Independent variable is snake and ladder game symbolized as (X).
2. The dependent variable is students' writing recount text ability as (Y).

²Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2010), p. 143

³ David Nunan, *Research Methods in Language Learning*, (Combridge University Press, Cambridge, 1992), p. 24

C. Operational Definition of Variable

The operational definition of variable used to explain the variables which used in this research to avoid misconception of variables presented in this research. The operational definitions of variables are as follows:

1. Snake and ladder game is one technique to teach writing by making the students enjoyable and think freely what they want to write and help them to generate the idea and engage themselves more deeply in the process of writing dealing with their own experiences.
2. Students' writing ability in recount text is the ability to produce a text that tells about events or experiences in the past whose aim is to give information or entertain the reader which fulfills good mastery of aspects of writing including content, organization, vocabulary, language, and mechanics.

D. Population, Sample and Sampling Technique

1. Population

Arikunto said that population is the entire subject of research.⁴ Thus, the population in this research was all students at the first semester of the tenth grade at SMA Negeri 1 NgamburPesisir Barat in the academic year of 2016/2017. It consists of 182 students including 6 classes Table 2 showed the number of the students detail:

⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.173

Table 3
The Total Number of Students at the Tenth Grade
of SMANegeri 1 Ngambur Pesisir Barat
in the Academic Year of 2016/2017

No	Class	Gender		Total
		Male	Female	
1	X 1	14	16	30
2	X 2	16	14	30
3	X 3	13	18	31
4	X 4	13	18	31
5	X 5	17	13	30
6	X 6	12	18	30
The total number of students				182

Source :SMANegeri 1 NgamburPesisir Barat in the Academic Year of 2016/2017

2. Sample

A sample is a subgroup of the target population that the writer plans to study for generalizing about the target population.⁵Fraenkel adds that a sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.⁶The sample of this research was divided into two classes. Because there were six classes, the class that as experimental class and control class was chosen by sampling technique below.

⁵John W. Creswell,*Educational Research*, Fourth Edition, (Boston: Pearson Education, 2008.) p.142

⁶Jack R. Fraenkel, *How to Design and Evaluate Research in Education*(New York: McGraw-Hill, 2009), p.106.

3. Sampling Technique

In getting the sample from population, the writer used cluster random sampling. Fraenkel and Wallen state that the selection of groups, or cluster, of subjects rather than individuals is known as cluster random sampling.⁷ The experimental and control class chosen randomly. Steps in determining the experimental class and control class as follows:

1. The first, the writer wrote six names of classes in small pieces of paper and then the writer rolled them up and put them into a glass.
2. The second, the writer shake an experimental class first by putting one of them out the glass randomly. After that, the class which come out of the glass as the experimental class.
3. Then, pieces of the rolled papers inserted back and shake out the back to get the control class.

E. Research Procedure

In conducting this research, the writer applied some procedures as follows;

1. Finding the subject of research

The writer chose the students of tenth grade of SMA Negeri 1 Ngambur as a subject of the research. There were two classes was the subjects of the research. One class is experimental class and another is control class.

⁷ *Ibid*, p.95

2. Designing the instruments of the research

The instrument that used in this research was writing test. The students got the same instrument for both classes in several topics that was consulted.

3. Administering the pre-test

The pre-test was used to find out the students' initial ability. Here, students were assigned to write recount text.

4. Conducting treatment

The treatment was done in three times after pre-test. Each of treatments was conducted twice a week. In the first treatment, the writer as the teacher taught and explain the students about recount text with my holiday. My holiday is the first topic for the first treatment. After explain about generic structure and language features recount text. Then the teacher explain about how writing recount text learning using snake and ladder game. In this game all of group must arrange some text about recount text based on the topic. At the second treatment, the writer taught the students recount text by the topic about unforgettable experience. And the third treatment, the writer taught the students recount text by the topic about embarrassing experience. In the revision stage of their writing process each of meetings, the writer used snake and ladder game in the experimental class, and guided writing in the control class.

5. Administering the post-test

Post-test was administered to measure whether there is an improvement of students' recount text writing ability.

6. Analyzing the result (pre-test and post-test)

After finished scoring students' work, the writer compared the result of the pre-test and post-test to see whether the score of the post-test is higher than the score in the pre-test.

7. Analyzing the Data

After collecting the data, the writer analyzed the data by quantitatively.

F. Data Collecting Technique

Arikunto said that test is a number of statement or question used to measure skill, knowledge, intelligence or talent belonged to individual and group.⁸ Based on the definition above, in collecting data, the writer used the following techniques:

a. Pre-test

Pre-test used to know students' writing ability before the treatments, the test was done by asking the students to write recount text consist of 100 words or less by choosing one of topics that was provided, and then the students wrote it based on the topic and 90 minutes for time allocation.

⁸Suharsimi Arikunto, *Op. Cit.*,p.223

b. Post-test

The post test was done after the students in experimental by using snake and ladder game and control class by using guided writing. In the post test the students also were asked to write recount text that consist of 100 or less words and 90 minutes for time allocation based on the topics by choosing the topics that was provided.

G. Research Instrument

The research instrument that used in this research was writing test. The writer made two instruments, they were pre-test and post-test. In the instrument of pre-test and post-test, the students were asked to write recount text consist of 100 words less with by choosing one of topics that were provided in 90 minutes for time allocation . The instruction for pre-test and post-test were attached (see **appendix 6 and appendix 7**)

The topics are:

1. Pre-test Instrument
 - a. My Holiday
 - b. Unforgettable experience
 - c. My embarrassing experience
2. Post-test Instrument
 - a. My Holiday
 - b. Unforgettable experience
 - c. My embarrassing experience

H. Scoring Scale for Evaluating Students' Writing Recount Text Ability

The score of test is calculated based on the following scoring system proposed by Tribble:⁹

Table 4
Scoring System

Area	Score	Descriptor
	20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11-8	Fair to poor: Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	Very poor: inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	Inadequate: fails to address the task with any effectiveness.
	20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	Good to average: Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some

⁹Christopher Tribble, *Language Teaching Writing*, (England: Oxford University Press, 1996), p. 130.

		connectives used (cohesion).
	11-8	Fair to poor: Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	Very poor: Lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
	20-17	Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	7-5	Very poor: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate
	4-0	Inadequate: Fails to address his aspect of the task with any effectiveness.
	30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
	23-18	Good to average: Acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns,

		prepositions, meaning sometimes obscured.
	9-6	Very poor: Major problems with structures – even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
	5-0	Inadequate: Fails to address his aspect of the task with any effectiveness.
	10-8	Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization, and layout.
	7-5	Good to average: Occasional errors in spelling, punctuation, capitalization, layout.
	4-2	Fair to poor: Frequent errors in spelling, punctuation, capitalization, and layout.
	1-0	Very poor: Fails to address his aspect of the task with any effectiveness.

$$\text{Final Score} = C + O + V + L + M = 20+20+20+30+10= 100$$

Note:

- C : Content (20)
 O : Organization (20)
 V : Vocabulary (20)
 L : Language (30)
 M : Mechanics (10)

Based on the statement above, the writer concludes that measurement of writing is needed to know whether the students have good ability in writing or not. Also the writer choose scale of writing work by Tribble to assess the students' skill in writing which consist of content, organization, vocabulary, language, and mechanics.

I. Treatment for Experimental Class and Control Class

1. Treatment for Experimental Class

In experimental class the writer as a teacher taught the students about recount text by using snake and ladder game. The writer did the treatment in three meetings. In the first meeting, there was no students absent in the experimental. In pre-teaching, the writer and students prayed together in the class, checked the students' name and gave apperception about the materials to the students. In whilst-writing, the teacher explained about recount text, generic structure, language future and gave the example of recount text about my holiday. After the teacher explains about material, the teacher gave them snake and ladder game. In this game the teacher prepared about some text to arrange based on the topic about my holiday. In snake and ladder game, the teacher divided into 4 group. When they landed and stopped on the question mark (?) square, so they had to answer the question that already such as text arrangement with their group. When the text already arrange the students rewrite the text. Finally the students submit the text to the jury. The other 3 students act as a jury and have to decide if the player is right or wrong in his or her judgment. If all three, or two out of three agree with player, then the players goes forward three squares. If they disagree with the players, the players move back three squares. A player who lands on a square at the foot of a ladder must go up it. A player who lands on the mouth of a snake must go down it. The winner is the first group that took in

FINISH. If the players lands on a square that has already been answered with another players, the players must answer a new question. The teacher as a head judge. The teacher as a mediator when the students and the jury got disagreement. The aim is to teach them about writing recount text.

In the second meeting, there was no students absent. same with the first meeting, In pre-teaching the writer and students prayed together in the class, checked the students' name and gave apperception about the materials to the students. the teacher asked the students to write some information about the material recount text in white board and explained it. In this meeting, the teacher gave material about recount text by the topic about unforgettable experience. After the students got the explanation, the teacher gave them snake and ladder game again. In this game the teacher prepared about some text to arrange based on the topic about unforgettable experience. The rule of game same with the first meeting the students must arrange the texts with the different topic that was about unforgettable experience.

In the third meeting, the students reviewed the material that was explained in the first and second meeting. The teacher gave explained about material recount text by the topic embarrassing experience. After the students got the explanation, the teacher gave them snake and ladder game again same with the first and the second meeting. In this game the teacher prepared about some text to arrange based on the topic about embarrassing experience.

2. Treatment for Control Class

As the same with experimental class, the control class got guided writing technique. In this class also was given the treatment in three times. In the first meeting, there was no students absent in the control class. In pre-teaching, the writer and students prayed together in the class, checked the students' name and gave apperception about the materials to the students. In whilst-writing, the teacher explained about recount text, generic structure, language features and gave the example of recount text about my holiday. After the students got the explanation, the writer divided the students into 5 group and asked them to write recount text based on topic about my holiday based on generic structure and grammatical features. During the students discussed about what they want to write, the teacher helped them to identify and organize the idea based on the topic that was about my holiday. After the students got the idea to write, meanwhile the teacher guide and asked them about the difficulty to make an essay draft and then the students start to write and make a recount text about my holiday. After the students already wrote their recount text, the teacher asked them to collect their final project.

In the second meeting, there was no students absent in the control class. In pre-teaching, the writer and students prayed together in the class, checked the students' name and gave apperception about the materials to the students. In whilst-writing, the teacher explained about recount text, generic structure,

language features and gave the example of recount text about unforgettable experience. After the students got the explanation, the writer divided the students into 5 group and asked them to write recount text based on topic about my holiday based on generic structure and grammatical features. During the students discussed about what they want to write, the teacher helped them to identify and organize the idea based on the topic that was about unforgettable experience. After the students got the idea to write, meanwhile the teacher guide and asked them about the difficulty to make an essay draft and then the students start to write and make a recount text about unforgettable experience. After the students already wrote their recount text, the teacher asked them to collect their final project.

In the third meeting, the teacher taught the students about recount text by the topic embarrassing experience after reviewed the material with the students. Then the students were asked to make a recount text about embarrassing experience and the writer guided the students to write recount text that was explained before.

J. Validity, Readability, and Reliability Test

1. Validity Test

A good test was the test that has validity. According to Arthur, “the validity test is conducted to check whether the test measures what is intended to be measured”.¹⁰It means, by using validity test the writer was known whether the test has good validity or not. The writer analyzed the test from content validity and construct validity.

a. Content Validity

Content Validity was concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity the material that were given was suitable with the curriculum use. It means that the writer gave the test to the sample based on curriculum in the school.

b. Construct Validity

Construct validity focuses on kind of the test that would be used to measure the ability. According to Setiyadi, construct validity is used to measure perception, language behavior, motivation, even the language ability.¹¹ In this research, the writer administered a writing test and technique of scoring the students’ writing based on the five aspects of writing: they are content, organization, vocabulary, language/grammar and mechanics. In this case, to know whether the instruments have fulfilled the criteria of content and

¹⁰ Hughes Arthur, *Testing for Language Teacher*, 2nd Ed, (Cambridge: Cambridge University Press, 2003), p. 26

¹¹ Ag Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.26

construct validity the writer consulted the instrument test to the Mrs. DestiMulya Sari, S.Pd as an English teacher at the school (**see appendix 9 on page 105**).

2. Readability Test

Readability tests were indicators that measured how easy a document was to read and understand. For evaluators, readability statistics was solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable. To know readability of the recount text writing ability test instrument, the writer follows Kouame's research. the participants evaluated the instructions and the understandability of each item on a scale of 1 to 10. where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.¹²The questions was tested individually by giving the questionnaire for readability that was attached. After that, the writer measured the mean of each item.

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.¹³ After giving the readability test to the students, the result showed that the score of readability was 2.27. It means that the instruments of the test

¹²Julien B. Kouamé, *Journal of Multi Disciplinary Evaluation Vol. VI No. 14 August 2010: Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, Western Michigan University, Michigan, p.133

¹³*Ibid*, p. 134

were quite readable and understandable by the readers or test takers. (See Appendix 14 on page 152)

3. Reliability Test

A reliability test is a test to measure whether the instrument is consistent and dependable. Sources of unreliability might lie in the test itself or in the scoring of the test, known respectively as test reliability and rater (or scorer) reliability.¹⁴ It means that to ensure the reliability of the scores and to avoid the subjectivity of the writer, the writer uses inter-rater reliability. Inter-rater reliability was used when scores on the test are independently estimated by two or more judges or raters. They were the teacher and the writer. To estimate the reliability of the test, the writer used rank order correlation.¹⁵

$$p = 1 - \frac{\sum (D^2)}{N}$$

Note :

- p = The number of rank order correlation (Rho)
- 6 & 1 = Constant number
- D = Difference of rank correlation (D= R 1- R 2)
- N = Number of students

To know degree or level of the reliability of writing test, the writer also used the criteria of reliability as follows:¹⁶

¹⁴*Ibid*, p. 253

¹⁵Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008), p. 232.

¹⁶Suharsimi Arikunto, *Op. Cit*, p.311

1. 0.800 – 1.000 = very high
2. 0.600 – 0.800 = high
3. 0.400 – 0.600 = medium
4. 0.200 – 0.400 = low
5. 0.000 – 0.200 = very low

After calculating the reliability from two raters, the researcher found that the reliability of pre-test was 0.947118 and the reliability of post-test was 0.947118. In short, the degree of the level of reliability of the students' writing between post-test and pre-test was very high and it can be seen that students' writing was reliable. **(See Appendices 21 and 22 on Pages 160-161).**

K. Data Analysis

1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely use by writers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.¹⁷ It means that to get the accurate result, the writer did some tests such as normality test and homogeneity test.

¹⁷M.Erceg-Hurn, *Modern Robust Statistical Method.*, (Crawley: American Psychological Association, 2008) p. 591

a. Normality Test

To analyze the data, the writer used normality test to know whether the data was normally distributed or not so that the writer decided what type of test that was used to test the hypothesis of the research later. The normality test used to measure whether the data in the experimental class and control classes are normally distributed or not.¹⁸In this case, the writer used *Lilliefors* test as follows:

1. Arranging the sample's data from the lowest until the highest.
2. Determining the score Z from each data by using following formula:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

Where:

S: standard of deviation

x_i : single datum

\bar{x} : coefficient of single datum

3. Determine of probability of each Z score with $f(Z)$ by using:

If $Z > 0$, then $f(Z) = 0,5 + \text{table score}$

If $Z < 0$, then $f(Z) = 1 - 0,5 + \text{table score}$

4. Count the cumulative frequency of each Z score (S_z).

¹⁸Budiyono, *Statistika Untuk Penelitian* (Surakarta: Sebelas Maret University Press, 2004), p.170.

