THE USE OF APPLES TO APPLES GAME TO IMPROVE STUDENTS’ READING COMPREHENSION IN TEACHING RECOUNT TEXT (A CLASSROOM ACTION RESEARCH OF TENTH GRADE OF MA AL BIDAYAH 2018/2019)

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.)

By:

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NIM. 113 14 080

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SALATIGA
2018
DECLARATION

In the name of Allah SWT the Most Gracious and the Most Merciful.

Hereby, the researcher fully declares that this graduating paper is made by the researcher herself, and it does not contain material written or has been published by others, except the information from the reference. The researcher is capable of accounting others’ ideas or in fact the researcher imitates the others.

The declaration is made by the researcher and the researcher hopes that this declaration can be understood. The researcher also agrees if the library of IAIN Salatiga publishes this graduating paper.

Salatiga, September 5th 2018

[Signature]
Widiyastuti

NIM. 11314080
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ATTENTIVE COUNSELOR’S NOTE

Case: Widiyastuti’s Graduating Paper

To the Dean of Teacher Training and Education Faculty

AssalamualaikumWr. Wb.

After reading and correcting widiyastuti’s graduating paper entitled “THE USE OF APPLES TO APPLES GAME TO IMPROVE STUDENTS’ READING COMPREHENSION IN TEACHING RECOUNT TEXT (A CLASSROOM ACTION RESEARCH OF TENTH GRADE OF MA AL BIDAYAH 2018/2019)”, I have decided and would like to propose if this graduating paper can be accepted by the Teacher Training and Education Faculty. I hope this graduating paper can be examined as soon as possible.

WassalamualaikumWr. Wb.

Counselor,

[Signature]

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A GRADUATING PAPER

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WRITTEN BY:
WIDIYASTUTI
NIM. 11314080

has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on Wednesday, 26th September 2018, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

Board of examiners

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Salatiga, 26th September 2018

Suwardi, M.Pd.
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MOTTO

“Many failures in life because people do not realize how close they were to success when they gave up”

~Thomas Alfa Edison~
DEDICATION

This graduating paper is dedicated to:

- My beloved parents Suprapto and Astutik, who always love and support me. You are my inspiration and my everything.
- My beloved brothers.
- My big family that supported for my education and finishing this graduating paper.
- My teacher that help for my corrected this graduating paper.
- My best friends in IAIN Salatiga Latifathul Rizka, Irma Innayati Fauziyyah, Siti Fatimmah, and Diah Tri Hastutik that supported and helped for my education and finishing this graduating paper.
- My friends in IAIN Salatiga and in other places that supported for my education and finishing this graduating paper.
ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

Assalamualaikum Wr. Wb.

Alhamdulillahi robbil‘alamin, all praise is to Allah SWT, the Most Gracious and the Most Merciful who always blesses and helps the writer so the writer can finish this graduating paper requirement for the Degree of Sarjana Pendidikan (S.Pd.) in English Department of Teacher Training and Education Faculty State Institute for Islamic Studies Salatiga. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

However, this paper will not be finished without support, advices, help and encouragement from several people and institution. Hence, the writer should like to express special thanks to:

1. Mr. Dr. Rahmat Haryadi, M.Pd, the Rector of Institute of Islamic Studies (IAIN) Salatiga.
2. Mr. Suwardi, M.Pd, the Dean of Teacher Training and Education Faculty of State Institute of Islamic Studies (IAIN) Salatiga.
3. Mrs. Noor Malihah, Ph.D, the Head of English Education Department.
4. Mr. Norwanto, M.Hum., Ph.D, the Counselor of this paper who always give great guidance, suggestions and attentions for this paper from the beginning until the end.
5. All of the lecturers in English Education Department of Teacher Training and Education Faculty who had given valuable knowledge.

6. All of the staffs of State Institute for Islamic Studies (IAIN) Salatiga who have helped the writer in processing of graduating paper.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers.

Salatiga, September 5th 2018

The writer

Widiyastuti

NIM. 11314080
ABSTRACT


Keywords: Apples to Apples game, Recount text, Vocabulary, Reading, Cycle.

The problem in this research contents about the low of learning activity and students’ result. The purpose of this research is to improve the students’ learning activity and the result of using Apples to Apples game in subject material “recount text” in 1st Social Science Grades 10th in MA Albidayah Candi Bandungan. This research was classroom action research, which was conducted in two cycles. The subject of this research was 27 students’ of tenth social science grades. The researcher finds that from the result of pre-test and post-test the implementation of Apples to Apples game in teaching recount text improves students’ understanding of the material. In addition, the use of Apples to Apples game enriches students’ vocabulary and reading skill. The first cycle, the researcher got the T-test is 13.6 and the T-table with N-1 is 2.056. The significant level is 5%. The value of T-test is bigger than the value of the T-table and the second cycle find that T-test is 10.01, and the T-table with N-1 is 2.056. The significant level is 5%. The value of T-test is bigger than the value of the T-table.
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CHAPTER I

INTRODUCTION

A. Background of the Research.

This research focused on teaching recount text using Apples to Apples game. According to Shonia (2016:3), teaching recount text is considered as more difficult and complicated language process to learn. This is widespread case among curriculum in Indonesia that young learner should focus on speaking and listening instead reading and writing. Learning English as a foreign language for some students is considered as a difficult thing (Westwood, 2008, as cited in Ayu, 2016:3)

Students who failed in reading tend to see reading as a painful experience, build their own mindset about reading as a demanding activity where readers have to read a text correctly; they see reading as a process of getting a word right, rather than see it as an enjoying activity. The factors that cause the failure in reading are the less of understanding a word or a sentence, how sentences relate to one another, how the information fits together in meaningful ways and lack of interest or concentration (Shonia (2016:3)

According to Frederick Cline (2006:23), reading is the ability process, understand it’s meaning, and integrate it with what the reader already knows, about complex of decoding symbols in order to construct or derive meaning. Reading is a means of language communication, and sharing information and ideas.
Based on competency standard in 2013 curriculum, the student is expected to be able to analyze social function, structure, and language features of recount text. Besides, they should be able to develop recount text in the form of work report, history, and personal experiences. So the research focused on teaching recount text using the game because teaching recount text is considered the most difficult and complicated language process to be learned. In learning process, many people sometimes do not focused on listening, reading, writing, or speaking process.

Based on researcher experience, the most difficult study is the process of teaching or learning. The researcher had observed some students in MA Albidayah Candi Bandungan about the students' problems that they had. The problems were: first, they were not interested in English language. Second, they are lack of vocabularies. Third, they do not know the meaning if the teacher using English language. Four, they were afraid of making mistake if they want to speak or write using English.

According to the researcher’s observation, the students English of MA Albidayah Candi Bandungan who had low motivation also got difficult standard minimums score (KKM) 70. Even thoughts some students who are able to get KKM (The highest score is 85 and the lowest is 50). Based on the observation in the classroom and interview with the teacher on Wednesday, January 3th, 2018 at 11.00 am at the MA Albidayah Candi Bandungan, The research conclude that students don’t like to reads text expecialy in English.
They think that the process was boring and they did not have sufficient vocabulary to understand the text.

This problem occurs because the teacher still used the conventional method in teaching the materials. The teacher just explained the materials and then gives exercises in written form. The teaching media are textbook and blackboard. This method made the students get bored and sleepy, especially when it is taught in the last session. Therefore, the writer provides a solution especially in teaching recount text. The solution is by teaching recount using apples to apple game, because Apples to Apple game offer a challenge to motivate the students to try to fulfill the grid. It gives opportunities for the students to practice and repeat the sentence pattern and vocabulary. Besides, that the Apples to Apples is a kind of games that’s make teaching-learning process more attractive than before.

Based on English syllabus for tenth-year students of MA Albidayah Candi Bandungan, the writer see on teaching recount text using Apples to Apples game. Because Apples to Apples are matching card in the game uses cards as a tool to play and draw an apple with the funny shape. There are two types of card in this game, red-color, and green color cards. The red color card contains the vocabulary (English word and question or clue word) and green card is the meaning and answer of the question of the red card. The role of this game is matching card. The card aims to help students to pair and for the answer of the question by the other card. According to previous studies, play is an important factor to increase the intrinsic motivation of children.
when they are learning language (Habgood et al., 2005). According to Malone (1982), learning could be considered as both emotional and cognitive process. When children are involved in a play activity, they are promoted by intrinsic motivation, and it make for deep learning (Felicial, 2011).

From the explanation above, the writer know that teaching English using game is an attractive technique and encourage the students enjoy studying English. The writer is eager to know the effectiveness of Apples to Apples game in improving students' in learning process. Students in this research are students of MA Albidayah Candi Bandungan. The writer uses game because it attractive method in teaching. Although, according to Gulin (2011:222), game mostly use when there is sometimes left at the lesson to keep the students quit.

Thus, in this research paper, the researcher investigates the implementation of game in teaching learning process which can to make students are interested in learning English. Based on the explanation mentioned previously the researcher to conduct a research about "THE USE OF APPLES TO APPLES GAME TO IMPROVE STUDENTS’ READING COMPREHENSION IN TEACHING RECOUNT TEXT (A CLASSROOM ACTION RESEARCH OF TENTH GRADE OF MA AL BIDAYAH 2018/2019).

B. Research Question

Based on the phenomenon above, this research is aimed to give answer the following problems:
1. How is the implementation of Apples to Apple game in teaching reading in recount text for the tenth grade students of MA Albidayah Candi Bandungan in the academic year 2018/2019?

2. How far is the Apples to Apple game improve students understanding on recount text for the tenth grade students of MA Albidayah Candi Bandungan in the academic year 2018/2019?

C. Objectives of the Research

The general purpose of the study is to be able to know the use apples to apple game that is implemented in the classroom. The specific objectives of this study are:

1. To identify Apples to Apple game in teaching reading comprehension in teaching recount text for the tenth grade students of MA Albidayah Candi Bandungan in the academic year 2018/2019?

2. To find out the result Apples to Apple game to improve students’ understanding in recount text recount text for the tenth grade students of MA Albidayah Candi Bandungan in the academic year 2018/2019.

D. Significance of the Research

Hopefully, the result of this research expects to be useful for some points in teaching and learning process of English. The significance of the research was useful for the students, the teachers, the researcher, and the other researcher.
1. For the students

Teaching recount text by using apples to apple game can motivate the students' and their interested in the learning process.

2. For the English teacher

This research also gives teacher knowledge about a method that can be used by him or her to teach students.

3. For the researcher

The findings of the research can be used as a starting point for improving the writer's teaching ability.

4. For another researcher

The writer hopes that the result of the research can be used as the reference for those who want to conduct a research in teaching English.

E. Hypothesis and Success Indicator

Based on the students observation result in teaching recount text as illustrated in chapter 1, the researcher tries to overcome those problems by implementing Apples to apples game. By conducting this research, the researcher proposes a hypothesis: The implementation of apples to apples game can improve the student’ understanding on recount text.

The success indicator of this research is taken from the students’ basic competence/ ability shown in Lesson Plan (RPP) (see appendix 2). The students’ success and failure in doing the activities in cycle I and II will be assess by referring to the criterion of passing grade (KKM). The passing grade of English lesson in SMA Albidayah Candi Bandungan is 70. The
teacher and the researcher expect that there are at least 75% of the students who pass the passing grade.

F. Method of the research

1. Setting of the research

This Research is Classroom Action Research. Wiriaatmadja (2005: 13) explains that Classroom Action Research is a method how a group of teachers can organize their teaching learning condition and learn from their own experience. They can try an idea as repair in their teaching learning process, and look the real effect of those efforts.

Table 1.1: Steps of Action Research

![Diagram of Action Research Steps]

Taken from LP3 UNNES (2007: 63)

According to Arikunto (2008: 75), there are four steps in each cycle for doing classroom action research, which can be explained as follow:
a. Planning

In this step, the researcher focuses on who, what, when, where, and how the action is conducted. At the planning stage, the researcher formulates some procedural acts how to improve reading skills in recount text using Apples to Apples game. The procedures are put in two lesson plans.

b. Action

This step is the implementation of the strategies prepared in the planning, by applying two cycles which each cycle is two hours. But in the first hour of learning process is to can share the material and analyses the vocabulary, while the second hour to analyses all meaning and the purpose of recount text.

c. Observation

When the researcher is implementing some techniques/procedural acts in teaching recount text using Apples to Apples game, the researcher is also observing the teaching and learning process. The researcher prepares the observation paper to know the condition of the class when the action occur, then the researcher (as the observer and collaborator) and the English teacher (is the teacher in the research) discuss about the result of observation, what the problem faced when teaching learning process and look for a good solution to solve the problem. So in this phase, the researcher observes and takes notes during teaching learning process.
d. Reflection

According to Hartono (2017:9), reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could observe the activity to know the results by the seeing, the progress happened, and also about the positives and negatives sides.

From several things above, the researcher concludes that classroom action research is action in the classroom, which can do by teacher and researcher with involve students to improve teaching and learning process. This research use data observation toward teaching recount text using Apples to Apples game. This data analyze from some cycles in action.