=

5. Determine the score with the highest score compared to the score from the table of *lilliefors*.
6. The hypotheses formulas were :
 - H₀: The data have normal distribution.
 - H_a: The data do not have normal distribution.
7. The test criteria:
 - H₀ was accepted if $L_{observed} < L_{critical}$, it means that the distribution or the data was normally distributed.
 - H_a is refused if $L_{observed} > L_{critical}$, it means that the distribution or the data was not normally distributed.¹⁹

b. Homogeneity Test

Another requirement test of deciding the types of research hypothesis test was homogeneity test. Homogeneity was used to determine whether the data is homogeneous or not. In this research, F-test used to measure the homogeneity of the data.

The formula of F-test used as follows:²⁰

F= —

¹⁹Sudjana, *Metode Statistika* (Bandung: Tarsito, 2005), p.467.

²⁰Sugiono, *Op.Cit*, p.275

Notes :

F = the homogeneous

Vb = the biggest variant

Vk = the smallest variant

The hypotheses for the homogeneity test as follows:

: the variance of the data was homogeneous

: the variance of the data was not homogeneous

In this case the criteria for the homogeneity test as follows :

H_0 was accepted if $F_{observed} < F_{critical}$ it means that the variance of the data was homogeneous.

H_a was accepted if $F_{observed} > F_{critical}$ it means that the variance of the data was not homogeneous.²¹

2. Hypothetical Test

After giving the test and finding the result of two rates the formula, this research used t-test as follows:²²

$$= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sum (x_1 - \bar{x}_1)^2}{n_1} + \frac{\sum (x_2 - \bar{x}_2)^2}{n_2}}} (- + -)$$

Notes:

\bar{x}_1 = Mean of experimental class

²¹Anas Sudijono, *Op. Cit*, p.281

²² Ibid, p.172

\bar{x}_2 = Mean of control class
 Σ = Average deviation in experimental class
 Σ = Average deviation in control class
 n_1 = Number of sample in experimental class
 n_2 = Number of sample in control class

The hypotheses were:

Ho : There was no significant influence of using Snake and Ladder game toward students' recount text writing ability

Ha : There was a significant influence of using Snake and Ladder game toward students' recount text writing ability

The criteria of the test were:

H_a was accepted if $t_{\text{observed}} > t_{\text{critical}}$, or $(t_{\text{observed}} > t_{\text{critical}})$.

H_o was accepted if $t_{\text{observed}} < t_{\text{critical}}$, or $(t_{\text{observed}} < t_{\text{critical}})$.²³

²³ Ibid,p.313

CHAPTER IV RESULT AND DISCUSSION

A. General Description of the Research Place

This research was conducted in SMAN 1 Ngambur Pesisir Barat. Pesisir barat has many senior high school, one of them is SMAN 1 Ngambur The writer will explain short history of SMAN 1 Ngambur Pesisir Barat:

1. Brief Profil of SMAN 1 Ngambur Pesisir Barat

SMA Negeri 1 Ngambur is senior high school in pesisir barat. This school easy to find, because it is located near from highway on jl. Lintas barat pekon sumber agung kecamatan ngambur kabupaten pesisir barat. history of SMAN 1 Ngambur began with the establishment of SMA Dharma Bhakti located in Bengkumat West Lampung. On the effort and hard work of various parties who care about the importance of education, especially education at Senior high school level, then In 2006 SMA Dharma Bhakti changed its status to SMA Negeri 3 Preparation Bengkumat and In 2007 became SMA Negeri 3 Bengkumat. In 2008, Bengkumat was divided into 3 subdistricts, Bengkumat Subdistrict, Bengkumat Belimbing Subdistrict and Ngambur Subdistrict, so SMA Negeri 3 Bengkumat located in Ngambur Sub-district changed its name to SMA Negeri 1 Ngambur.

The principal of SMAN 1 Ngambur Pesisir Barat has been changed for several times. At the time, the name of principal of this school is Mr. Hendra Efendi, S.Pd., M.Si. Here the detail information of SMAN 1 Ngambur:

1. Drs. Yahtar Malyan (2004-2005) : SMA Dharma Bhakti
2. Silman, A.Ma.Pd (2005-2006) : SMA Dharma Bhakti
3. Izhar Zikri, S.Pd (2006-2008) :SMAN 3 Persiapan Bengkuntat and SMAN 3 Bengkuntat
4. Drs. Ajrudin (2008-2014) : SMAN 1 Ngambur
5. Putrawan M.Pd (2014-2017) : SMAN 1 Ngambur
6. Hendra Efendi, S.Pd.,M.Si (2017-Now) : SMAN 1 Ngambur

The activities of teaching and learning process were done in the morning for class X to XII. The activity of this school began at 07.15 a.m and ended at 14.30 p.m except on Friday only until 11.45 a.m. To support teaching and learning process, SMAN 1 Ngambur had some classes and rooms. In 2017/2018 academic year there were 15 classrooms consisting of 6 classroom for tenth grade, 5 classroom for eleventh grade, and 4 classroom for twelve grade. Also, there were several rooms functioning as the office in the school. They were headmaster's room, teachers's room. Besides that, there were computer laboratory, science laboratory, library and mosque. Beside that, it was complete by the others rooms, like BK's room, UKS's room, hall's room, and 5 toilets. For sport facilities, the school was provided with a football, volly, and footsal.

2. Condition of Teachers and Students of SMAN 1 Ngambur Pesisir Barat

SMAN 1 Ngambur Pesisir Barat had 42 teachers including 18 male teachers and 24 female teachers. All the teachers were graduated from bachelor degree. The data about number of the teachers of SMAN 1 Ngambur can be presented in Table 4.

Table 5
The Data of Teachers in SMAN 1 Ngambur Pesisir Barat

No	Name	Subject
1	Hendra Efendi, S.Pd., M.Si	Headmaster
2	Eka Juniarti. Ng, S.Pd	Mathematics
3	Widiarsih, S.Si	Physics
4	Eni Suswandari, S.Pd	Indonesian
5	Doni Andeska, S.Pd	Civics
6	Widya Melasari, S.Pd	Vice Principal of Curriculum/ geographical
7	Bariyati, S.Ag	Facilities and Infrastructure
8	Purqon Da'i, S.Pd.I	Islamic Education
9	Desti Mulya Sari. S, S.Pd	English
10	Nur Aini Arif	Economics
11	Ir. Abdurrozak Lubis	Head of Office Administration
12	Eka Meliyana, S.Pd	Indonesian
13	A. Hibzon, S.Pd	History Education
14	Basar, S.Pd	Vice Principal of Student Affairs/ Mathematics
15	Bisri Musthopa, S.Pd.I	Islamic Education
16	Khirjanah Tulatifah, S.Pd.I	Arabic
17	Ruslaidi, S.Kom	Technology Information and Communication
18	Sri Wahyuni, S.Pd	Counseling Guidance
19	Cut Meilia Isharni, S.Pd	Biology
20	Sri Yulyana, S.Pd	Economics
21	Muhamad Tohir, S.Pd	Indonesian
22	Ning Septias Utami, S.Pd	Mathematics

23	Zulmansyah, S.Pd	English
24	Khoti'ah, S.Pd	History Education
25	Nirtika Suma, S.Pd	Chemistry
26	Yahzanun, S.Pd	Economics
27	Reni Novia, S.Pd	Counseling Guidance
28	Wayan Donara, S.Pd	Sport
29	Rani Oktriana, S.Pd	Mathematics
30	Robiyan Soleh Afif, S.Pd	Sport
31	Dian Santo, S.Pd	Indonesian
32	D. Nyoman Mediarto, S.Kom	Technology Information of Computer
33	Indah Puspita Sari, S.Pd	Counseling Guidance
34	Zakia Permata Sari, S.Pd	English
35	Delta Delima Agustia, S.Pd	Geographical
36	Sumaryatun, A.Md	Office Administration
37	Dodie Natalis, A.Md	Office Administration
38	Ponirah	Office Administration
39	Yusuf Solichin	Office Administration
40	Sri Haidir	Office Administration
41	Subhan	Satpam
42	Yudi Kiswanto	Library

Source: Document of SMANI Ngambur Pesisir Barat

The Number of students in SMAN 1 Ngambur Pesisir Barat, can be presented in table

Table 6
The Number of Students at SMAN 1 Ngambur Pesisir Barat
In the Academic Year of 2016/2017

NO	Class	Number of Students		Total of Students
		Male	Female	
	X 1	14	16	30
	X 2	16	14	30
	X 3	13	18	31
	X 4	13	18	31
	X 5	17	13	30
	X 6	12	18	30

	Total	85	97	182
	XI IPA	10	26	36
	XI IPS 1	13	16	29
	XI IPS 2	12	17	29
	XI IPS 3	10	20	30
	XI IPS 4	11	16	27
	Total	56	95	151
3	XII IPA	6	32	38
	XII IPS 1	18	16	34
	XII IPS2	15	17	32
	XII IPS 3	17	15	32
	Total	56	80	136
	Total	197	272	469

Source: Document of SMAN 1 Ngambur Pesisir Barat

As the explanation before, there were 469 students in this school. They were divided into three grades, grade X, XI, and XII. There were 182 students for grade X consisting of 85 male and 97 female. The students for grade XI were 151 students including 56 male and 95 female. And the last, grade XII had 136 students including 56 male and 80 female.

3. Facilities of SMAN 1 Ngambur Pesisir Barat

To support the teaching and learning process, SMAN 1 Ngambur Pesisir Barat had some facilities. This is detailed information about the number and the condition of teaching and learning facilities of SMAN 1 Ngambur Pesisir Barat can be presented in Table 6:

Table 7
Total Rooms of SMAN 1 Ngambur Pesisir Barat

No	The Name of Room	Total	Condition
1	Headmaster's room	1	Good
2	Teachers' room	1	Good
3	Classroom	15	Good
4	Computer laboratory	1	Good
5	Mosque	1	Good
5	Library	1	Good
6	Osis' room	1	Good
7	UKS' room	1	Good
8	Canteen	3	Good
9	Toilet for the Teachers	2	Good
10	Toilet for the Students	2	Not Good
11	Science Laboratory	1	Good

Source: Document of SMAN 1 Ngambur Pesisir Barat

From the explanation before, it showed that SMAN 1 Ngambur Pesisir Barat had some rooms that use to support the process of teaching and learning activities. The conditions of the rooms were good. But the students' toilet is not good condition.

B. Research Procedure

The research was conducted on September 2017, and the writer conducted through the following steps:

1. Finding the subject of research, namely the students at the second semester of tenth grade of SMAN 1 Ngambur pesisir barat.
2. Designing the instruments which was the writing test.
3. Determining the sample of research by using cluster random sampling

4. Holding the readability of the test (it was given to the students at tenth grade in clas x.5 of SMAN 1 Ngambur).
5. Holding pre-test in order to know the students's score in recount text writing ability before the treatment.
6. Analyzing the data gotten through pre-test.
7. Giving the treatment to the sample of the research by implementing technique of teaching and learning recount text writing ability, in this case the writer used snake and ladder game.
8. Holding post-test in order to know the students' score in recount text writing ability after the treatments.
9. Analyzing the data gotten through post-test. The data were analyzed by using excel formula.
10. Testing the hypothesis and made the conclusion.
11. Reporting the result of the research.

C. Data Description

The writer conducted this research in five meetings. In SMAN 1 Ngambur itself, English subject was taught twice a week. On Friday, September 8th, 2017 the writer gave the pre-test in experimental class and control class. Experimental class consists of 31 students and control class consists of 30 students.

The writer gave the first treatment in experimental class at 08.45 a.m. on Monday, september 11th, 2017 in control class at 10.45 a.m. There was no student absent in the experimental class and control class.

The writer gave the second treatment experimental class on Tuesday, 12th, 2017 . In this session, the students of experimental class there was no student absent. In control class, the treatment began at 07.30 a.m. The control class there was no students absent. In control class, the writer gave the second treatment on Tuesday, September 12th, 2017 the treatment began at 09.45 a.m. Then, the writer gave the third treatment experimental class Then, the third treatment in experimental class on Monday, September 18th, 2017 began at 08.45 am, and for control class on Monday, September 18th, 2017 at 10.45 a.m. For the last meeting, the writer gave the post-test to the students in experimental class and in control class on Wednesday, September 20th, 2017. All of the students in control class followed the post-test.

1. Description of the Treatment for Experimental Class

In experimental class the writer as a teacher taught the students about recount text by using snake and ladder game. The writer did the treatment in three meetings. In the first meeting was conducted on Monday, september 11th, 2017 at 08.45 a.m. There was no students absent in the experimental. In pre-teaching, the writer and students prayed together in the class, checked the students' name and gave apperception about the materials to the students. In whilst-writing, the teacher explained about recount text, generic structure, language future and gave the example of recount text about my holiday. After the teacher explains about material, the teacher gave

them snake and ladder game. In this game the teacher prepared about some text to arrange based on the topic about my holiday. In snake and ladder game, the teacher divided into 4 group. When they landed and stopped on the question mark (?) square, so they had to answered the question that already such as text arrangement with their group. When the text already arrange the students rewrite the text. Finally the students submit the text to the jury. The other 3 students act as a jury and have to decide if the player is right or wrong in his or her judgment. If all three, or two out of three agree with player, then the players goes forward three squares. If they disagree with the players, the players move back three squares. A player who lands on a square at the foot of a ladder must go up it. A player who lands on the mouth of a snake must go down it. The winner is the first group that took in FINISH. If the players lands on a square that has already been answered with another players, the players must answer a new question. The teacher as a head judge. the teacher as a mediator when the students and the jury got disagreement. The aim is to teach them about writing recount text.

The second treatment was conducted on Tuesday, 12th, 2017 at 07.30 a.m. In this meeting There was no students absent. same with the first meeting, In pre-teaching the writer and students prayed together in the class, checked the students' name and gave apperception about the materials to the students. the teacher asked the students to write some information about the material

recount text in white board and explain it. In this meeting, the teacher gave material about recount text by the topic about unforgettable experience. After the students got the explanation, the teacher gave them snake and ladder game again. In this game the teacher prepared about some text to arrange based on the topic about unforgettable experience. The rule of game same with the first meeting the students must arrange the texts with the different topic that was about unforgettable experience.

The third meeting was conducted on Monday, September 18th, 2017 at 08.45 a.m. In the last treatment the students reviewed the material that was explain in the first and second meeting. The teacher gave explain about material recount text by the topic embarrassing experience. After the students got the explanation, the teacher gave them snake and ladder game again same with the first and the second meeting. In this game the teacher prepared about some text to arrange based on the topic about embarrassing experience.

2. Description of the Treatment for Control Class

As the same with experimental class, the control class got guided writing technique. In this class also was given the treatment in three times. The first treatment was conducted on Monday, September 11th, 2017 at 10.45 a.m. There was no students absent in the control class. In pre-teaching, the writer and students prayed together in the class, checked the students' name and gave apperception about the materials to the students. In whilst-writing, the

teacher explained about recount text, generic structure, language features and gave the example of recount text about my holiday. After the students got the explanation, the writer divided the students into 5 group and asked them to write recount text based on topic about my holiday based on generic structure and grammatical features. During the students discussed about what they want to write, the teacher helped them to identify and organize the idea based on the topic that was about my holiday. After the students got the idea to write, meanwhile the teacher guide and asked them about the difficulty to make an essay draft and then the students start to write and make a recount text about my holiday. After the students already wrote their recount text, the teacher asked them to collect their final project.

The second treatment was given on Tuesday, September 12th, 2017 at 09.45 a.m. There was no students absent in the control class. In pre-teaching, the writer and students prayed together in the class, checked the students' name and gave apperception about the materials to the students. In whilst-writing, the teacher explained about recount text, generic structure, language features and gave the example of recount text about unforgettable experience. After the students got the explanation, the writer divided the students into 5 group and asked them to write recount text based on topic about my holiday based on generic structure and grammatical features. During the students discussed about what they want to write, the teacher helped them to identify and

organize the idea based on the topic that was about unforgettable experience. After the students got the idea to write, meanwhile the teacher guide and asked them about the difficulty to make an essay draft and then the students start to write and make a recount text about unforgettable experience. After the students already wrote their recount text, the teacher asked them to collect their final project.