2. Subject of the research

The subjects of this research are students of X IPS1 of MA ALBIDAYAH CANDI BANDUNGAN in the academic year of 2018/2019. It consists of 27 students which consist of 13 boys and 14 girls. The writer choose X IPS 1 because based on the information from the English teacher, the students in this class have high motivation in learning English and the students in this class have little vocabulary so they difficult to explore and express their ideas orally or in written form.

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sex</th>
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<tbody>
<tr>
<td>1.</td>
<td>ATI</td>
<td>Male</td>
</tr>
<tr>
<td>2.</td>
<td>AR</td>
<td>Male</td>
</tr>
</tbody>
</table>
3. Steps of the Research

In conducting the research, the researchers carry out the steps which summarized in the following research schedule. The research schedule is shown in the table 1.2.

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparing the research chapter 1</td>
<td>March</td>
</tr>
<tr>
<td>2</td>
<td>Doing cycle</td>
<td>April</td>
</tr>
<tr>
<td>3</td>
<td>Doing observation</td>
<td>April</td>
</tr>
<tr>
<td>4</td>
<td>Analysis data</td>
<td>July</td>
</tr>
<tr>
<td>5</td>
<td>Writing research result</td>
<td>July</td>
</tr>
</tbody>
</table>
4. Techniques data collection

Collecting data is important to conduct a research. Arikunto (2010: 265) explains that there are some methods of collecting data. There are questioner, test, observation, interview and documentation. In order to collect data, the researcher uses three of them, namely documentation, observation and test as an instrument. Furthermore, Arikunto (2010: 192) states an instrument is the tool or facilities. It is used by the researcher to collect data.

1. Observation

Classroom observation is an observation that focused on the understanding of how social event of the language classroom are enacted (Nunan 1993: 93). In this classroom observation, the researcher observed students and teacher activities in teaching recount text. The observation consists of two cycles. Those are cycle I and cycle II. Every cycle consists of two-hours meeting. One hour to share material and analyses vocabulary and second hour to analyses all purpose or meaning of the text. The researcher used the checklist observation to make it more systematic. Consist of student checklist which the contents are about the consisting of paying attention, asking question, responding to question, accomplishing task and being enthusiastic of Apples to Apples game (see table 1. 4). The researcher also prepare list
of subject. The presence or absence of the subject is indicated by checking “Yes or No” or the type or sentence of subject may be indicated by filling the appropriate word on it.

The next checklist is a checklist that is used to observe the teacher. This is about the teacher activity in the learning process in the classroom. The teacher activity here are opening the lesson, giving assignment, delivering material of learning objectives, using media which accordance with the material, creating an exciting learning environment, generating students interest in learning, helping student’s difficulties during learning, being fair to all students, answering student questions, and ending end the lesson (see table 1.4). In filling this observation teacher, check list use mark “√.”

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Yes</th>
<th>No</th>
<th>Descriptions</th>
<th>Obstacles</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying attention</td>
<td></td>
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<td>2</td>
<td>Asking Question</td>
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<td>3</td>
<td>Responding to Question</td>
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<td>4</td>
<td>Accomplishing task</td>
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<td>5</td>
<td>Being enthusiastic of English Game</td>
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The form observational field note for teacher is shown on the table 1.5

<table>
<thead>
<tr>
<th>No</th>
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<th>Yes</th>
<th>No</th>
<th>Descriptions</th>
<th>Obstacles</th>
<th>Solutions</th>
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<tbody>
<tr>
<td>1</td>
<td>Greeting students before the lesson begins</td>
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<td>2</td>
<td>Praying before the lesson begins</td>
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<td>3</td>
<td>Checking student attendant</td>
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<td>4</td>
<td>Giving motivation</td>
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<td>5</td>
<td>Reminding previous</td>
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<tr>
<td>6</td>
<td>Giving explanation of the material</td>
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<tr>
<td>7</td>
<td>Uses of apples to apples game in accordance with the material</td>
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<tr>
<td>8</td>
<td>Giving opportunity for asking question</td>
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</tr>
<tr>
<td>9</td>
<td>Helps student’s difficulties during learning</td>
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<td></td>
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</tr>
<tr>
<td>10</td>
<td>Answers student questions</td>
<td></td>
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<tr>
<td>11</td>
<td>Giving feedback after the lesson</td>
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</table>

2. Test

A test is a method for collecting data by using questions. According to Heaton (1975: 1), test is important part of every teaching and learning experience. Both of testing and teaching are so closely interrelated which is virtually impossible to work in either field without being constantly concerned with the other. Tests was constructed primarily as devices to reinforce learning and to motivate the students’ performance in learning language.

In this research, the researcher used written test. Henson and Janke (2006: 86), explain that the varieties of written test are subjective and objective. A subjective test evaluated by giving an opinion of individual while. Objective test is written test which has right or wrong answer include multiple choice and matching items. The researcher used an objective test in this research by using essay items. In pre-test and post-test the researcher use 15-20 quesstion (See appendix 6-8).
3. Documentation

In this research, the researcher use photos as the documentation of the research.

5. Instruments Data Collection

The instruments of the research are presented as following.

1. Observation checklist

Observation checklist gave the information about the effectiveness of using Apples to Apples game in teaching recount text. The observer checked some aspect in teaching and learning process by giving a tick to statement in the observation sheet.

2. Interview guidelines

The interview guidelines are used to guide the writer to get responses from the teacher and students on the using Apples to Apples game in teaching recount text in this research. The research interviewed the teacher and student before, during, and after implementing the action to observe the improvement in the reading class.

3. Tests

Tests were used to get information about students reading improvement. The writer conducted pre-test and post-test to measure the improvement on the students reading about recount text by using Apples to Apples game.