The last treatment was given on Monday, September 18th, 2017 at 10.45 a.m. in the last treatment the teacher taught the students about recount text by the topic embarrassing experience after reviewed the material with the students. Then the students were asked to make a recount text about embarrassing experience and the writer guide the students to write recount text that was explained before.

D. Data Analysis

There were two classes at the tenth grade of SMAN 1 Ngambur, they were X₄ and X₂. In this case, class X₄ as experimental class and X₂ as control class. After the writer gave the pre-test and post-test between experimental and control class, the writer got the score that would be compared to know whether there was a significant influence for the students' recount text writing ability after they were given treatment by using snake and ladder game on their revision stage or not.

1. Result of the Pre-test

The writer conducted the pre-test in order to know the students' recount text writing ability before the treatment. The pre-test was administered on September, 08th Friday, 2017 at 07.30 a.m for class X₄ as experimental class and at 08.45 a.m for class X₂ as control class.

Based on score that was gotten from pre-test, the writer analyzed the data. The analysis showed that the mean of the students' score in the experimental class was 60.29. The highest score was 71 and the lowest score was 44.5. The median score was 60 and modus score was 59.5. In control class the mean was 63.03. The highest score was 76 and the lowest score was 49.5. The median score was 62.5 and mode score was 68. (See Appendices 16 on Pages 154)

2. Result of Post-test

After experimental and control class got the treatment in three meetings, the writer gave the post-test to both classes. The writer conducted the post-test in order to know whether the students' recount text writing ability after the treatment increased or not.

The post-test was administered on September, 20th Wednesday, 2017 at 08.45 a.m for class X₄ as experimental class and at 10.45 a.m for class X₂ as control class.

Based on score that was gotten from post-test, the writer analyzed the data. The analysis showed that the mean of the students' score in the experimental class was 73.56. The highest score was 85 and the lowest score was 63. The median score was 72.5 and mode score was 72.5. In control class the mean was 70.33. The highest score was 76 and the lowest score was 60. The median score was 70.75 and mode score was 68. **(See Appendices 16 on Pages 154)**

3. Result of Normality Test

The normality test was used to know whether the data in experimental class and control class were normally distributed or not.

Hypothesis for normally test as follows:

H_o = the data have normal distribution.

H_a = the data do not have normal distribution

The criteria for normally test as follows:

H_o was accepted if $L_{observed} < L_{critical}$ it means that the distribution of the data was normal.

H_a was accepted if $L_{observed} > L_{critical}$ it means that the distribution of the data was not normal.

Table 8

Normality of Experimental Class and Control Class

Class	Pre-test		Post-test		Calculation
	$L_{observed}$	$L_{critical}$	$L_{observed}$	$L_{critical}$	
Experimental	0.0968	0.15913	0.11992	0.15913	
Control	0.07343	0.161	0.1056	0.161	

Based on the table above, it can be seen that the result of test in experimental class and control class showed $L_{observed} < L_{critical}$. Thus, it can be concluded that the data was normally distributed. (See Appendices 23-26 on Pages 162-165)

4. Result of Homogeneity Test

Homogeneity test was used to determine whether the data was homogeneous or not.

Hypothesis for homogeneity test as follows:

H_0 = the variance of the data was homogeneous.

H_a = the variance of the data was not homogeneous.

The criteria for homogeneity test as follows:

H_0 was accepted if $F_{observed} < F_{critical}$ it means that the variance of the data was homogeneous.

H_a was accepted if $F_{observed} > F_{critical}$ it means that the variance of the data was not homogeneous.

Table 9
Homogeneity of Experimental Class and Control Class

Class	The biggest Variance	The smallest Variance	$F_{observed}$	$critical$	Calculation
Pre-test	47.61	40.57	1.127441	1.84	
Post-test	33.64	20.52	1.22089	1.84	

Based on the table above, it can be seen that the result of test in experimental class and control class showed $F_{observed} < F_{critical}$. Where the $F_{observed}$ of pre-test

was 1.127441 and 1.22089 for pos-test. Thus, H_0 was accepted because H_0 accepted if $F_{observed} < F_{critical}$ and it means that the variance of the data was homogeneous. (See Appendix 27 on Page 166)

7. Result of Hypothetical Test

Based on previous explanation, the data would be analyzed after the writer calculated normality and homogeneity test. The calculation of normality and homogeneity test before showed that both data were satisfied. Thus, the writer calculated hypothetical test by using independent sample t_{test} .

The hypotheses were:

H_a : There was a significant influence of using snake and ladder game toward students' recount text writing ability.

H_0 : There was no significant influence of using snake and ladder game toward students' recount text writing ability.

The criteria of the test as follows:

H_a was accepted if $t_{observed}$ was higher than $t_{critical}$, or ($t_{observed} > t_{critical}$)

H_0 was accepted if $t_{observed}$ was lower than $t_{critical}$, or ($t_{observed} < t_{critical}$)

In this case, the writer used the level of significant $\alpha = 0.05$

Based on the calculation was obtained, t_{test} was 4.3663 while the df (number of sample from both control and experimental class subtracted by 2) was 59.

Thus, the result of level of significant 0.05 was 2.660. It can be seen that the result of t_{test} was $t_{observed} > t_{critical}$. So, H_a was accepted because $4.3663 > 2.660$.

Then, it could be assumed that there was a significant influence of using snake and ladder game toward students' recount text writing ability. (See **Appendix 29 on Page 169**)

E. Discussion

Based on the result of the research above, it has shown that snake and ladder game influenced students' recount text writing ability. From the result, it can be seen that the result of students' pos-test was higher than pre-test. Besides that, snake and ladder game of teaching writing recount text could improve each aspect of students' writing ability including content, organization, vocabulary, language and mechanics.

At the first step, pre-test was conducted in order to know the students' recount text writing ability before the writer gave treatment. The result showed that mean score of experimental was 60.29 and mean score of control class was 63.03. Although mean score of control class was higher than experimental class, the normality and homogeneity test showed that the data were normal and homogeneous. Therefore, it can be concluded that the two groups, experimental and control class had the same ability before they were given the treatment.

The second step, the writer as the teacher taught about recount text writing ability by using snake and ladder game in experimental class, and guided writing

technique in control class. The writer as the teacher gave the treatment in three meetings by different topic.

At the last step, the writer gave post-test to the students in order to know the ability of their writing recount text after the treatment. Based on the analysis of the data and testing the hypothesis, the result of calculation was found that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. From the analysis, we knew that the students who got frequency of using snake and ladder game got better score than the students without using snake and ladder game in the revision stage of teaching writing recount text. It was proved by mean score in both classes. The mean score in experimental class was 73.56 and the mean score in control class was 70.33. Thus, it can be concluded that by providing the snake and ladder game made this technique as one of good technique in the revision stage of teaching writing recount text.

Based on Ulil Albab, snake and ladder game provides language practice in various skills – listening, speaking, reading, and writing.¹ It means snake and ladder game is a kind of board game technique that used in teaching writing recount text.

¹ Ulil Albab, *The Effectiveness Of Snakes And Ladders Game To Improve Students' Mastery Of Simple Past Tense In Constructing Recount Texts (A Quasi-Experimental Research Of The Eighth Grade Students Of SMP N 2 Demak In The Academic Year Of 2013/2014)*, (Journal of English Language Teaching Volume 3 (1) (2014) Available on <http://journal.unnes.ac.id/sju/index.php/elt> (Accessed on june 5th 2017)

As mentioned on the holy Quran on 126 verse of surah Ali-Imran:

وَمَا جَعَلَهُ اللَّهُ إِلَّا بُشْرَىٰ لَكُمْ وَلِتَطْمَئِنَّ قُلُوبُكُمْ بِهِ وَمَا النَّصْرُ إِلَّا مِنْ عِنْدِ اللَّهِ الْعَزِيزِ
الْحَكِيمِ (١٢٦)

“And Allah made it not except as [a sign of] good tidings for you and to reassure your hearts thereby. And victory is not except from Allah, the Exalted in Might, the Wise”.² It means to make students enjoyable and think what they want to write and help them to generate the idea in the process of writing dealing with their own experiences the teacher should give the best technique or method to help the students which is used to write very well in learning process in writing.

In this case snake and ladder game make students active and not bored when they are discussing to arrange a text because there is an interaction and communication while they were playing the game. They did not get problems and troubles when learning process with the game. In additional, the steps when learning process with the game were not difficult to follow. After snake and ladder game was implemented, Students has understood the tenses used in writing the recount text, because they have to arrange and write a recount text using the simple past tense, the vocabulary of students increased because from the arrange the text, students got a new vocabulary. It gives the influence in the quality of writing. It can be

² Allama Abdullah Yusuf Ali, *The Holy Qur'an : Arabic Text with English Translation* (New Delhi: Millat Book Centre, 2006), P. 66

said that snake and ladder game helps the students in learning English especially in writing recount text.

Based on previous research by Lailiyah Kamali about (The Effect of Using a Snake and Ladder Game on the Eighth Grade Students' Vocabulary Achievement) She found out by using snake and ladder game in vocabulary she got better result than another technique in teaching vocabulary and Snake and Ladder Game is one of board games technique that can be used as an interesting medium that can increase students' interest and motivation.³ Meanwhile in this research, the writer used snake and ladder game to increase students' recount text writing ability is an enjoyable way. It was same as the result of present research by using snake and ladder game was higher than before. Using snake and ladder game improved students writing ability especially in recount text made the students more active in learning activity and this technique was successfully motivating them to write recount text, to increase vocabulary, to arrange sentences and organize idea. Thus, snake and ladder game can help students to getting out their ideas. It is because snake and ladder game there were picture and colour that interested the students. It made students to motivated in learning writing, especially in recount text

³ Lailiyah Kamali, *The Effect of Using Snake and Ladder Game on the eight grade students' vocabulary achievement at SMPN 1 Jenggawah in the 2012/2013 Academic Year* (S1 Thesis, Jember University, 2014) p. xiv

Besides that, by providing the snake and ladder game technique, the students could encourage their writing ability because the students arrange a sentence into a good recount text. Before the students arrange a text the students think how to arrange a text, after they have already they start to write the sentence into a good recount text.

Therefore, snake and ladder game not only helps students in arrange and organize ideas to be developed their writing but also it motivates students to produce better writing. Students began to view writing as easy, interesting and more exciting by using snake and ladder game can increase the students' writing skill, the writing skill includes the mastery of developing and organizing ideas in written form, using correct grammatical sentences, students can be selecting appropriate words and expressions, and mastering and obeying conventions of spelling, punctuation, and mechanics. Because the hypothesis alternative was accepted, the writer concluded that there was the influence of using snake and ladder game towards students' writing ability in the recount text at the first semester of the tenth grade of SMAN 1 Ngambur Pesisir Barat in the academic year of 2017/2018.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion in previous chapter, the result of research showed that in hypothetical test H_a was accepted and H_0 was rejected. In this research the writer used the level of significant $\alpha = 0.05$ and found that $t_{critical}$ was 2.660. H_a was accepted because $t_{observed}$ was 4.3663 and $t_{critical}$ was 2.660, it means that $t_{observed}$ was higher than $t_{critical}$ or ($t_{observed} > t_{critical}$).

Furthermore, based on the result of research that was carried out in SMAN 1 Ngambur Pesisir Barat, the writer concluded that there was a significant influence of using snake and ladder game toward students' writing ability in recount text at the tenth grade of SMAN 1 Ngambur Pesisir in the academic year of 2017/2018.

B. Suggestion

Based on the conclusion above, the writer proposed suggestion as follows:

1. Suggestion to the students

- a) The students should increase their writing ability, especially in writing recount text, because writing is also one of skills in English that hold many parts of students' activity. By writing a little each day, will help the students more creativity for developing their idea in written form.

- b) The students should study hard and practice more in writing English to improve their writing ability. They also should be active in learning activity.

2. Suggestion to the teacher

- a) In this research the writer found that snake and ladder game can make the students not bored in learning writing and also can be used to develop and motivate the students' writing ability. thus the teacher can use this snake and ladder game as one of the kind teaching writing because it can help the English teacher easier in teaching process.
- b) In teaching writing recount text by snake and ladder game, the teacher should use the time effectively and efficiently to prepared that game .
- c) For teachers who want to develop the same product, it is better if they consider the background of their students. Knowing the learning habits, and their daily lives are very important before developing the activities on the game.

2. Suggestion to other writers

- a) In this research, the treatments were held in three times of meeting. The next, writers can spend more time in giving the treatments to the students, so that they can get enough exercise.
- b) In this research the writer used snake and ladder game to help students of Senior High School, especially in the first grade. Further other writers

should conduct this technique on different level of students. It can be applied at Junior High School and Vocational High School

- c) In this research, the writer focused on the influence of snake and ladder game towards students' writing ability in recount text. Therefore, it is suggested for the next writers to investigate the influence of using snake and ladder game towards other text such as procedure text, descriptive text, etc. And other English skills such as listening skill, reading skill, and speaking skill.





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Appendix1

The Interview for the Teacher

Day/Date :Monday, 23rd January 2017
Place :SMA Negeri 1 Ngambur Pesisir Barat
Interviewer :Heni Aprina
Interviewee :Desti Mulya Sari, S.Pd

1. How long have you been teaching English?
2. What is your experiences in teaching English especially in teaching writing Recount text?
3. What technique you use to teach writing Recount text?
4. What are the problems that you face in teaching writing Recount text?
5. What kind of exercise that you used to know students' ability in writing Recount text after teaching process?
6. How is the students' ability in writing Recount text?
7. Have you heard about Snake and Ladder Board Game in teaching writing Recount text? How do you respond it?

Appendix 2

The Result of Interview for English Teacher

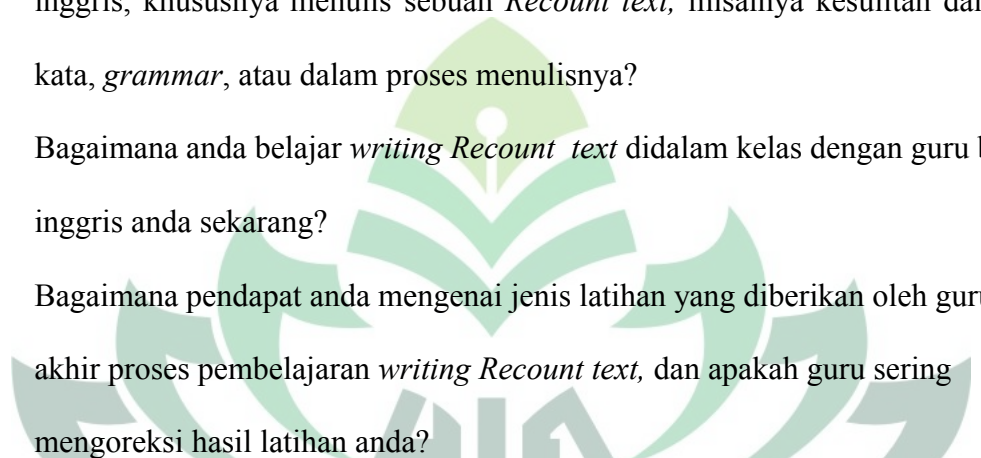
The following of interview with the English teacher:

No	Question	Answer	Conclusion
1	How long have you been teaching English?	I have been teaching English in this school(SMA Negeri 1 Ngambur) since 2013	the teacher have been teaching English for 4 years.
2	What is your experiences in teaching English especially in teaching writing recount text?	I do not have specific experience in teaching writing Recount text. I just explained to them what Recount text based on the textbook's instruction. I give the example and the students to do the exercise	The teacher monotonous in teaching writing Recount text as long as 4 years. As the result the teacher should vary the ways to make class more interactive.
3	What technique that you used to teach writing Recount text?	I have been using guided writing technique to teach writing Recount text	The teacher satisfied by guided writing technique to teach writing Recount text as long as 4 years she has been teaching
4	What are the problems that you face in teaching writing Recount text?	My problem is come when the students are confused to choose the words in their text because lack of vocabularies and low information about grammar so they cannot figure out idea to write the text.	The problem that teacher face in teaching writing: the students were confused to choose the words in their text because generally they have lack on vocabulary and the grammar, in fact their writing ability is unsatisfied
5	What kind of	In the end of teaching	The teacher did not vary

	exercise that you used to know students' ability in writing recount text after teaching process?	process, I ask them to make a Recount text.	the task and she just correct the students written work, but not given the reason why it is wrong?.
6	How is the students' ability in writing Recount text?	The students' ability in writing is low especially in Recount text. It is because their motivation to practice writing is low. And they can not write very well because they lack vocabulary and grammatical	The students' ability in writing Recount text is low
7	Have you heard about Snake and Ladder Board Game technique in teaching writing Recount text? How do you respond it?	I have not heard about this technique that used in teaching writing Recount text and I never use it before. If it is appropriate in my writing class, i will try Snake and Ladder Board Game to be implemented.	The teacher did not know about the technique, and she never use it to teach writing Recount text and she will implement this technique if it appropriate.

Appendix 3

The Interview for the Students

1. Apakah anda memiliki kesulitan saat mempelajari *skill writing*?
 2. Apakah anda sudah pernah belajar mengenai *writing recount text* sebelumnya?
 3. Masalah apa sajakah yang anda hadapi saat menulis sebuah teks dalam bahasa inggris, khususnya menulis sebuah *Recount text*, misalnya kesulitan dalam kosa kata, *grammar*, atau dalam proses menulisnya?
 4. Bagaimana anda belajar *writing Recount text* didalam kelas dengan guru bahasa inggris anda sekarang?
 5. Bagaimana pendapat anda mengenai jenis latihan yang diberikan oleh guru di akhir proses pembelajaran *writing Recount text*, dan apakah guru sering mengoreksi hasil latihan anda?
- 

Appendix 4

The Result of Interview for Student

Student 1:

No	Question	Answer	Conclusion
1	Apakah anda memiliki kesulitan saat mempelajari <i>skill writing</i> ?	Ya	The student has difficulties in learning writing.
2	Apakah anda sudah pernah belajar mengenai <i>writing recount text</i> sebelumnya?	Ya, pernah	The student has learned recount text
3	Masalah apa sajakah yang anda hadapi saat menulis sebuah teks dalam bahasa inggris, khususnya menulis sebuah <i>recount text</i> , misalnya kesulitan dalam kosa kata, <i>grammar</i> , atau dalam proses menulisnya?	Saya bingung saat menulis karena sedikit kosa kata yang saya ketahui.	The student does not mastering the vocabulary, so they were confused to write something it describes their writing ability is still low. So the student needs to learn more and memorizing more some vocabularies that commonly used.
4	Bagaimana anda belajar <i>writing recount text</i> didalam kelas dengan guru bahasa inggris anda sekarang?	Saya hanya mendengarkan apa yang guru saya jelaskan tentang materi tentang <i>recount text</i> beliau juga memberikan beberapa contoh. Setelah itu saya mengerjakan latihan untuk membuat <i>recount text</i> tentang pengalaman	The teacher still monotonous so that the lesson not interesting for the students

		pribadi	
5	Bagaimana pendapat anda mengenai jenis latihan yang diberikan oleh guru di akhir proses pembelajaran <i>writing recount text</i> , dan apakah guru sering mengoreksi hasil latihan anda ?	Kami membuat <i>recount text</i> tenta, pengalaman pribadi dan guru meminta kami mengumpulkan masing-masing hasil latihan kami. Guru kami hanya mengoreksi tanpa memberitahu yang mana yg salah dan yang mana yang benar saat kami sedang mengoreksi	The teacher should vary the task and and not given the reason why it is wrong?. in the students' written work

Student 2:

No	Question	Answer	Conclusion
1	Apakah anda memiliki kesulitan saat mempelajari <i>writing</i> ?	Ya Saya tidak terlalu paham mengenai kosa kata dalam bahasa inggris, jadi saya kesulitan utnuk menulis dalam bahasa inggris	The student does not has many vocabularies, this is why her writing ability still low. So that she must enrich the vocabulary by memorizing or practicing in writing
2	Apakah anda sudah pernah belajar mengenai <i>writing recount text</i> sebelumnya?	Ya, pernah	The student has learned <i>recount text</i>
3	Masalah apa sajakah yang anda hadapi saat menulis sebuah teks dalam bahasa inggris, khususnya menulis sebuah <i>recount text</i> ,	Saya tidak bisa menulis dalam bahasa inggris dengan kalimat	The student doesn't master in using grammar

	misalnya kesulitan dalam kosa kata, <i>grammar</i> , atau dalam proses menulisnya?	dan <i>grammar</i> yang benar	
4	Bagaimana anda belajar <i>writing recount text</i> didalam kelas dengan guru bahasa inggris anda sekarang?	Saya hanya memperhatikan guru. Guru saya memberikan beberapa penjelasan dengan contoh-contoh dan langsung memberikan tugas	Students are the people who need a practice, so that better students who are active in the class than teacher.
5	Bagaimana pendapat anda mengenai jenis latihan yang diberikan oleh guru di akhir proses pembelajaran <i>writing recount text</i> , dan apakah guru sering mengoreksi hasil latihan anda?	Kami membuat <i>recount teks</i> tentang suatu tema yang disebutkan oleh guru. Teks kami dikoreksi oleh guru, tetapi tidak dijelaskan lagi yang mana yang salah dan benarnya.	The teacher should vary the task and not given the reason why it is wrong?. in the students' written work

Student 3:

No	Question	Answer	Conclusion
1	Apakah anda memiliki kesulitan saat mempelajari <i>skill writing</i> ?	Ya Saya kurang paham tentang <i>grammar</i>	The student does not master the grammar well and needs way to learn it
2	Apakah anda sudah pernah belajar mengenai <i>writing recount text</i> sebelumnya?	Ya, pernah	The student has learned recount text
3	Masalah apa sajakah yang anda	Saya tidak tahu	The student must learn

	hadapi saat menulis sebuah teks dalam bahasa inggris, khususnya menulis sebuah <i>recount text</i> , misalnya kesulitan dalam kosa kata, <i>grammar</i> , atau dalam proses menulisnya?	<i>grammar</i> apa yang harus saya gunakan dan sulit sekali untuk menuliskan ide kedalam bahasa inggris	more about grammar, this problem make students' writing ability is still low
4	Bagaimana anda belajar <i>writing recount text</i> didalam kelas dengan guru bahasa inggris anda sekarang?	Guru memberikan materi seperti biasa. Kemudian kami membuat <i>text recount</i> tentang pengalaman pribadi, dan Teks kami dikoreksi oleh	While and post teaching technique are important things to support the students' writing ability. Here the teacher must be creative to implement the other technique in writing <i>recount text</i>
5	Bagaimana pendapat anda mengenai jenis latihan yang diberikan oleh guru di akhir proses pembelajaran <i>writing recount text</i> , dan apakah guru sering mengoreksi hasil latihan anda?	Latihan yang kami kerjakan hanya menulis <i>recount text</i> tentang pengalaman pribadi liburan misalnya. Teks kami dikoreksi oleh guru, tetapi tidak dijelaskan lagi yang mana yang salah dan benarnya. Dan tidak memberikan masukan-masukan setelah mengoreksi teks kami	The teacher should vary the task and give feedback about correct or not correct about their written task.

Student 4:

No	Question	Answer	Conclusion
1	Apakah anda memiliki kesulitan saat mempelajari <i>skill writing</i> ?	Ya Saya malas untuk menulis dalam bahasa inggris	There are some factors why the student lazy to write, they are grammar, lack vocabularies, and the lesson less interesting. In fact, their writing ability is still low
2	Apakah anda sudah pernah belajar mengenai <i>writing recount text</i> sebelumnya?	Ya, pernah	The student has learned recount text
3	Masalah apa sajakah yang anda hadapi saat menulis sebuah teks dalam bahasa inggris, khususnya menulis sebuah <i>recount text</i> , misalnya kesulitan dalam kosa kata, <i>grammar</i> , atau dalam proses menulisnya?	Saya punya banyak ide dalam menulis teks bahasa inggris tapi kesulitan saat menulis dalam bahasa inggris adalah saya susah menentukan gramarnya	The students get difficulties in gather an idea and The student doesn't master in using grammar
4	Bagaimana anda belajar <i>writing recount text</i> didalam kelas dengan guru bahasa inggris anda sekarang?	Saya belajar <i>recount text</i> dengan memperhatikan guru dan mengerjakan latihan	The teacher needs more reference of using technique in teaching writing especially recount text so that the students enthusiastic in the class.
5	Bagaimana pendapat anda mengenai jenis latihan yang diberikan oleh guru di akhir proses pembelajaran <i>writing recount text</i> , dan apakah guru sering mengoreksi hasil latihan anda?	Saya menulis recount tentang sesuatu sesuai tema yang diberikan oleh guru. Dan setelah itu tugas kami dikumpulkan untuk dikoreksi.	The teacher should vary the task and give feedback about correct or not correct about their written task.

Student 5:

No	Question	Answer	Conclusion
1	Apakah anda memiliki kesulitan saat mempelajari <i>skill writing</i> ?	Ya Saya bingung ketika mulai menulis teks bahasa inggris karena saya tidak tahu apa yang harus ditulis di paragraf pertama	The student is still confused when they are going to write at the first paragraph because of lack on the vocabularies
2	Apakah anda sudah pernah belajar mengenai <i>writing recount text</i> sebelumnya?	Ya, saya pernah belajar	The student has learned recount text
3	Masalah apa sajakah yang anda hadapi saat menulis sebuah teks dalam bahasa inggris, khususnya menulis sebuah <i>recount text</i> , misalnya kesulitan dalam kosa kata, <i>grammar</i> , atau dalam proses menulisnya?	Saya tidak menguasai grammar, maka dari itu susah untuk menulis <i>recount text</i>	The student does not master in grammar, so that his writing ability is still unsatisfied
4	Bagaimana anda belajar <i>recount text</i> didalam kelas dengan guru bahasa inggris anda sekarang?	Guru saya tidak menggunakan teknik yang menyenangkan jadi saya merasa bosan dan tidak tahu bagaimana saat saya menulis teks recount.	The student is less interesting in the class and the way he corrects the written work
5	Bagaimana pendapat anda mengenai jenis latihan yang diberikan oleh guru di akhir proses pembelajaran <i>writing recount text</i> , dan apakah guru sering mengoreksi hasil latihan anda?	Jenis latihannya membuat teks recount tentang liburan . dan guru mengoreksi hasil latihan kami. Teks kami dikoreksi oleh	The teacher should vary the task and give feedback about correct or not correct about their written task.

		guru, tetapi tidak dijelaskan lagi yang mana yang salah dan benarnya. Dan tidak memberikan masukan-masukan setelah mengoreksi teks kami	
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Appendix 5

Students' writing Score at the First Semester of Tenth Grade at SMA Negeri 1 Ngambur Pesisir Barat in the Academic Year of 2016/2017

CLASS X 1			CLASS X 2		
No	Name	Score	No	Name	Score
1	ARAS	40	1	AR	55
2	AAR	40	2	AP	70
3	A	70	3	AS	50
4	AP	75	4	AL	70
5	DPS	55	5	CDP	75
6	D R	70	6	DWS	60
7	E	60	7	DG	40
8	ES	74	8	DS	40
9	E	30	9	DA	55
10	FAZ	40	10	EOT	80
11	GY	50	11	EY	60
12	HFA	80	12	FM	80
13	HY	60	13	HW	30
14	K	50	14	IJP	30
15	LU	60	15	J	50
16	M	77	16	LS	72
17	NFS	40	17	MLP	50
18	NM	70	18	MA	70
19	N	30	19	MAZ	75
20	NB	50	20	M	30
21	OE	74	21	NLL	74
22	RI	55	22	NH	64
23	RS	63	23	P	68
24	S	50	24	PL	50
25	SHR	70	25	RRN	55
26	TWN	65	26	SI	77
27	UY	70	27	SM	60
28	YPS	78	28	SS	75
29	YY	45	29	SR	50
30	YM	30	30	YP	70

CLASS X 3			CLASS X 4		
No	Name	Score	No	Name	Score
1	AAP	75	1	AE	50
2	A	60	2	AB	75
3	ATL	50	3	AW	55
4	BJ	55	4	ANF	50
5	ES	68	5	A	56
6	EUA	80	6	DA	74
7	EG	70	7	ES	30
8	HP	70	8	EC	45
9	IR	60	9	E	40
10	II	55	10	E	40
11	JA	55	11	FAZ	70
12	KR	50	12	GSN	50
13	MJ	63	13	HS	55
14	MZI	45	14	H	50
15	MA	65	15	MA	77
16	MH	80	16	MS	60
17	MW	55	17	M	70
18	MR	55	18	NI	80
19	NE	77	19	NR	60
20	NF	74	20	NW	80
21	P	60	21	P	55
22	RH	30	22	PR	56
23	ROS	70	23	PIPS	75
24	RR	78	24	RS	66
25	RS	75	25	RNP	73
26	SW	30	26	R	65
27	S	30	27	RF	60
28	SI	70	28	SM	50
29	SK	40	29	SM	52
30	YSW	55	30	YS	64
31	ZG	30	31	Z	64

CLASS X 5			CLASS X 6		
No	Name	Score	No	Name	Score
1	AP	68	1	ANS	80
2	AF	77	2	AFT	70
3	A	70	3	AA	60
4	ADD	70	4	AN	70
5	ANP	60	5	BK	65
6	A	50	6	DE	72
7	CA	50	7	DO	68
8	DHBM	75	8	D	68
9	DK	55	9	DNY	75
10	DPL	78	10	EI	60
11	FWS	76	11	EY	55
12	KG	50	12	ELD	70
13	LS	72	13	FAP	80
14	MDBT	65	14	GMI	50
15	MB	60	15	HA	70
16	MD	62	16	HG	62
17	MJA	60	17	HS	62
18	MPH	80	18	HA	80
19	MW	55	19	H	50
20	M	55	20	IS	60
21	NDD	50	21	JM	70
22	PNS	74	22	ML	72
23	RMF	75	23	MA	55
24	R	55	24	NIW	75
25	S	80	25	RT	50
26	TP	55	26	SD	74
27	WJA	40	27	SW	70
28	WS	70	28	TS	75
29	WS	60	29	W	50
30	WTNS	75	30	YS	80

Appendix 6

Name :

Class :

Date :

Instrument of Pre-test

Subject : English
Sub matter : Writing
Class/semester : X/II
Time Allocation : 90 minutes

Instructions:

- Write your name and your class clearly on the paper
- Use your time adequately
- Work individually

Directions:

1. Write a recount text consist of 100 words or less
2. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanics)
3. Write your text by covering the generic structures of recount text (orientation, events, re-orientation)
4. Write your recount text by choosing one of three topics below:
 1. My Holiday
 2. Unforgettable experience
 3. My embarrassing experience

Appendix 7

Name :

Class :

Date :

Instrument of Post-test

Subject : English
Sub matter : Writing
Class/semester : X/II
Time Allocation : 90 minutes

Instructions:

- Write your name and your class clearly on the paper
- Use your time adequately
- Work individually

Directions:

1. Write a recount text consist of 100 words or less
2. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanics)
3. Write your text by covering the generic structures of recount text (orientation, events, and re-orientation)
4. Write your recount text by choosing one of three topics below:
 1. My Holiday
 2. Unforgettable experience
 3. My embarrassing experience

Appendix 8

Snake and ladder game form



Appendix 9

EXPERT VALIDATION FORM OF WRITING TEST

Direction:

For each question, please give your response by ticking (V) a box representing your choice.