6. Data Analysis
In this research, the researcher mixed methods to analyze the data. According to Fraenkel and Wallen (2009: 557), mixed-methods is the qualitative and quantitative method in a single research. When the teacher do the action, the researcher observe and analyze the process by using qualitative method. After that, the scores are given to the students by analyze it using quantitative method.

a. Qualitative Data

Qualitative research is very important to discover and analyze the motives of behavioral science of human (Kothari, 2004: 3). In this research, the data of check list is analysis by qualitative, and this research collecting data with watch students behavior in context of learning. So the researcher describes the activity in the classroom.

b. Quantitative Data

This research uses quantitative analysis to process the data of the research. The quantitative data is processes after the teacher and the researcher get the score of the students. The score of the exercise for the correct answer is 10 and 0 for wrong answer. The maximum score is 100. According (Kothari, 2004: 3), Quantitative research is process based on the measurement of quantity. To measure the data quantitatively, the researcher use the following formula. The data put from score in assignment of pretest and post-test and answer from the problem statements in this research.
a. To find out the mean score of the pre test and the post test, the researcher used this formula:

\[ M = \frac{\sum X}{N} \]

Note:

\( M \) = The Mean of the students score.
\( \sum X \) = The sum of the students score.
\( N \) = The total number of the students.

b. To calculate the mean of difference, the researcher used this formula:

\[ M_D = \frac{\sum D}{N} \]

Note:

\( M_D \) = Mean of difference.
\( \sum D \) = The total difference between the pre test and the post test.
\( N \) = The total number of the students.

c. To calculate standard deviation, the researcher used this formula:

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

Note:

\( SD_D \) = Standard Deviation.
\( D \) = The Difference between the pre test and the post test.
\( N \) = The number of the students.

d. To calculate the standard error for the mean difference, the researcher used this formula:
\[ \text{SE}_{MD} = \frac{\text{SDD}}{\sqrt{N-1}} \]

Note:

\( SE_{MD} \) = The standard error for the mean difference.

\( SD_{D} \) = Standard Deviation.

\( N \) = The total number of the students.

\( d.f = N-1 \)

e. To calculate the t-test, the researcher used this formula:

\[ T_0 = \frac{\text{MD}}{\text{SE}_{MD}} \]

Note:

\( T_0 \) = T-test.

\( M_D \) = Mean of difference.

\( SE_{MD} \) = The standard error for the mean difference.

G. Research Organization

The researcher wants to arrange the graduating paper in order to the reader can catch the content easily. It is divided into five chapters.

Chapter I is introduction. It contains the background of the research: research question, objectives of the research, significance of the research, hypothesis and success indicator, research methodology, and graduating paper outlines.

Chapter II is Theoretical Framework. This chapter consists of supporting theories and the review of previous research. Supporting theories discusses the definition of reading, the purposes of reading, the process of
reading, types of reading taught in Senior High School, the definition of Recount text, the purposes of Recount text, the generic structure of Recount text, the language feature of Recount text, example of Recount text, the definition of Apples to Apples game, the step of using Apples to apples game, teaching reading using Apples to Apples game, and the application of apples to apples game in reading recount text.

Chapter III is the implementation of the research. This chapter consists of procedure of the research.

Chapter IV is research findings and data analysis. This chapter consist result of the research about the improvement and the significant influence of reading in recount text using Apples to apples game for tenth-year students of MA Albidayah Candi Bandungan in the academic year of 2018/2019.

Chapter V is closure. This chapter consists of the conclusions and suggestions of the research based on the analysis in chapter four. The conclusions state the answer to the research questions about the improvement and the significant influence of reading in recount text using Apples to Apples.
CHAPTER II
THEORETICAL REVIEW

A. Theoretical Framework

1. Reading

   a. Definition of reading

      According to Charles (2001:23), “reading is decoding and understanding written text. Decoding requires translating the symbols of writing systems (including braille) into the spoken words they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers’ strategies and knowledge”. Reading is the process of deriving meaning from text. For the majority of readers, this process involves decoding written text. Some individuals require adaptations such as braille or au-ditorization to support the decoding process. Understanding text is determined by the purposes for reading, the context, the nature of the text, and the readers’ strategies and knowledge (Cline, F., et al, 2006:3)

      According to Savage, R. (2008:125), reading is one strand of literacy, which the process is complex and multi-dimensional. Teachers have to understand about this complexity and are able to use a range of teaching approaches that produce confident and independent of the readers. Recent work completed by the NCCA (Research 15, 2012) “identified a number of components that need to be considered in the teaching reading towards recognizing this complexity”. Among these
are: first, the establishment of varied and rich vocabulary. Development of phonological processes. Seconds, the provision of a frame works on the teaching comprehension strategy. The third, a need to ensure that motivation and enjoyment of reading are key aspects of the reading process and the last renewed focus on reading fluency.

This research attempts to highlight the above components by providing some background knowledge and by outlining practical opportunities for their application in the classroom. Each component is an essential ingredient of a multi-dimensional definition of reading and providing guidance for understanding how the reading process should be taught. Components of Reading take from National Council for Curriculum and Assessment (2007:145)

One of many components of reading is Vocabulary. Vocabulary is the experience of most language teachers that the single, biggest component of any language course (McCharty, 1990:9). Vocabulary is a central part of language. The more words students know well and can
use, the more meaning they can communicate in a wide variety of circumstances (Coxhead, 2006: 1).

b. Models of Reading process

They are three models of the reading process. The first is bottom-up model, Ahmadi, et al (2012 as cited in Narjes 2016:4) said “that main focus of this model is the smaller units of a text like letter, word, phrases, and sentences. The reader read all of the words in a phrases or sentences to understanding it”. This models start from to know the key smaller part of linguistic, such as phonemes, graphemes, and words. After that makes the new meaning from the smallest to largest part (Narjes, 2016:4). The weakness of the model is his or her can only know the meaning if they understand the connecting from words because it is not connecting one word to the other word (Narjes, 2016:4).

The second model is top-down, Ahmadi & Pourhosein Gilakjani (2012 as cited in Narjes 2016:4) started reading as a “psycolinguisitic guessing game” in which readers apply their previous knowledge to relate with a text and to connect these new information found in text in order to understand it. They try to guess the meaning of words or phrase. According to Narjan (2016:4) “readers begin forecasting from the title of the reading text that permits them to restrict the scope of their reading”.
The last model of reading process is interactive model. Interactive model according to Ahmadi & Pourhosein Gilakjani (2012 as cited in Narjes 2016:4) “this model is based on information from various sources like orthographic, lexical, syntactic, each other. If they do not understand texts, they should apply their previous knowledge to help them”. Reader how are dependent on top-down model use textual signs and infer the meaning but they should make up for deficiencies like weaknesses in word identification and lack of effective bottom-up processing (Narjes, 2016:4).

c. The purpose of reading.

According to Hager., et al (2004:9) one purpose of reading is learners can explain the role reading plays in their lives, by identifying the kinds of text they need or want to read regularly. They also can explore the role they like reading in their lives by investigating what reading means to experienced readers.