No	Questions	Yes	No	Comments
1	Are the direction and the instructions of test instrument clear enough?			
2	Is the time allocation quite effective?			
3	Do the indicators in the test instrument have covered all aspects measured?			
4	Does the instrument has covered the generic structures of recount text?			
5	are the topics quite understandable?			

General Comments

Please give any general comment or suggestion you may have concerning this test development.

.....

Ngambur Pesisir Barat, 2017

Validator

Desty Mulya Sari, S. Pd

SILABUS PEMBELAJARAN

Nama Sekolah : SMA Negeri 1 Ngambur Pesisir Barat
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / 1

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Menulis 6.Mengungkap-kan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>recount</i> , <i>narrative</i> , dan <i>procedure</i> dalam konteks kehidupan sehari-hari	6.1Mengungkap-kan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan	<i>Arrange recount texts;</i> <i>Answer the following questions.</i> 1. Do you have a diary? 2. What do people usually write in it? 3. What sort of advantages can people get from writing it? 4. Have you ever written your past	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Membuat pengumuman tertulis secara berpasangan dan mempublikasi kannya di kelas /sekolah 	<ul style="list-style-type: none"> Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat Menulis gagasan utama Mengelaborasi gagasan utama Membuat draft, merevisi, menyunting Menghasilkan teks fungsional pendek 	Performances 2 x 45 2 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	sehari-hari	experience in a diary? - 5. If yes, what was it about?							
	6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount, narrative, dan procedure</i>	Teks tulis monolog/esei sederhana berbentuk <i>procedure</i> , contohnya ; THE HOLE GAME Materials needed: Two players, one marble per person, a hole in ground, a line (distance) to start from.	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Membuat <i>draft</i> teks <i>narrative, recount</i> atau <i>procedure</i> dengan melakukan <i>chain writing</i>. Melakukan koreksi teman sejawat untuk menyempurnakan <i>draft</i>. Menyempurnakan <i>draft</i> berdasarkan koreksi teman. 	<ul style="list-style-type: none"> Mengidentifikasi makna dalam teks <i>procedure</i> Mengidentifikasi langkah-langkah retorika dalam teks <i>procedure</i> Membaca nyaring teks <i>procedure</i> Menulis teks berbentuk <i>procedure</i>. 	Tugas Performans	2 x 45 2 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

Appendix 11

LESSON PLAN 1
(Experimental Class)

Nama Sekolah	: SMA Negeri 1 Ngambur Pesisir Barat
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X (Sepuluh) / 1(satu)
Jenis Teks	: Recount Text
Skill	: Menulis/ Writing
Alokasi Waktu	: 2 x 45 Menit
Pertemuan	: 1
Tema	: Holiday

A. Standar Kompetensi:

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar:

- 6.2 Mengungkap-kan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi langkah langkah retorika dalam menulis text berbentuk recount
- Menulis text recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language, and mechanic.

D. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar :

1. Siswa mampu mengidentifikasi langkah langkah retorika dalam menulis text berbentuk recount
2. Siswa mampu menulis text recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language, and mechanic.

E. Materi Pokok

1. Definition of recount text

recount text is used to retell story that happens in the past and it can be past experience.

2. Social function

Recount text has social function to give information or to entertain the reader or audience.

3. Generic Structure of the text:

- a. Orientation : provides the setting and introduces participants.

- b. Events : tell what happened, in what sequence.

- c. Re-orientation : optional-closure of events.

- d. Language features of recount text:

- a. Introducing personal participant : I, my group, my family, my school, *a younger brother, sister, mother, or the writer him/herself.*

- b. Using chronological connection : then, first, next, after that, first of all, etc.

- c. Using linking verb : was, were, saw, heard, etc.

- d. Using action verb : look, go, change, run, arrive, take, laugh, sing, etc.

- e. Using simple past tense, would + verb 1, past perfect tense, past continuous.

Example of Recount Text

New Year Holiday Story

Last holiday, I went to Sari Ringgung beach in Pesawaran, Lampung. I went there with my family. We left for the beach from my grandparents home in Tanggamus at 08.00 a.m. We went there by car. We arrived in the beach at 10:00 a.m.

In Sari Ringgung beach, I swam with my brothers and my sisters. After swimming, we play sand together. We made a fort, houses, and hills of sand. After being satisfied playing on the beach, we then took a bath and ate the roasted corn while drinking coconut water. After being fresh anymore, we continued to view seascape on boats. I really enjoyed the atmosphere in the beach. After having fun for about five hours, finally we returned home. Before reaching home, we rested beforehand and ate meatball on the side of the road. The meatball is so tasty that I ate two bowls of meatballs there.

Not long after that, we continued the journey and got home safely at 7 p.m. It was a tiring day, but we were very happy, because we got a lot of fun together there. Suddenly, the holiday passed quickly. The last New Year's holiday experience in the mahitam beach was so impressive for me. For me, that was a good moment because I could spend my time with my family. We really enjoyed it.

<http://www.berbahasainggris.com/2017/01/17-contoh-recount-text-pengalaman-pribadi.html>

Analisa :

Orientation : Paragraf pertama

Events : Paragraf kedua

Reorientation : Paragraf ketiga (terakhir)

F. Metode Pembelajaran/Teknik: snake and ladder game

G. Langkah-langkah Kegiatan

No	Kegiatan Pembelajaran	Alokasi Waktu
1.	<p>Kegiatan Awal</p> <ul style="list-style-type: none"> • Guru mengucapkan salam ketika memasuki kelas • Berdo'a bersama • Guru mengecek kehadiran siswa • Guru mengajukan pertanyaan kepada siswa yang menyangkut pengetahuan sebelumnya dengan materi yang akan dipelajari 	10 menit
2.	<p>Kegiatan Inti</p> <p>Eksplorasi: Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none"> • menggali pengetahuan siswa tentang <i>recount text</i> berdasarkan apa yang telah mereka ketahui • Menjelaskan tentang materi <i>recount text</i> • Memberikan stimulus berupa pemberian teori yang terkait dengan pengalaman pribadi seperti holiday • Mendiskusikan materi bersama <p>Elaborasi:</p> <ul style="list-style-type: none"> • Guru membagi siswa dalam 4 kelompok • Guru menjelaskan cara bermain yakni berawal dari START dan berakhir pada FINISH. beberapa kotak dalam papan diberi tanda Tanya(?) bila mereka mendapatkan kotak yang berisi tanda tanya(?) maka mereka harus menjawab pertanyaan yang telah disediakan. aturan mainnya: 	75 menit

	<p>a. pemain pertama mengocok dadu dan maju beberapa langkah. jika ada pemain yang berhenti dikotak tanda Tanya maka siswa harus menjawab pertanyaan yang telah disediakan berupa menyusun text bersama dengan kelompoknya. Disaat siswa menyusun text bersama kelompoknya mereka akan berfikir bagaimana cara menyusun text tersebut setelah itu mereka akan mulai menyusun teks kemudian setelah menyusun teks tersebut mereka akan menulis text yang sudah benar dan menyerahkan kepada juri. 3 siswa yang lain berlaku sebagai juri dan harus mengoreksi apakah jawabannya benar atau salah. Jika dua dari tiga juri setuju dengan jawaban pemain, maka pemain bisa pindah kotak jika mereka tidak setuju maka pemain harus pindah mundur 3 kotak. jika mereka bertemu dengan kotak yang kosong maka harus menunggu sampai gilirannya. pemain yang berada pada kotak yang ada tanganya maka dia harus naik jika pemain berada pada mulut ular maka harus turun kebawah.</p> <p>b. pemenangnya adalah pemain pertama yang berada pada garis FINISH.</p> <p>c. jika pemain berada pada kotak yang berisi pertanyaan yang sudah ditanyakan maka diganti pertanyannya</p> <ul style="list-style-type: none">• Guru menjadi penengah jika terjadi kesalahpahaman antar pemain dan juri.• Apabila salah satu kelompok sudah mencapai FINISH, maka berakhirlah permainan. guru bertanya kepada siswa apakah terdapat pertanyaan yang masih belum atau kurang penjelasan. Apabila siswa merasa terdapat	
--	--	--

	<p>jawaban yang kurang tepat guru dapat menanyakan jawaban kepada siswa yang lain.hal ini bertujuan supaya masing masing siswa dapat membantu menjelaskan satu sama lain</p> <p>Konfirmasi:</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya tentang materi recount text yang belum mereka pahami • Guru meminta kesempatan siswa untuk menanyakan hasil kerja yang mereka kerjakan. 	
3	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> - Guru menyimpulkan materi pelajaran - Guru memberi motivasi kepada siswa - Guru menutup pelajaran dengan mengucapkan salam 	5 menit

H. Sumber dan Media

Sumber : Buku yang relevan

Media : White board, dictionary, one board snake and ladder game

I. Penilaian

1. **Teknik** : Tulis

2. **Bentuk** : Esei

3. **Instrument** : Terlampir

J. Rubrik penilaian*Aspek Penilaian Writing* :

No	Aspect	Score
1	Content	0-20
2	Organization	0-20
3	Vocabulary	0-20
4	Language	0-30
5	Mechanics	0-10

Guru Bahasa Inggris,

Ngambur Pesisir Barat, 2017

Mahasiswa Peneliti,

Desti Mulya Sari S.Pd**Heni Aprina**
NPM. 1311040018

Mengetahui,

Kepala SMA Negeri 1 Ngambur

Hendra Efendi, S.Pd.,M.Si
NIP. 197206201998031004

LESSON PLAN 2
(Experimental Class)

Nama Sekolah	: SMA Negeri 1 Ngambur Pesisir Barat
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X (Sepuluh) / 1(satu)
Jenis Teks	: Recount Text
Skill	: Menulis/ Writing
Alokasi Waktu	: 2 x 45 Menit
Pertemuan	: 2
Tema	: Unforgettable Experience

A. Standar Kompetensi:

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar:

- 6.2 Mengungkap-kan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi langkah langkah retorika dalam menulis text berbentuk recount
- Menulis text recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language, and mechanic.

D. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar :

1. Siswa mampu mengidentifikasi langkah langkah retorika dalam menulis text berbentuk recount
2. Siswa mampu menulis text recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language, and mechanic.

E. Materi Pokok

1. Definition of recount text
recount text is used to retell story that happens in the past and it can be past experience.
2. Social function
Recount text has social function to give information or to entertain the reader or audience.
3. Generic Structure of the text:
 - a. Orientation : provides the setting and introduces participants.
 - b. Events : tell what happened, in what sequence.
 - c. Re-orientation : optional-closure of events.
4. Language features of recount text:
 - a. Introducing personal participant : I, my group, my family, my school, *a younger brother, sister, mother, or the writer him/herself.*
 - b. Using chronological connection : then, first, next, after that, first of all,etc.
 - c. Using linking verb : was, were, saw, heard, etc.
 - d. Using action verb : look, go, change, run, arrive, take, laugh, sing, etc.
 - e. Using simple past tense, would + verb 1, past perfect tense, past continuous.

Example of Recount Text

When the first time I came into Senior High School, I got my unforgettable experience. At that time, I was a new student there. Every new students had to join MOS (Masa Orientasi Siswa) for 3 days. And it was obligated for us. My seniors told us to come on time at 5 o'clock. And if we come late, we would get punishment.

In the first and second day, I came on time, because my mother would wake me up and she helped to prepare everything that I needed to bring, such as meal. But, in my last day, I got a problem. I woke up at 4.45. At that time, we were really in panic. My mother told me to take a bath, got dressed and then prayed. Meanwhile, she would prepare meal that I had to bring. Actually, I had to bring cooked rice with omelette, fried shrimp and fried noodle. After I prayed and got dressed, I helped my mother in the kitchen. She told me to cook fried noodle, and she cooked omelette and fried shrimp. Then, we had to wait for the rice. At last, the rice was ready. At once, my mother prepared them in the lunch box. And after that, she asked my father to take me to school.

I arrived in my school at 5.30. Of course, I got punishment from my seniors because I was late for 30 minutes. I had to stand up in front of all my friends, sang a song, and asked signatures of all my seniors. Thank Goodness, everything was over and I could pass my punishment in the last day of MOS, although it was little bit embarrassing for me. But, I was really enjoy and fun with my MOS, because I got new experience and also new friends from MOS. I thought it was one of my unforgettable experiences that I had ever had.

<https://indriarti.wordpress.com/2012/01/04/my-unforgettable-experience-revised-1/>

Analisa :

Orientation : Paragraf pertama

Events : Paragraf kedua

Reorientation : Paragraf ketiga(terakhir)

F. Metode Pembelajaran/Teknik: snake and ladder game

G. Langkah-langkah Kegiatan

No	Kegiatan Pembelajaran	Alokasi Waktu
1.	<p>Kegiatan Awal</p> <ul style="list-style-type: none"> • Guru mengucapkan salam ketika memasuki kelas • Berdo'a bersama • Guru mengecek kehadiran siswa • Guru mengajukan pertanyaan kepada siswa yang menyangkut pengetahuan sebelumnya dengan materi yang akan dipelajari 	10 menit
2.	<p>Kegiatan Inti</p> <p>Eksplorasi: Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none"> • menggali pengetahuan siswa tentang <i>recount text</i> berdasarkan apa yang telah mereka ketahui • Menjelaskan tentang materi <i>recount text</i> • Memberikan stimulus berupa pemberian teori yang terkait dengan pengalaman pribadi seperti holiday • Mendiskusikan materi bersama <p>Elaborasi:</p> <ul style="list-style-type: none"> • Guru membagi siswa dalam 4 kelompok. • Guru menjelaskan cara bermain yakni berawal dari START dan berakhir pada FINISH. beberapa kotak dalam papan diberi tanda Tanya(?) bila mereka mendapatkan kotak yang berisi tanda tanya(?) maka mereka harus menjawab pertanyaan yang telah disediakan. aturan mainnya: 	75 menit

	<p>a. pemain pertama mengocok dadu dan maju beberapa langkah. jika ada pemain yang berhenti dikotak tanda Tanya maka siswa harus menjawab pertanyaan yang telah disediakan berupa menyusun text bersama dengan kelompoknya. Disaat siswa menyusun text bersama kelompoknya mereka akan berfikir bagaimana cara menyusun text tersebut setelah itu mereka akan mulai menyusun teks kemudian setelah menyusun teks tersebut mereka akan menulis text yang sudah benar dan menyerahkan kepada juri. 3 siswa yang lain berlaku sebagai juri dan harus mengoreksi apakah jawabannya benar atau salah. Jika dua dari tiga juri setuju dengan jawaban pemain, maka pemain bisa pindah kotak jika mereka tidak setuju maka pemain harus pindah mundur 3 kotak.jika mereka bertemu dengan kotak yang kosong maka harus menunggu sampai gilirannya.pemain yang berada pada kotak yang ada tangganya maka dia harus naik jika pemain berada pada mulut ular maka harus turun kebawah.</p> <p>b. pemenangnya adalah pemain pertama yang berada pada garis FINISH.</p> <p>c. jika pemain berada pada kotak yang berisi pertanyaan yang sudah ditanyakan maka diganti pertanyannya</p> <ul style="list-style-type: none">• Guru menjadi penengah jika terjadi kesalahpahaman antar pemain dan juri.• Apabila salah satu kelompok sudah mencapai FINISH, maka berakhirlah permainan.guru bertanya kepada siswa apakah terdapat pertanyaan yang masih belum atau kurang penjelasan. Apabila siswa merasa terdapat	
--	--	--

	<p>jawaban yang kurang tepat guru dapat menanyakan jawaban kepada siswa yang lain.hal ini bertujuan supaya masing masing siswa dapat membantu menjelaskan satu sama lain</p> <p>Konfirmasi:</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya tentang materi recount text yang belum mereka pahami • Guru meminta kesempatan siswa untuk menanyakan hasil kerja yang mereka kerjakan. 	
3	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> - Guru menyimpulkan materi pelajaran - Guru memberi motivasi kepada siswa - Guru menutup pelajaran dengan mengucapkan salam 	5 menit

I. Sumber dan Media

Sumber : Buku yang relevan

Media : White board, dictionary, one piece snake and ladder game

J. Penilaian

1. **Teknik** : Tulis

2. **Bentuk** : Esei

3. **Instrument** : Terlampir

K. Rubrik penilaian*Aspek Penilaian Writing* :

No	Aspect	Score
1	Content	0-20
2	Organization	0-20
3	Vocabulary	0-20
4	Language	0-30
5	Mechanics	0-10

Guru Bahasa Inggris,

Ngambur Pesisir Barat, 2017

Mahasiswa Peneliti,

Desti Mulva Sari S,Pd**Heni Aprina**
NPM. 1311040018Mengetahui,
Kepala SMA Negeri 1 Ngambur**Hendra Efendi, S.Pd.,M.Si**
NIP. 197206201998031004

LESSON PLAN 3
(Experimental Class)

Nama Sekolah	: SMA Negeri 1 Ngambur Pesisir Barat
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X (Sepuluh) / 1(satu)
Jenis Teks	: <i>Recount Text</i>
Skill	: Menulis/ <i>Writing</i>
Alokasi Waktu	: 2 x 45 Menit
Pertemuan	: 3
Tema	: My Embarrassing Experience

A. Standar Kompetensi:

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar:

- 6.2 Mengungkap-kan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi langkah langkah retorika dalam menulis text berbentuk recount
- Menulis text recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language, and mechanic.

D. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar :

3. Siswa mampu mengidentifikasi langkah langkah retorika dalam menulis text berbentuk recount
4. Siswa mampu menulis text recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language, and mechanic.

E. Materi Pokok

1. Definition of recount text

recount text is used to retell story that happens in the past and it can be past experience.

2. Social function

Recount text has social function to give information or to entertain the reader or audience.

3. Generic Structure of the text:

- e. Orientation : provides the setting and introduces participants.
- f. Events : tell what happened, in what sequence.
- g. Re-orientation : optional-closure of events.

4. Language features of recount text:

- a. Introducing personal participant : I, my group, my family, my school, *a younger brother, sister, mother, or the writer him/herself.*
- b. Using chronological connection : then, first, next, after that, first of all, etc.
- c. Using linking verb : was, were, saw, heard, etc.
- d. Using action verb : look, go, change, run, arrive, take, laugh, sing, etc.
- e. Using simple past tense, would + verb 1, past perfect tense, past continuous.

Example of Recount Text
The Embarrassing Day for Me

3 weeks ago, I had study tour with all my friends. I had a craziest experience in hotel. So crazy Because it can make my friends laugh. This experience always remember in my mind. Ok listen to me carefully I wanted to tell you about it.

In the morning at second day, after I prepared my self to go to Kraton Yogyakarta. I and my friend (Widya) went to Dini's room. We knew that in dini's room had a damage bed. Previously, my friend (Fitri) trapped me. She sat in that bed. And that bed was ok, nothing a problem. Because Fitri sat slowly and carefully. But, when I joked with other friends, unconsciously, I sat in that bed directly, and then!!!! WHAT HAPPENS ...????????? That bed had a problem. And all of my friends burst out after looked me fell from that bed. So embarrassing...Very very embarrassing...Actually, I didn't wanted to sit that bed. But, unconsciously I sat that bed.

And the finally...Just embarrassing moment which I got. So crazy But, I won't forget this moment because this craziest experience in my live. And my friends also not forget with this moment. Some few days ago, we still remember with this moment and if we remember it, we always laugh and laugh. Ok friends, it's my craziest experience with my friends. I hope you like it. Thank you.

<https://brainly.co.id/tugas/4771462>

Analisa :

Orientation : Paragraf pertama

Events : Paragraf kedua

Reorientation : Paragraf ketiga (terakhir)

F. Metode Pembelajaran/Teknik: snake and ladder game

G. Langkah-langkah Kegiatan

No	Kegiatan Pembelajaran	Alokasi Waktu
1.	Kegiatan Awal	10

	<ul style="list-style-type: none"> • Guru mengucapkan salam ketika memasuki kelas • Berdo'a bersama • Guru mengecek kehadiran siswa • Guru mengajukan pertanyaan kepada siswa yang menyangkut pengetahuan sebelumnya dengan materi yang akan dipelajari 	menit
2.	<p>Kegiatan Inti</p> <p>Eksplorasi:</p> <p>Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none"> • menggali pengetahuan siswa tentang <i>recount text</i> berdasarkan apa yang telah mereka ketahui • Menjelaskan tentang materi <i>recount text</i> • Memberikan stimulus berupa pemberian teori yang terkait dengan pengalaman pribadi seperti holiday • Mendiskusikan materi bersama <p>Elaborasi:</p> <ul style="list-style-type: none"> • Guru membagi siswa dalam 4 kelompok • Guru menjelaskan cara bermain yakni berawal dari START dan berakhir pada FINISH. beberapa kotak dalam papan diberi tanda Tanya(?) bila mereka mendapatkan kotak yang berisi tanda tanya(?) maka mereka harus menjawab pertanyaan yang telah disediakan. aturan mainnya: <ul style="list-style-type: none"> a. pemain pertama mengocok dadu dan maju beberapa langkah. jika ada pemain yang berhenti dikotak tanda Tanya maka siswa harus menjawab pertanyaan yang telah disediakan berupa menyusun text bersama dengan kelompoknya. Disaat siswa menyusun text bersama 	75 menit

kelompoknya mereka akan berfikir bagaimana cara menyusun text tersebut setelah itu mereka akan mulai menyusun teks kemudian setelah menyusun teks tersebut mereka akan menulis text yang sudah benar dan menyerahkan kepada juri. 3 siswa yang lain berlaku sebagai juri dan harus mengoreksi apakah jawabannya benar atau salah. Jika dua dari tiga juri setuju dengan jawaban pemain, maka pemain bisa pindah kotak jika mereka tidak setuju maka pemain harus pindah mundur 3 kotak. jika mereka bertemu dengan kotak yang kosong maka harus menunggu sampai gilirannya. pemain yang berada pada kotak yang ada tangganya maka dia harus naik jika pemain berada pada mulut ular maka harus turun kebawah.

b. pemenangnya adalah pemain pertama yang berada pada garis FINISH.

c. jika pemain berada pada kotak yang berisi pertanyaan yang sudah ditanyakan maka diganti pertanyannya

- Guru menjadi penengah jika terjadi kesalahpahaman antar pemain dan juri.
- Apabila salah satu kelompok sudah mencapai FINISH, maka berakhirlah permainan. guru bertanya kepada siswa apakah terdapat pertanyaan yang masih belum atau kurang penjelasan. Apabila siswa merasa terdapat jawaban yang kurang tepat guru dapat menanyakan jawaban kepada siswa yang lain. hal ini bertujuan supaya masing masing siswa dapat membantu menjelaskan satu sama lain

Konfirmasi:

	<ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya tentang materi recount text yang belum mereka pahami • Guru meminta kesempatan siswa untuk menanyakan hasil kerja yang mereka kerjakan. 	
3	Kegiatan akhir <ul style="list-style-type: none"> - Guru menyimpulkan materi pelajaran - Guru memberi motivasi kepada siswa - Guru menutup pelajaran dengan mengucapkan salam 	5 menit

J. Sumber dan Media

Sumber : Buku yang relevan

Media : White board, dictionary, one piece snake and ladder game

K. Penilaian

1. **Teknik** : Tulis

2. **Bentuk** : Esei

3. **Instrument** : Terlampir

L. Rubrik penilaian

Aspek Penilaian Writing :

No	Aspect	Score
1	Content	0-20
2	Organization	0-20
3	Vocabulary	0-20
4	Language	0-30
5	Mechanics	0-10

Guru Bahasa Inggris,

Ngambur Pesisir Barat, 2017

Mahasiswa Peneliti,

Desti Mulya Sari S,Pd

Heni Aprina
NPM. 1311040018

Mengetahui,
Kepala SMA Negeri 1 Ngambur

Hendra Efendi, S.Pd.,M.Si
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Appendix 12

LESSON PLAN 1
(Control Class)

Nama Sekolah	: SMA Negeri 1 Ngambur Pesisir Barat
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X (Sepuluh) / 1(satu)
Jenis Teks	: Recount Text
Skill	: Menulis/ Writing
Alokasi Waktu	: 2 x 45 Menit
Pertemuan	: 1
Tema	: Holiday

A. Standar Kompetensi:

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar:

- 6.2 Mengungkap-kan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi langkah langkah retorika dalam menulis text berbentuk recount
- Menulis text recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language, and mechanic.

D. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar :

1. Siswa mampu mengidentifikasi langkah langkah retorika dalam menulis text berbentuk recount
2. Siswa mampu menulis text recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language, and mechanic.

E. Materi Pokok

1. Definition of recount text

recount text is used to retell story that happens in the past and it can be past experience.

2. Social function

Recount text has social function to give information or to entertain the reader or audience.

3. Generic Structure of the text:

- a. Orientation : provides the setting and introduces participants.
- b. Events : tell what happened, in what sequence.
- c. Re-orientation : optional-closure of events.

4. Language features of recount text:

- a. Introducing personal participant : I, my group, my family, my school, *a younger brother, sister, mother, or the writer him/herself.*
- b. Using chronological connection : then, first, next, after that, first of all, etc.
- c. Using linking verb : was, were, saw, heard, etc.
- d. Using action verb : look, go, change, run, arrive, take, laugh, sing, etc.
- e. Using simple past tense, would + verb 1, past perfect tense, past continuous.

Example of Recount Text

New Year Holiday Story

Last holiday, I went to Sari Ringgung beach in Pesawaran, Lampung. I went there with my family. We left for the beach from my grandparents home in Tanggamus at 08.00 a.m. We went there by car. We arrived in the beach at 10:00 a.m.

In Sari Ringgung beach, I swam with my brothers and my sisters. After swimming, we play sand together. We made a fort, houses, and hills of sand. After being satisfied playing on the beach, we then took a bath and ate the roasted corn while drinking coconut water. After being fresh anymore, we continued to view seascape on boats. I really enjoyed the atmosphere in the beach. After having fun for about five hours, finally we returned home. Before reaching home, we rested beforehand and ate meatball on the side of the road. The meatball is so tasty that I ate two bowls of meatballs there.

Not long after that, we continued the journey and got home safely at 7 p.m. It was a tiring day, but we were very happy, because we got a lot of fun together there. Suddenly, the holiday passed quickly. The last New Year's holiday experience in the mahitam beach was so impressive for me. For me, that was a good moment because I could spend my time with my family. We really enjoyed it.

<http://www.berbahasainggris.com/2017/01/17-contoh-recount-text-pengalaman-pribadi.html>

Analisa :

Orientation : Paragraf pertama,

Events : Paragraf kedua

Reorientation : Paragraf ketiga (terakhir)

F. Metode Pembelajaran/Teknik: Guided Writing

G. Langkah-langkah Kegiatan

No	Kegiatan Pembelajaran	Alokasi Waktu
1.	<p>Kegiatan Awal</p> <ul style="list-style-type: none"> • Guru mengucapkan salam ketika memasuki kelas • Berdo'a bersama • Guru mengecek kehadiran siswa • Guru mengajukan pertanyaan kepada siswa yang menyangkut pengetahuan sebelumnya dengan materi yang akan dipelajari 	10 menit
2.	<p>Kegiatan Inti</p> <p>Eksplorasi:</p> <ul style="list-style-type: none"> • Guru memperkenalkan materi yang akan dipelajari • Guru menggali pengetahuan siswa tentang <i>recount text</i> berdasarkan apa yang telah mereka ketahui • Guru menjelaskan tentang materi <i>recount text</i> <p>Elaborasi:</p> <ul style="list-style-type: none"> • Membagi siswa dalam beberapa kelompok • Memberikan sebuah topic tentang <i>recount text</i>. • Menyuruh siswanya untuk mengidentifikasi, mengumpulkan sebuah ide untuk menulis <i>recount text</i>. • Menyuruh siswa nya membuat sebuah essay dengan memperhatikan generic structure dan grammatical features. • Memimbing siswa nya di dalam membuat sebuah draft essay di dalam teks <i>recount</i>. • Sementara siswa mengerjakan guru berkeliling untuk memberikan bimbingan sambil menanyakan adakah kesulitan dalam menulis teks <i>recount</i>. 	70 menit

	<ul style="list-style-type: none"> • Menyuruh siswanya untuk mengumpulkan hasil yang mereka kerjakan. <p>Konfirmasi:</p> <ul style="list-style-type: none"> • Memberikan umpan balik kepada siswa • Guru meminta siswa untuk mengidentifikasi dan membenarkan kalimat yang salah secara mandiri dalam teks tersebut. • Guru mengontrol aktivitas siswa dan memberikan konfirmasi pada hasil pekerjaan siswa 	
3	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> • Guru menyimpulkan materi pelajaran • Guru memberi motivasi kepada siswa • Guru menutup pelajaran dengan mengucapkan salam 	10 menit

H. Sumber dan Media

Sumber : Buku yang relevan

Media : white board, board marker, dictionary

I. Penilaian

1. **Teknik** : Tulis

2. **Bentuk** : Esei

3. **Instrument** : Terlampir

J. Rubrik penilaian*Aspek Penilaian Writing* :

No	Aspect	Score
1	Content	0-20
2	Organization	0-20
3	Vocabulary	0-20
4	Language	0-30
5	Mechanics	0-10

Ngambur Pesisir Barat, 2017

Guru Bahasa Inggris,

Mahasiswa Peneliti,

Desti Mulva Sari S,Pd**Heni Aprina**
NPM. 1311040018Mengetahui,
Kepala SMA Negeri 1 Ngambur**Hendra Efendi, S.Pd.,M.Si**
NIP. 197206201998031004

LESSON PLAN 2
(Control Class)

Nama Sekolah	: SMA Negeri 1 Ngambur Pesisir Barat
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X (Sepuluh) / 1(satu)
Jenis Teks	: Recount Text
Skill	: Menulis/ Writing
Alokasi Waktu	: 2 x 45 Menit
Pertemuan	: 2
Tema	: Unforgettable Experience

A. Standar Kompetensi:

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar:

- 6.2 Mengungkap-kan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi langkah langkah retorika dalam menulis text berbentuk recount
- Menulis text recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language, and mechanic.

D. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar :

1. Siswa mampu mengidentifikasi langkah langkah retorika dalam menulis text berbentuk recount
2. Siswa mampu menulis text recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language, and mechanic.

E. Materi Pokok

1. Definition of recount text
recount text is used to retell story that happens in the past and it can be past experience.
2. Social function
Recount text has social function to give information or to entertain the reader or audience.
3. Generic Structure of the text:
 - a. Orientation : provides the setting and introduces participants.
 - b. Events : tell what happened, in what sequence.
 - c. Re-orientation : optional-closure of events.
4. Language features of recount text:
 - a. Introducing personal participant : I, my group, my family, my school, *a younger brother, sister, mother, or the writer him/herself.*
 - b. Using chronological connection : then, first, next, after that, first of all, etc.
 - c. Using linking verb : was, were, saw, heard, etc.
 - d. Using action verb : look, go, change, run, arrive, take, laugh, sing, etc.
 - e. Using simple past tense, would + verb 1, past perfect tense, past continuous.

Example of Recount Text

When the first time I came into Senior High School, I got my unforgettable experience. At that time, I was a new student there. Every new students had to join MOS (Masa Orientasi Siswa) for 3 days. And it was obligated for us. My seniors told us to come on time at 5 o'clock. And if we come late, we would get punishment.

In the first and second day, I came on time, because my mother would wake me up and she helped to prepare everything that I needed to bring, such as meal. But, in my last day, I got a problem. I woke up at 4.45. At that time, we were really in panic. My mother told me to take a bath, got dressed and then prayed. Meanwhile, she would prepare meal that I had to bring. Actually, I had to bring cooked rice with omelette, fried shrimp and fried noodle. After I prayed and got dressed, I helped my mother in the kitchen. She told me to cook fried noodle, and she cooked omelette and fried shrimp. Then, we had to wait for the rice. At last, the rice was ready. At once, my mother prepared them in the lunch box. And after that, she asked my father to take me to school.

I arrived in my school at 5.30. Of course, I got punishment from my seniors because I was late for 30 minutes. I had to stand up in front of all my friends, sang a song, and asked signatures of all my seniors. Thank Goodness, everything was over and I could pass my punishment in the last day of MOS, although it was little bit embarrassing for me. But, I was really enjoy and fun with my MOS, because I got new experience and also new friends from MOS. I thought it was one of my unforgettable experiences that I had ever had.

<https://indriarti.wordpress.com/2012/01/04/my-unforgettable-experience-revised-1/>

Analisa :

Orientation : Paragraf pertama,

Events : Paragraf kedua dan ketiga.

Reorientation : Paragraf keempat (terakhir)

F. Metode Pembelajaran/Teknik: Guided Writing

G. Langkah-langkah Kegiatan

No	Kegiatan Pembelajaran	Alokasi Waktu
1.	<p>Kegiatan Awal</p> <ul style="list-style-type: none"> • Guru mengucapkan salam ketika memasuki kelas • Berdo'a bersama • Guru mengecek kehadiran siswa • Guru mengajukan pertanyaan kepada siswa yang menyangkut pengetahuan sebelumnya dengan materi yang akan dipelajari 	10 menit
2.	<p>Kegiatan Inti</p> <p>Eksplorasi:</p> <ul style="list-style-type: none"> • Guru memperkenalkan materi yang akan dipelajari • Guru menggali pengetahuan siswa tentang <i>recount text</i> berdasarkan apa yang telah mereka ketahui • Guru menjelaskan materi tentang <i>recount text</i>. <p>Elaborasi:</p> <ul style="list-style-type: none"> • Membagi siswa dalam beberapa kelompok • Memberikan sebuah topic tentang <i>recount text</i>. • Menyuruh siswanya untuk mengidentifikasi, mengumpulkan sebuah ide untuk menulis <i>recount text</i>. • Menyuruh siswa nya membuat sebuah essay dengan memperhatikan generic structure dan grammatical features. • Memimbing siswa nya di dalam membuat sebuah draft essay di dalam teks <i>recount</i>. 	70 menit

	<ul style="list-style-type: none"> • Sementara siswa mengerjakan guru berkeliling untuk memberikan bimbingan sambil menanyakan adakah kesulitan dalam menulis teks recount. • Menyuruh siswanya untuk mengumpulkan hasil yang mereka kerjakan. <p>Konfirmasi:</p> <ul style="list-style-type: none"> • Memberikan umpan balik kepada siswa • Guru meminta siswa untuk mengidentifikasi dan membenarkan kalimat yang salah secara mandiri dalam teks tersebut. • Guru mengontrol aktivitas siswa dan memberikan konfirmasi pada hasil pekerjaan siswa 	
3	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> • Guru menyimpulkan materi pelajaran • Guru memberi motivasi kepada siswa • Guru menutup pelajaran dengan mengucapkan salam 	10 menit

I. Sumber dan Media

Sumber : Buku yang relevan

Media : White board, board marker, dictionary

J. Penilaian

1. **Teknik** : Tulis

2. **Bentuk** : Esei

3. **Instrument** : Terlampir

K. Rubrik penilaian*Aspek Penilaian Writing* :

No	Aspect	Score
1	Content	0-20
2	Organization	0-20
3	Vocabulary	0-20
4	Language	0-30
5	Mechanics	0-10

Guru Bahasa Inggris,

Ngambur Pesisir Barat, 2017

Mahasiswa Peneliti,

Desti Mulya Sari S.Pd**Heni Aprina**
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Kepala SMA Negeri 1 Ngambur

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LESSON PLAN 3
(Control Class)

Nama Sekolah	: SMA Negeri 1 Ngambur Pesisir Barat
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X (Sepuluh) / 1(satu)
Jenis Teks	: Recount Text
Skill	: Menulis/ Writing
Alokasi Waktu	: 2 x 45 Menit
Pertemuan	: 3
Tema	: My Embarrassing Experience

A. Standar Kompetensi:

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar:

- 6.2 Mengungkap-kan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi langkah langkah retorika dalam menulis text berbentuk recount
- Menulis text recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language, and mechanic.

D. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar :

1. Siswa mampu mengidentifikasi langkah langkah retorika dalam menulis text berbentuk recount
2. Siswa mampu menulis text recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language, and mechanic.

E. Materi Pokok

1. Definition of recount text
recount text is used to retell story that happens in the past and it can be past experience.
2. Social function
Recount text has social function to give information or to entertain the reader or audience.
3. Generic Structure of the text:
 - Orientation : provides the setting and introduces participants.
 - Events : tell what happened, in what sequence.
 - Re-orientation : optional-closure of events.
4. Language features of recount text:
 - a. Introducing personal participant : I, my group, my family, my school, *a younger brother, sister, mother, or the writer him/herself.*
 - b. Using chronological connection : then, first, next, after that, first of all, etc.
 - c. Using linking verb : was, were, saw, heard, etc.
 - d. Using action verb : look, go, change, run, arrive, take, laugh, sing, etc.
 - e. Using simple past tense, would + verb 1, past perfect tense, past continuous.

Example of Recount Text
The Embarrassing Day for Me

3 weeks ago, I had study tour with all my friends. I had a craziest experience in hotel. So crazy Because it can make my friends laugh. This experience always remember in my mind. Ok listen to me carefully I wanted to tell you about it.

In the morning at second day, after I prepared my self to go to Kraton Yogyakarta. I and my friend (Widya) went to Dini's room. We knew that in dini's room had a damage bed. Previously, my friend (Fitri) trapped me. She sat in that bed. And that bed was ok, nothing a problem. Because Fitri sat slowly and carefully. But, when I joked with other friends, unconsciously, I sat in that bed directly, and then!!!! WHAT HAPPENS ...????????? That bed had a problem. And all of my friends burst out after looked me fell from that bed. So embarrassing...Very very embarrassing...Actually, I didn't wanted to sit that bed. But, unconsciously I sat that bed.

And the finally...Just embarrassing moment which I got. So crazy But, I won't forget this moment because this craziest experience in my live. And my friends also not forget with this moment. Some few days ago, we still remember with this moment and if we remember it, we always laugh and laugh. Ok friends, it's my craziest experience with my friends. I hope you like it. Thank you.

<https://brainly.co.id/tugas/4771462>

Analisa :

Orientation : Paragraf pertama

Events : Paragraf kedua

Reorientation : Paragraf ketiga (terakhir)

F. Metode Pembelajaran/Teknik: Guided Writing

G. Langkah-langkah Kegiatan

No	Kegiatan Pembelajaran	Alokasi Waktu

1.	<p>Kegiatan Awal</p> <ul style="list-style-type: none"> • Guru mengucapkan salam ketika memasuki kelas Berdo'a bersama • Guru mengecek kehadiran siswa • Guru mengajukan pertanyaan kepada siswa yang menyangkut pengetahuan sebelumnya dengan materi yang akan dipelajari 	10 menit
2.	<p>Kegiatan Inti</p> <p>Eksplorasi:</p> <ul style="list-style-type: none"> • Guru memperkenalkan materi yang akan dipelajari • Guru menggali pengetahuan siswa tentang <i>recount text</i> berdasarkan apa yang telah mereka ketahui <p>Elaborasi:</p> <ul style="list-style-type: none"> • Membagi siswa dalam beberapa kelompok • Memberikan sebuah topic tentang <i>recount text</i>. • Menyuruh siswanya untuk mengidentifikasi, mengumpulkan sebuah ide untuk menulis <i>recount text</i>. • Menyuruh siswa nya membuat sebuah essay dengan memperhatikan generic structure dan grammatical features. • Memimbing siswa nya di dalam membuat sebuah draft essay di dalam teks <i>recount</i>. • Sementara siswa mengerjakan guru berkeliling untuk memberikan bimbingan sambil menanyakan adakah kesulitan dalam menulis teks <i>recount</i>. • Menyuruh siswanya untuk mengumpulkan hasil yang 	70 menit

	<p>mereka kerjakan.</p> <p>Konfirmasi:</p> <ul style="list-style-type: none"> • Memberikan umpan balik kepada siswa • Guru meminta siswa untuk mengidentifikasi dan membenarkan kalimat yang salah secara mandiri dalam teks tersebut. • Guru mengontrol aktivitas siswa dan memberikan konfirmasi pada hasil pekerjaan siswa 	
3	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> • Guru menyimpulkan materi pelajaran • Guru memberi motivasi kepada siswa • Guru menutup pelajaran dengan mengucapkan salam 	10 menit

J. Sumber dan Media

Sumber : Buku yang relevan

Media : white board, board marker, dictionary

4. Penilaian

1. **Teknik** : Tulis

2. **Bentuk** : Esei

3. **Instrument** : Terlampir

L. Rubrik penilaian

Aspek Penilaian Writing :

No	Aspect	Score
1	Content	0-20
2	Organization	0-20
3	Vocabulary	0-20
4	Language	0-30
5	Mechanics	0-10

Guru Bahasa Inggris,

Ngambur Pesisir Barat, 2017

Mahasiswa Peneliti,

Desti Mulya Sari S,Pd

Heni Aprina
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Mengetahui,
Kepala SMA Negeri 1 Ngambur

Hendra Efendi, S.Pd.,M.Si
NIP. 197206201998031004



Appendix 13

READABILITY OF THE WRITING TEST FOR STUDENTS

Name :

Class :

Time : 30 Minute

Based on the instrument of essay writing test, please answer the following question.

No	Question	Yes	No	Scale (1-10)	Comment
1	Apakah anda paham dengan petunjuk (instruction) poin pertama ?				
2	Apakah anda paham dengan petunjuk (instruction) poin kedua ?				
3	Apakah anda paham dengan petunjuk (instruction) poin ketiga ?				
4	Apakah anda paham dengan perintah (direction) no 1 ?				
5	Apakah anda paham dengan				

	perintah (direction) no 2 ?				
6	Apakah anda paham dengan perintah (direction) no 3 ?				
7	Apakah anda paham dengan perintah (direction) no 4 ?				

*** 1 describes an item that is easy to read and 10 describes an item that is difficult to read.**



Documentation of the Research

Documentation of Pre-Test



The Writer Explain the Material Using Guided Writing



The writer gave the guide for students





The Writer Explain the Material Using Snake and Ladder Game



The Students Play the Snake And Ladder Game



The Students Arrange the Sentence Into Good Paragraph



Jury of Snake and Ladder Game





The Winner of Playing Game



Documentation Post Test



Appendix 21

Reliability for Pre-test Based on Two Raters

Criteria	Score		Rank		D(R1-R2)	D ²
	R1	R2	R1	R2		
Content	869	811	2	3	-1	1
Organization	839	817	3	2	1	1
Vocabulary	806	726	4	4	0	0
Language	990	939	1	1	0	0
Mechanics	379	350	5	5	0	0
Total						2

$$= 1 - \frac{6 \sum D^2}{N(N-1)}$$

$$= 1 - \frac{6(2)}{61(61-1)}$$

$$= 1 - \frac{12}{226.920}$$

$$= 1 - 0.05288207$$

$$= 0.947118$$

The result reliability of the pre-test was 0.947118 and the criteria of reliability was very high.

Appendix 22

Reliability for Post-test Based on Two Raters

Criteria	Score		Rank		D(R1-R2)	D ²
	R1	R2	R1	R2		
Content	957	951	2	3	-1	1
Organization	956	974	3	2	1	1
Vocabulary	908	875	4	4	0	0
Language	1173	1107	1	1	0	0
Mechanics	449	438	5	5	0	0
Total						2

$$= 1 - \frac{6 \sum D^2}{N(N-1)}$$

$$= 1 - \frac{6(2)}{61(61-1)}$$

$$= 1 - \frac{12}{226.920}$$

$$= 1 - 0.05288207$$

$$= 0.947118$$

The result reliability of the post-test was 0.947118 and the criteria of reliability was very high.

Appendix27

Homogeneity Test

1. Pre-Test

Variance () of Pre-test Experimental Class = 40.57

Variance() of Pre-test Control Class = 47.61

The formula:

$$F_{observed} = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

$$F_{observed} = \frac{40.57}{34.61}$$

$$F_{observed} = 1.17$$

After the homogeneity test of pre-test was calculated, it found that $F_{observed}$ was 1.17 while the $F_{critical}$ at significant level of 0.05 was 1.84 (See Appendix 23 and 24 on Page 160-161). It means that $F_{observed} < F_{critical} = 1.17 < 1.84$. It proved that the variance of the data of the pre-test was homogeneous.

2. Post-Test

Variance() of Post-test Experimental Class = 33.64

Variance() of Post-test Control Class = 20.52

The formula:

$F_{observed} = \frac{\text{The biggest variant}}{\text{The smallest variant}}$

$$F_{observed} = \frac{\cdot}{\cdot}$$

$$F_{observed} = 1.64$$

After the homogeneity test of post-test was calculated, it found that $F_{observed}$ was 1.64 while the $F_{critical}$ at significant level of 0.05 was 1.84 (See Appendix 25 and 26 on Page 162-163). It means that $F_{observed} < F_{critical} = 1.64 < 1.84$. It proved that the variance of the data of the pre-test was homogeneous.

Appendix 29

Hypothetical Test

The Calculating of Hypothetical Analysis by Using Independent t-test

The formula t-test:

$$= \frac{\bar{X}_1 - \bar{X}_2}{\frac{\sqrt{\frac{\sum (X_1 - \bar{X}_1)^2 + \sum (X_2 - \bar{X}_2)^2}{n_1 + n_2 - 2}}}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}}$$

Where:

- \sum = 411.5
- \sum = 245
- \sum = 6214.25
- \sum = 2479.5
- = 31
- = 30

$$= \frac{\bar{X}_1 - \bar{X}_2}{\frac{\sqrt{\frac{\sum (X_1 - \bar{X}_1)^2 + \sum (X_2 - \bar{X}_2)^2}{n_1 + n_2 - 2}}}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}}$$

$$= \frac{5.1075}{\frac{\sqrt{\frac{6214.25 + 2479.5}{31 + 30 - 2}}}{\sqrt{\frac{1}{31} + \frac{1}{30}}}}$$

$$= \frac{5.1075}{\frac{\sqrt{150.075}}{\sqrt{0.0656}}}$$

$$= \frac{5.1075}{1.2234} = 4.175$$

$$= \frac{5.1075}{(20.858)(0.0656)}$$

$$= \frac{5.1075}{1.16975}$$

$$= 4.3663$$

$$df = N_x + N_y - 2$$

$$df = 31 + 30 - 2$$

$$df = 59$$

The value of t-critical at $df = 61$ and at significant degree 5% (0.05) was 1.671.