“The second purpose of reading is Learners can continue to explore what, how, and why experienced readers read and apply this knowledge to their own reading process” Constance (1992:7). Learners can set reading goals in their roles as family members, workers, individuals, and community members.

d. Types of Reading Text Taught in Senior High School

Based on the Standard Competencies and Basic Competencies of curriculum 2013, there are some types of reading text which have to be
taught in Senior High School. They are; description, recount, narrative, procedure, report, explanation, analytic exposition and news item. According to Gerrot and Wignell (1995:192), there are many types of reading text:

1) Recount

According to Hartono (2016:25), recount is a kind of genre that has a social function to retell event for the purpose of informing and entertaining. Some examples of recount text types are; newspaper, reports, conversation, speeches, television interviews, etc.

2) Descriptive text

According to Denil and Refnaldi (2003:3), descriptive is a kind of text which has purpose to describe a particular person, places or thing in details. Like other generic structure and the lexicogrammatical features. Besides, Gerot and Wignel (1994 as cited in Denil and Refnaldi, 2003:3) “descriptive text has purpose to describe about particular person, places , thing”.

3) Narrative

According to Mislaini (2015:2), narrative is one types of text that should be learned by student. Narrative text is interesting text, and the purpose of it is text is to entertain, to tell a story or to provide literary experiences. It is related to the recount type.
4) Procedure

According to Hartono (2016:25) “procedure is a kind of genre that has a social function to describe how something is accomplished through a sequence of actions or steps. A procedure is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instruction for making something, doing something or getting somewhere”. The example of procedure texts includes recipes, itineraries, manuals instruction, and directions.

5) Report

According to Linda (1995:196 as cited in Naning, 2014:23) “report is a text which describe the way things are, with references to a range of natural, man-made, and social phenomenon in our environment”.

6) Explanation

According to Tian (2016:24) “explanation is a kind of genre that has a social function to explain the process involved in the formation or working of natural or socio-cultural phenomena”.

7) Analytic Exposition

According to Tian (2016:24) “analytic exposition is a kind of genre that has a social function to persuade the reader or listener about the case something”.

8) News Item
According to Tian (2016:24) “news item is a kind of genre that has a social function to inform the reader, listener, viewers about events of the day which are considered newsworthy or important”.

2. Recount text.
   a. Definition recount.

   Recount is a piece of text that retells past events, usually in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened. Recount is a kind of genre that has a social function to retell event for the purpose of informing and entertaining, Rosyadi (2011:1). Some examples of recount text types are; newspaper, reports, conversation, speeches, television interviews, etc.

   A recount is a text that tells about past experience or events that can be based on the author’s personal or historical events. This type of text is chosen as means in which the students write. It is selected since they can feel free to explore the story that is based on their personal experience and eventually convert their ideas into written form (Ayu, Derewianka, 2016:9).

   b. The purpose

   The purpose of a Recount is to inform and entertain the readers. To attain its purpose, the text needs to involve several steps namely, an orientation which lets the reader know who is involved, where, when and others and the retelling of a series of events in chronological
sequence. A piece of text that retells past events, usually in the order in
which they happened is a recount text. It begins with by telling the
reader who was involved, what happened, where the events took place
and when it happened (Ayu, Derewianka, 2016:10).

c. Generic structure

According to Anderson (1997:103), one way of understanding
recount text is by identifying the generic structure of that text. The
simple generic structure that is taught in senior high school is divided
into following three elements namely orientation, events, and
reorientation.

1. Orientation: Introducing the participants, place and time.
2. Events: Describing series of event that happened in the past.
3. Reorientation: It is optional, stating personal comment of the writer
to the story.

d. Language Features in recount

1. Introducing personal participant: I, my group, etc.
2. Using chronological connection: then, first, etc.
3. Using linking verb: was, were, saw, heard, etc.
4. Using action verb: look, go, change, etc.
5. Using simple past tense.
e. Example of recount text

Holiday in Toraja

Last month my family and I went to Toraja to attend Grandpa’s funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony. Overall, the ceremony was quite elaborate. It took about a week. Several days before the ceremony was done, grandpa’s body was kept in a series of houses arranged in a circular row around an open field called “Tongkonan”. His corpse was dressed in a fine wearing.

The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin. Then, it was brought out of the house and placed on an open platform beneath the granary.

Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called “Lakian”. The next phase of the ceremony was held in this place. The coffin is borne from the house and placed in the “Lakian”. During the day, there were also buffalo matches. They were great matches. In the night, we were feasting, chanting, and dancing.

3. Apples to apples game.
   a. Definition apples to apples game
According to Tamara (2012:7) Apples to Apples is the wild
card and party game that provides instant fun-on-the-run for four to
eight players. Quick, easy, and portable, it’s as simple as comparing
“apples to apples.” Just open the convenient travel box, deal the cards,
and you’re ready to play! Select the card from your hand that you think
is best described of the card played by the judge. If the judge picks your
card, you win that round. And everyone gets a chance to be the judge!
Each round is filled with surprising and outrageous comparisons from a
wide range of people, places, things and events.

b. Step to play Apples to Apples game

Take from brochure in the internet 2016, this is the step to play
apples to apples game (cards)

1. The judge picks a green apple card from the top of the stack, reads
the word aloud, and places it face up on the table.

2. Players (except the judge) quickly choose the red apple card from
their hand that is best described by the word on the green apple card
played by the judge. Players place these red apple cards face down
on the table.

3. Quick Pick Option: With five or more players, you might want to try
the Quick Pick Option. The last red apple card placed on the table
will not be judged and is returned to that player’s hand. If you
snooze, you lose!
4. The judge mixes the red apple cards so no one knows who played which card. The judge turns over each red apple card, reads it aloud, and then selects the one he or she thinks is best described by the word on the green apple card. The player of the selected red apple card is awarded the green apple card played by the judge.

5. To keep score, players keep the green apple cards they have won, on the table, until the end of the game.

6. The judge collects, of the red apple cards played during that round and discards them into an empty well in the box bottom.

7. The card decks, and the role of judge, pass to the player on the left. The new judge deals enough red apple cards to bring each player’s hand back up to seven.

8. Play continues following steps 1-6 until someone has earned enough green apple cards to win the game!

B. Review of Previous Research

There are some previous research which is used in this research. The researcher takes 2 previous researches.

The first previous research is from Yan Hao (2014), her research about the “Apples to Apples” to Foreign Language Learning, He use Qualintativ research approach. His research is at thirty-six years students of in Chinese. The results of her research show that Apples to Apples to improve foreign language the students are more interested and involve actively in teaching
learning process. The score between pretest and posttest is very different, where posttest is greater than pretest.

The second, previous research from Tamara L. Chilver (2012), his research about the “Using Apples to Apples for improving vocabulary and writing skills”, She use quantitative research. His research is at junior high school in USA. The results of her research show that Apples to Apples to improve vocabulary and writing skills the students are more interested and involve actively in teaching learning process. The score between pretest and posttest is very different, where posttest is greater than pretest.

This research is different from the two previous research. This research focuses on Apples to Apples game in teaching text and to make students’ understanding on recount text. The approach used is classroom action research and here the author as a researcher and observer and class teacher is the teacher in the research itself. so as researcher, I just need one class. The participants are students on tenth grade at MA ALBIDAYAH Candi Bandungan. The researcher use observation and test as instrument.
CHAPTER III
IMPLEMENTATION OF RESEARCH

A. The Procedures of the Research

The researcher used the CAR principle in collecting the data. There are four steps in one cycle for doing actions research those are planning, acting, observing and reflecting. In this research, the researcher conducted the research into two cycles: cycle I, and cycle II. The researcher collaboration with the English teacher, who teaches in the tenth class?. The activity in each cycle as follows:

1. Cycle I

The researcher used Apples to Apples game, which can be improved the students’ understanding in reading text. The topic is a recount text, the procedure as below:

a. Planning

In this stage, the researcher planned what action would be done in using and applying apples to apples game in teaching reading recount text. The activity in the planning was presented as below:

1) Selecting the materials with teacher’s annual program based on the syllabus.

2) Preparing material, making the lesson plan and designing the steps in doing the action.
3) Preparing teaching aids with the theme “explanation” (example: print out of recount text, the design of apples to apples game, a sheet of cards).

4) Preparing students’ and teachers’ observation checklist of the cycle I (to know the situation of the teaching-learning process when the technique is applied).

5) Preparing the pre-test and post-test of the cycle I.

6) Preparing the list of students’ name and scoring of cycle II.

   The preparation was designed in order to gain the purpose of the teaching-learning process. Students are supposed to improve their reading to the materials are given.

b. **Acting**

   After the preparation finished, the researcher did the teaching-learning process. In this section, the learning process is blackboard by the teacher. In the acting stage as the stage of implementation the preparation, the researcher presented as below:

1) Giving pre-posttest for students.

2) Giving the material and explain the recount text, generic structure, and generic feature of the recount text.

3) Giving the example of recount text with the theme “experiences of people” and analyzing the identification vocabulary and intrinsic element of the text.
4) Explaining the materials and the implementation using apples to apples in recount text.

5) Giving the example of design apples to apples game from the recount text with the theme “experiences of people”. Presenting the example of Apples to Apples game in teaching reading recount text.

6) Giving occasion for the students to ask any difficulties using Apples to Apples in the learning process.

7) Giving post-test

   In this phase, the researcher and the students were working together. Students gained the material deeply. Meanwhile, the teacher helped, guided, and monitored the students.

8) Ask the students to identify a recount text using apples to apples with the theme “explanation” in a workgroup discussion.

9) Giving chance for the students to present and discuss their knowledge in front of the class.

10) Concluding the material and giving feedback after the lesson.

c. Observing

   1) The researcher observes the students and teacher activity by using an observation checklist.

d. Reflecting

   Reflecting is a research finding analysis. At this point, the researcher reflected on, evaluate, and describe the effects of the action.
This is to record what happens in observation. Reflection seeks to make sense of processes, problems and real issues in strategic action. Reflection is an evaluate aspect; it asks the researcher to weight the experience, to judge whether or not the technique can be solving the problem and to enhance students’ reading.

1) The researcher evaluated the activities that have been done.

2) The classroom teacher and the researcher discuss to make a reflection what will they do to repair the problems.

3) Analyzing the data from the observation checklist and students’ score of the test in the cycle I.

2. Cycle II

The second cycle does base on the result of reflection from the cycle I. If the result from observation shows that the quality of the students was still low, it is needed another action in order to make improvement of the quality for the next cycle. The topic is same as the cycle I, the topic is an explanation. The procedures are as follow:

a. Planning

In the planning phase of the second cycle, the researcher would do several activities that would be designed as below:

1) The researcher identifies the problem and makes the solution to the problems.

2) Preparing material, making the lesson plan and designing the steps in doing the action.
3) Preparing teaching aids with the theme “explanation” (example: print out of recount text, the design of apples to apples game, a sheet of cards).

4) Preparing students’ and teachers’ observation checklist of cycle II (to know the situation of the teaching-learning process when the technique is applied).

5) Preparing pre-test and post-test of cycle II.

6) Preparing the list of students’ name and scoring of cycle II.

   The preparation was designed in order to gain the purpose of the teaching-learning process. Students are supposed to improve their reading by the materials are given.

b. **Acting**

   In cycle II acting is quite similar to the cycle I acting. In this section, the learning process is led by the teacher. The activities of the cycle II acting included:

1) Giving pre-posttest for students.

2) Giving the material and explain the recount text, generic structure, and generic feature of the recount text.

3) Giving the example of recount text with the theme “experiences of people” and analyzing the identification vocabulary and intrinsic element of the text.

4) Giving more examples of the materials and the implementation using apples to apples game in reading recount text.
5) Giving the example of design cluster from the recount text with the theme “explanation”. Presenting the example of apples to apples game in teaching reading recount text.

6) Giving occasion for the students to ask any difficulties using apples to apples game in the learning process.

7) Giving post-test

   In this phase, the researcher and the students were working together. Students gained the material deeply. Meanwhile, the teacher helped, guided, and monitored the students.

8) Ask the students to identify text apples to apples game with the theme “explanation” in a workgroup discussion.

9) Giving chance for the students to present and discuss their knowledge in front of the class with their group.

10) Conclude the material and giving feedback after the lesson.

c. Observing

   1) The researcher observes students and teacher activity by using an observation checklist.

d. Reflecting

   Reflecting is a research finding analysis. At this point, the researcher reflected on, evaluate, and describe the effects of the action. This is to record what happens in observation. Reflection seeks to make sense of processes, problems and real issues in strategic action. Reflection is an evaluate aspect; it asks the researcher to weight the
experience, to judge whether or not the technique can be solving the problem and to enhance students’ reading.

1) The researcher evaluated the activities that have been done.

2) The classroom teacher and the researcher discuss to make a reflection what will they do to repair the problems.

3) Analyzing the data from the observation checklist and students’ score of the test in cycle II.

3. The Minimal Standard of Successful

The students’ success and failure in doing the activities plan above will be assessed by referring to the criterion of the passing grade (KKM). The passing grade of English lesson in MA Al-bidayah Candi Bandungan is 70. The teacher and the researcher expect that there are at least 85% of the students who pass the passing grade.
CHAPTER IV
RESEARCH FINDINGS AND DATA ANALYSIS

A. Result of the Research

This chapter focuses on analyzing the collected data. The researcher gives the details of the findings. It displays the finding of the data collection from the beginning until the end of the research. The findings consist of result of the cycle I and cycle II. The two cycles are treatment of the implementation Apples to Apples game to teach recount text.