The hypotheses were:

H_a was accepted if $t_{observed}$ was higher than $t_{critical}$ or ($t_{observed} > t_{critical}$).

H_0 was accepted if $t_{observed}$ was lower than $t_{critical}$ or ($t_{observed} < t_{critical}$).

From the calculation:

$4,3663 > 1.671$ there was a significant.

Conclusion:

After the hypothetical test was calculated, it found that $t_{observed} > t_{critical}$, then H_a was accepted. It means that there was a significant of the influence of using snack and ladder game toward students writing in recount text at the tenth grade of SMAN 1 Ngambur Pesisir Barat.

Appendix 31

F-Table

$\alpha = 0.05$

df2 \ df1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	22	24	26	28	30	35	40	45	50	60	70	80	100	200	500	1000	>1000	df1 / df2		
3	10.13	9.55	9.20	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.73	8.71	8.70	8.69	8.68	8.67	8.67	8.66	8.65	8.64	8.63	8.62	8.62	8.60	0.59	0.59	0.58	0.57	0.57	0.56	0.55	0.54	0.53	0.53	0.54	3		
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.89	5.87	5.86	5.84	5.83	5.82	5.81	5.80	5.79	5.77	5.76	5.75	5.75	5.73	5.72	5.71	5.70	5.69	5.68	5.67	5.66	5.65	5.64	5.63	5.63	5.63	4	
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.66	4.64	4.62	4.60	4.59	4.58	4.57	4.56	4.54	4.53	4.52	4.50	4.50	4.48	4.46	4.45	4.44	4.43	4.42	4.42	4.41	4.39	4.37	4.37	4.36	4.36	5	
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.98	3.96	3.94	3.92	3.91	3.90	3.88	3.87	3.86	3.84	3.83	3.82	3.81	3.79	3.77	3.76	3.75	3.74	3.73	3.72	3.71	3.69	3.68	3.67	3.67	3.67	6	
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.55	3.53	3.51	3.49	3.48	3.47	3.46	3.44	3.43	3.41	3.40	3.39	3.38	3.36	3.34	3.33	3.32	3.30	3.29	3.29	3.27	3.25	3.24	3.23	3.23	3.23	7	
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.26	3.24	3.22	3.20	3.19	3.17	3.16	3.15	3.13	3.12	3.10	3.09	3.08	3.06	3.04	3.03	3.02	3.01	2.99	2.99	2.97	2.95	2.94	2.93	2.93	2.93	8	
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.05	3.03	3.01	2.99	2.97	2.96	2.95	2.94	2.92	2.90	2.89	2.87	2.86	2.84	2.83	2.81	2.80	2.79	2.78	2.77	2.76	2.73	2.72	2.71	2.71	2.71	9	
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.89	2.86	2.85	2.83	2.81	2.80	2.79	2.77	2.75	2.74	2.72	2.71	2.70	2.68	2.66	2.65	2.64	2.62	2.61	2.60	2.59	2.56	2.55	2.54	2.54	2.54	10	
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.76	2.74	2.72	2.70	2.69	2.67	2.66	2.65	2.63	2.61	2.59	2.58	2.57	2.55	2.53	2.52	2.51	2.49	2.48	2.47	2.46	2.43	2.42	2.41	2.41	2.41	11	
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.66	2.64	2.62	2.60	2.58	2.57	2.56	2.54	2.52	2.51	2.49	2.48	2.47	2.44	2.43	2.41	2.40	2.38	2.37	2.36	2.35	2.32	2.31	2.30	2.30	2.30	12	
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.58	2.55	2.53	2.51	2.50	2.48	2.47	2.46	2.44	2.42	2.41	2.39	2.38	2.36	2.34	2.33	2.31	2.30	2.28	2.27	2.26	2.23	2.22	2.21	2.21	2.21	13	
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.51	2.48	2.46	2.44	2.43	2.41	2.40	2.39	2.37	2.35	2.33	2.32	2.31	2.28	2.27	2.25	2.24	2.22	2.21	2.20	2.19	2.16	2.14	2.14	2.13	2.13	14	
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.51	2.48	2.45	2.42	2.40	2.38	2.37	2.35	2.34	2.33	2.31	2.29	2.27	2.26	2.25	2.22	2.20	2.19	2.18	2.16	2.15	2.14	2.12	2.10	2.08	2.07	2.07	2.07	15	
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.46	2.42	2.40	2.37	2.35	2.33	2.32	2.30	2.29	2.28	2.25	2.24	2.22	2.21	2.19	2.17	2.15	2.14	2.12	2.11	2.09	2.08	2.07	2.04	2.02	2.02	2.01	2.01	16	
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.38	2.35	2.33	2.31	2.29	2.27	2.26	2.24	2.23	2.21	2.19	2.17	2.15	2.12	2.10	2.09	2.08	2.06	2.05	2.04	2.02	2.00	1.99	1.98	1.95	1.93	1.92	1.92	17
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.31	2.29	2.27	2.25	2.23	2.22	2.20	2.19	2.17	2.15	2.13	2.12	2.11	2.08	2.06	2.05	2.04	2.02	2.00	1.99	1.98	1.95	1.93	1.92	1.92	1.92	18	
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.28	2.26	2.23	2.21	2.20	2.18	2.17	2.16	2.13	2.11	2.10	2.08	2.07	2.05	2.03	2.01	2.00	1.98	1.97	1.96	1.94	1.91	1.89	1.88	1.88	1.88	19	
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.25	2.23	2.20	2.18	2.17	2.15	2.14	2.12	2.10	2.08	2.07	2.05	2.04	2.01	1.99	1.98	1.97	1.95	1.93	1.92	1.91	1.88	1.86	1.85	1.84	1.84	20	
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.20	2.17	2.15	2.13	2.11	2.10	2.08	2.07	2.05	2.03	2.01	2.00	1.98	1.96	1.94	1.92	1.91	1.89	1.88	1.86	1.85	1.82	1.80	1.79	1.78	1.78	22	
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.15	2.13	2.11	2.09	2.07	2.05	2.04	2.03	2.00	1.98	1.97	1.95	1.94	1.91	1.89	1.88	1.86	1.84	1.83	1.82	1.80	1.77	1.75	1.74	1.73	1.73	24	
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.12	2.09	2.07	2.05	2.03	2.02	2.00	1.99	1.97	1.95	1.93	1.91	1.90	1.87	1.85	1.84	1.82	1.80	1.79	1.78	1.76	1.73	1.71	1.70	1.69	1.69	26	
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.15	2.12	2.09	2.06	2.04	2.02	2.00	1.99	1.97	1.96	1.93	1.91	1.90	1.88	1.87	1.84	1.82	1.80	1.79	1.77	1.75	1.74	1.73	1.69	1.67	1.66	1.66	28		
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.06	2.04	2.01	1.99	1.98	1.96	1.95	1.93	1.91	1.89	1.87	1.85	1.84	1.81	1.79	1.77	1.76	1.74	1.72	1.70	1.66	1.64	1.63	1.62	1.62	30		
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.08	2.04	2.01	1.99	1.96	1.94	1.92	1.91	1.89	1.88	1.85	1.83	1.82	1.80	1.79	1.76	1.74	1.72	1.70	1.68	1.66	1.65	1.63	1.60	1.57	1.57	1.56	35		
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.04	2.00	1.97	1.95	1.92	1.90	1.89	1.87	1.85	1.84	1.81	1.79	1.77	1.76	1.74	1.72	1.69	1.67	1.66	1.64	1.63	1.60	1.58	1.55	1.53	1.52	1.51	1.51	40	
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	2.01	1.97	1.94	1.92	1.89	1.87	1.86	1.84	1.82	1.81	1.78	1.76	1.74	1.73	1.71	1.68	1.66	1.64	1.63	1.60	1.59	1.57	1.55	1.51	1.49	1.48	1.47	45		
50	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.03	1.99	1.95	1.92	1.89	1.87	1.85	1.83	1.81	1.80	1.78	1.76	1.74	1.72	1.70	1.69	1.66	1.63	1.61	1.60	1.58	1.56	1.54	1.52	1.48	1.46	1.45	1.44	50		
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99	1.95	1.92	1.89	1.86	1.84	1.82	1.80	1.78	1.76	1.75	1.72	1.70	1.68	1.66	1.65	1.62	1.59	1.57	1.56	1.53	1.52	1.50	1.48	1.44	1.41	1.40	1.39	60		
70	3.98	3.13	2.74	2.50	2.35	2.23	2.14	2.07	2.02	1.97	1.93	1.89	1.86	1.84	1.81	1.79	1.77	1.75	1.74	1.72	1.70	1.67	1.65	1.64	1.62	1.59	1.57	1.55	1.53	1.50	1.49	1.47	1.45	1.40	1.37	1.36	1.35	70		
80	3.96	3.11	2.72	2.49	2.33	2.21	2.13	2.06	2.00	1.95	1.91	1.88	1.84	1.82	1.79	1.77	1.75	1.73	1.72	1.70	1.68	1.65	1.63	1.62	1.60	1.57	1.54	1.52	1.51	1.48	1.46	1.45	1.43	1.38	1.35	1.34	1.33	80		
100	3.94	3.09	2.70	2.46	2.31	2.19	2.10	2.03	1.97	1.93	1.89	1.85	1.82	1.79	1.77	1.75	1.73	1.71	1.69	1.68	1.65	1.63	1.61	1.59	1.57	1.54	1.52	1.49	1.48	1.45	1.43	1.41	1.39	1.34	1.31	1.30	1.28	100		
200	3.89	3.04	2.65	2.42	2.26	2.14	2.06	1.98	1.93	1.88	1.84	1.80	1.77	1.74	1.72	1.69	1.67	1.66	1.64	1.62	1.60	1.57	1.55	1.53	1.52	1.48	1.46	1.43	1.41	1.39	1.36	1.35	1.32	1.26	1.22	1.21	1.19	200		
500	3.86	3.01	2.62	2.39	2.23	2.12	2.03	1.96	1.90	1.85	1.81	1.77	1.74	1.71	1.69	1.66	1.64	1.62	1.61	1.59	1.56	1.54	1.52	1.50	1.48	1.45	1.42	1.40	1.38	1.35	1.32	1.30	1.28	1.21	1.16	1.14	1.12	500		
1000	3.85	3.00	2.61	2.38	2.22	2.11	2																																	

Appendix32

Table Distribusi

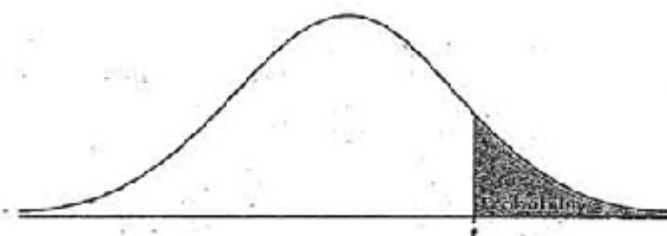


TABLE B: *t*-DISTRIBUTION CRITICAL VALUES

df	Tail probability <i>p</i>											
	.25	.20	.15	.10	.05	.025	.02	.01	.005	.0025	.001	.0005
1	1.000	1.376	1.963	3.078	6.314	12.71	15.89	31.82	63.66	127.3	318.3	636.6
2	.816	1.061	1.386	1.886	2.920	4.303	4.849	6.965	9.925	14.09	22.33	31.60
3	.765	.978	1.250	1.638	2.353	3.182	3.482	4.541	5.841	7.453	10.21	12.92
4	.741	.941	1.190	1.533	2.132	2.776	2.999	3.747	4.604	5.598	7.173	8.610
5	.727	.920	1.156	1.476	2.015	2.571	2.757	3.365	4.032	4.773	5.893	6.859
6	.718	.906	1.134	1.440	1.943	2.447	2.612	3.143	3.707	4.317	5.208	5.959
7	.711	.896	1.119	1.415	1.895	2.365	2.517	2.998	3.499	4.029	4.785	5.408
8	.706	.889	1.108	1.397	1.860	2.306	2.449	2.896	3.355	3.833	4.501	5.041
9	.703	.883	1.100	1.383	1.833	2.262	2.398	2.821	3.250	3.690	4.297	4.781
10	.700	.879	1.093	1.372	1.812	2.228	2.359	2.764	3.169	3.581	4.144	4.587
11	.697	.876	1.088	1.363	1.796	2.201	2.328	2.718	3.106	3.497	4.025	4.437
12	.695	.873	1.083	1.356	1.782	2.179	2.303	2.681	3.055	3.428	3.930	4.318
13	.694	.870	1.079	1.350	1.771	2.160	2.282	2.650	3.012	3.372	3.852	4.221
14	.692	.868	1.076	1.345	1.761	2.145	2.264	2.624	2.977	3.326	3.787	4.140
15	.691	.866	1.074	1.341	1.753	2.131	2.249	2.602	2.947	3.286	3.733	4.073
16	.690	.865	1.071	1.337	1.746	2.120	2.235	2.583	2.921	3.252	3.686	4.015
17	.689	.863	1.069	1.333	1.740	2.110	2.224	2.567	2.898	3.222	3.646	3.965
18	.688	.862	1.067	1.330	1.734	2.101	2.214	2.552	2.878	3.197	3.611	3.922
19	.688	.861	1.066	1.328	1.729	2.093	2.205	2.539	2.861	3.174	3.579	3.883
20	.687	.860	1.064	1.325	1.725	2.086	2.197	2.528	2.845	3.153	3.552	3.850
21	.686	.859	1.063	1.323	1.721	2.080	2.189	2.518	2.831	3.135	3.527	3.819
22	.686	.858	1.061	1.321	1.717	2.074	2.183	2.508	2.819	3.119	3.505	3.792
23	.685	.858	1.060	1.319	1.714	2.069	2.177	2.500	2.807	3.104	3.485	3.768
24	.685	.857	1.059	1.318	1.711	2.064	2.172	2.492	2.797	3.091	3.467	3.745
25	.684	.856	1.058	1.316	1.708	2.060	2.167	2.485	2.787	3.078	3.450	3.725
26	.684	.856	1.058	1.315	1.706	2.056	2.162	2.479	2.779	3.067	3.435	3.707
27	.684	.855	1.057	1.314	1.703	2.052	2.158	2.473	2.771	3.057	3.421	3.690
28	.683	.855	1.056	1.313	1.701	2.048	2.154	2.467	2.763	3.047	3.408	3.674
29	.683	.854	1.055	1.311	1.699	2.045	2.150	2.462	2.756	3.038	3.396	3.659
30	.683	.854	1.055	1.310	1.697	2.042	2.147	2.457	2.750	3.030	3.385	3.646
40	.681	.851	1.050	1.303	1.684	2.021	2.123	2.423	2.704	2.971	3.307	3.551
50	.679	.849	1.047	1.299	1.676	2.009	2.109	2.403	2.678	2.937	3.261	3.496
60	.679	.848	1.045	1.296	1.671	2.000	2.099	2.390	2.660	2.915	3.232	3.460
80	.678	.846	1.043	1.292	1.664	1.990	2.088	2.374	2.639	2.887	3.195	3.416
100	.677	.845	1.042	1.290	1.660	1.984	2.081	2.364	2.626	2.871	3.174	3.390
1000	.675	.842	1.037	1.282	1.646	1.962	2.056	2.330	2.581	2.813	3.098	3.300
∞	.674	.841	1.036	1.282	1.645	1.960	2.054	2.326	2.576	2.807	3.091	3.291
	50%	60%	70%	80%	90%	95%	96%	98%	99%	99.5%	99.8%	99.9%
	Confidence level <i>C</i>											

Appendix33

L-Table

Table of Critical Values for the *Lilliefors* Test for Normality

Nilai Kritis L Untuk Uji Lilliefors

Ukuran Sampel (n)	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,224	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
> 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

Sumber: Sudjana, *Metoda Statistika*, Bandung, Tarsito, 1989.