1. Research Finding

The research consists of two cycles and each cycle consists of planning, action, observation, and reflection. The whole steps of this research would be explained in the description below:

a. Cycle I

1) Planning

In the planning stage of cycle I the researcher analyzed the syllabus and the researcher discussed the topic and source of the material with the teacher which would to used in teaching and learning process. The researcher also prepared several instruments, they were as follows:

a) Lesson Plan

The lesson plan was used to control the teaching and learning process in this research. The researcher used it as a
guide to manage time and activities during teaching and learning process in the class (see appendix 2).

b) Apples to Apples card

Here the researcher prepared two types of cards, red and green. The green card contained the English words and the questions related to the instructional material. Questions about the definition, generic structure, purpose, language features of the recount text and questions about the recount text used as an example. While the other one, red can contained the words in Indonesian and the sentences that would used to answers the questions in the green card.

c) Observation Checklist

Observation checklist was prepared in order to know the students’ and teachers’ activities during the teaching and learning process.

d) Material

The material of Recount text consisted of the definition, purpose, generic structure, example, and language feature.

e) Student attendance list

The list was used to know total of student who entered in the class and follow the lesson.

f) Pre-test and Post-test
The researcher used pre-test and post-test in his action. The pre-test was done before Apples to apples game implemented to know the understanding of students in teaching recount text. Then, the researcher conducted the post-test. Post-test was done after implementing apples to apples game in teaching recount text to see the result of the study before and after using Apples to Apples game.

2) Action

The cycle I was done on Friday, July 20, 2018 in MA Albidayah Candi Bandungan. The teacher was Mr. Latif Mashadi, and the researcher role was as an observer.

The teacher started the lesson by greeted “Assalamualaikum warahmatullahi wabarakaatuh” and asked the condition of the students saying “how are you today?” The students answered, “I’m fine to thank you, and you?” The teacher answered, “I’m very well too, thank you”. The teachers opened the lesson, and checked the students’ attendance list. After checking the attendance list, the teacher reviewed the previous class. She asked to the students “did you remember what we have learned in the last meeting?” The students answered that they learned self introduction. After that, he asked to the students to explain the definition of recount text. One of the students “SHO” answered that recount text is text retell about something. After giving a little
explanation about the recount text, the teacher told that they would do a pre-test. The teacher gave a task to the students.

After that, the teacher told that they which a pre-test. Then, the teacher gave 20 minutes to do a pre-test. The teacher gave test, consisted of 15 questions of 10 words and 5 essays. After doing pre-test the teacher gave a handout the students and asked some students to about the definition of descriptive text, the purpose, the generic structure, and language features of the recount text. Then the teacher explained more detail in Indonesia language in order to make the students understood the material. Then the teacher and the students read the example of recount text with title “Holiday in Toraja”. They had discussed the generic structure of the text. After explained it, the teacher used apples to Apples game which showed one by one in front of class. The first showed green card mean while the teacher asked question to the students” What us the meaning of funeral?” there are some students looking for that in red card and answered “Pemakaman”.

After that, the teacher put more said “what us the meaning of Circular”, there are some students looking for that in red card and answered “Surat Edaran”, there are also some students answered “Melingkar”. The teacher playing the game until 12 cards and the all card contained question what, why about the text and English words in the text. The example teacher use green card
“What happened to the Grandpa several days before the ceremony?” and the students’ looking for and one group answer “He made Tongkonan” this is false, so the teacher saying other?, tri group answer “He was placed in the Tongkonan”. After that the finish game the teacher circulates the score and the four game get many score and they can get reward the next meeting.

After the playing the game the teacher gave post-test to the students to read recount text and looking for the question in the paper for about 30 minutes (see appendices 4). The teacher monitored the students’ activities and after the time was up, the teacher collected the students’ worksheet. The teacher asked the students to present their pre-test in front of the.

The teacher asked the students, “Well students, what about the exercise? It’s easy right?” “Yes” answered the students. The teacher said “Good”. The teacher concluded the material, and then the teacher saying “Students, time was up. We will continue to the next meeting “Assalamualaikum warahmatullahi wabarakaatuh” the students answered “Wa’alaikumsalam warahmatullahi”.

3) Observation

The researcher observed students and teacher activity by using checklist in the learning process. This observation was purposed to know how far the situation and enthusiasm of the students and teacher activity during teaching and learning process.
The purpose of this activity was to evaluate the teaching and learning process, collecting data and monitor the class.

RESULT OBSERVATION CHECK LIST CYCLE I

Table 4.1: Form of Result Observation Check List for Students

<table>
<thead>
<tr>
<th>No</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying Attention</td>
<td>√</td>
<td></td>
<td>All of the students paid attention to the answer the greeting.</td>
</tr>
<tr>
<td>2</td>
<td>Asking Question</td>
<td>√</td>
<td></td>
<td>There were some students who asked questions.</td>
</tr>
<tr>
<td>3</td>
<td>Responding to question</td>
<td>√</td>
<td></td>
<td>The Students answered teacher’s questions</td>
</tr>
<tr>
<td>4</td>
<td>Accomplishing task</td>
<td>√</td>
<td></td>
<td>All of the students did the task</td>
</tr>
<tr>
<td>5</td>
<td>Being enthusiastic in application Apples to Apples game</td>
<td>√</td>
<td></td>
<td>They felt enjoy with the application of Apples to Apples game</td>
</tr>
</tbody>
</table>

Table 4.2: Form of Result Teachers’ Observation Checklist

<table>
<thead>
<tr>
<th>No</th>
<th>The Teachers’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparing the material well</td>
<td>√</td>
<td></td>
<td>The teacher prepared the lesson plan and material well</td>
</tr>
<tr>
<td>2</td>
<td>Greeting students before the lesson begin</td>
<td>√</td>
<td></td>
<td>The teacher greeted the students and students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The teacher checking students’ attendant</td>
<td>√</td>
<td>The teacher called the students one by one</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Giving motivation</td>
<td>√</td>
<td>The teacher not gave motivation</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Reminding previous material</td>
<td>√</td>
<td>The teacher immediately explain the current material</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Giving the explanation of the material</td>
<td>√</td>
<td>The teacher explained the material, she used mix language: in Indonesia and English language</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Using Apples to Apples game in teaching recount text</td>
<td>√</td>
<td>The teacher used a design of Apples to Apples game and accordance with the material which showed to the students</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Giving opportunity for asking the question</td>
<td>√</td>
<td>The teacher gave time to the student about everything to asked question</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Help the students’ difficulties in learning</td>
<td>√</td>
<td>The teacher helped students to solve the difficulties</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Giving feedback after the lesson</td>
<td>√</td>
<td>The teacher gave feedback to the result of the learning.</td>
<td></td>
</tr>
</tbody>
</table>
The teacher and researcher analyzed the data of pre-test and post-test. First they gave score to the students based on the rubric assessment. 15 questions of 10 words and 5 essay, where in each correct answer is score 10 for words, 10 essay and 0 for words and 5 to each wrong answer. The maximum score is 100. The calculation and result of both tests are presented below:

a. Pre-test

Table 4.3: Students’ Score in the Pre-test of the Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sex</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ATI</td>
<td>Male</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>AR</td>
<td>Male</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>ARS</td>
<td>Male</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>AY</td>
<td>Male</td>
<td>55</td>
</tr>
<tr>
<td>5</td>
<td>ANN</td>
<td>Male</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>APP</td>
<td>Male</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>ARUN</td>
<td>Female</td>
<td>30</td>
</tr>
<tr>
<td>8</td>
<td>AP</td>
<td>Female</td>
<td>30</td>
</tr>
<tr>
<td>9</td>
<td>BT</td>
<td>Female</td>
<td>25</td>
</tr>
<tr>
<td>10</td>
<td>DA</td>
<td>Female</td>
<td>20</td>
</tr>
<tr>
<td>11</td>
<td>EA</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>12</td>
<td>LU</td>
<td>Female</td>
<td>25</td>
</tr>
<tr>
<td>13</td>
<td>MNS</td>
<td>Male</td>
<td>50</td>
</tr>
<tr>
<td>14</td>
<td>NR</td>
<td>Male</td>
<td>30</td>
</tr>
<tr>
<td>15</td>
<td>RHM</td>
<td>Male</td>
<td>40</td>
</tr>
<tr>
<td>16</td>
<td>SA</td>
<td>Female</td>
<td>45</td>
</tr>
<tr>
<td>17</td>
<td>SK</td>
<td>Male</td>
<td>70</td>
</tr>
<tr>
<td>18</td>
<td>SF</td>
<td>Female</td>
<td>40</td>
</tr>
<tr>
<td>19</td>
<td>SS</td>
<td>Male</td>
<td>35</td>
</tr>
<tr>
<td>20</td>
<td>SSE</td>
<td>Female</td>
<td>35</td>
</tr>
<tr>
<td>21</td>
<td>TK</td>
<td>Male</td>
<td>45</td>
</tr>
<tr>
<td>22</td>
<td>TY</td>
<td>Female</td>
<td>45</td>
</tr>
<tr>
<td>23</td>
<td>TS</td>
<td>Female</td>
<td>30</td>
</tr>
<tr>
<td>24</td>
<td>TI</td>
<td>Female</td>
<td>35</td>
</tr>
<tr>
<td>25</td>
<td>TO</td>
<td>Male</td>
<td>30</td>
</tr>
<tr>
<td>26</td>
<td>TW</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>27</td>
<td>SK</td>
<td>Female</td>
<td>40</td>
</tr>
</tbody>
</table>
From the students’ score in the pre-test of the cycle I above, the calculated the number the of students’ who passes the passing grade are:

**Table 4.4: Count of Passing Grade of the Pre-test in the Cycle I**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>70</td>
<td>1</td>
<td>4 %</td>
</tr>
<tr>
<td>&lt;70</td>
<td>26</td>
<td>96 %</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the data above, the researcher and the teacher know that there are only 4 % of the students who get score higher than the passing grade. The passing grade of English lesson in MA Al-Bidayah Candi Bandungan is 70. The teacher and the researcher expected that there were at least 75 % of the students who pass the passing grade. Therefore, the target of the passing grade in the pre-test of the cycle I is not achieved.

b. Post-test

**Table 4.5: Students’ Score in the Post-test of the Cycle I**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sex</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ATI</td>
<td>Male</td>
<td>95</td>
</tr>
<tr>
<td>2.</td>
<td>AR</td>
<td>Male</td>
<td>80</td>
</tr>
<tr>
<td>3.</td>
<td>ARS</td>
<td>Male</td>
<td>95</td>
</tr>
<tr>
<td>4.</td>
<td>AY</td>
<td>Male</td>
<td>95</td>
</tr>
<tr>
<td>5.</td>
<td>ANN</td>
<td>Male</td>
<td>95</td>
</tr>
<tr>
<td>6.</td>
<td>APP</td>
<td>Male</td>
<td>90</td>
</tr>
<tr>
<td>7.</td>
<td>ARUN</td>
<td>Female</td>
<td>95</td>
</tr>
</tbody>
</table>
From the students’ score in the post test of the cycle I above, the researcher and the teacher can calculated the number of students who passed the passing grade.

**Table 4.6:** Count of Passing Grade of the Post-test in the Cycle I

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>24</td>
<td>88 %</td>
</tr>
<tr>
<td>70</td>
<td>1</td>
<td>4 %</td>
</tr>
<tr>
<td>&lt;70</td>
<td>2</td>
<td>8 %</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the data above, it can be concluded that there are an improvement from the pre-test. The students who pass the passing grade in the pre-test of the cycle I are 8%. In the post test, 88% of the students pass the passing grade. There was an
improving as many as 80%. The teacher and the researcher expect that there are at least more 88% of the students pass the passing grade. Then, the teacher and the researcher conducted the cycle II.

c. Calculation of Mean

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>Pre Test ($X_i$)</th>
<th>Post Test ($Y_i$)</th>
<th>$D$</th>
<th>$D^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ATI</td>
<td>30</td>
<td>95</td>
<td>65</td>
<td>4225</td>
</tr>
<tr>
<td>2.</td>
<td>AR</td>
<td>25</td>
<td>80</td>
<td>55</td>
<td>3025</td>
</tr>
<tr>
<td>3.</td>
<td>ARS</td>
<td>30</td>
<td>95</td>
<td>65</td>
<td>4225</td>
</tr>
<tr>
<td>4.</td>
<td>AY</td>
<td>55</td>
<td>95</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>5.</td>
<td>ANN</td>
<td>20</td>
<td>95</td>
<td>75</td>
<td>5625</td>
</tr>
<tr>
<td>6.</td>
<td>APP</td>
<td>50</td>
<td>90</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>7.</td>
<td>ARUN</td>
<td>30</td>
<td>95</td>
<td>65</td>
<td>4225</td>
</tr>
<tr>
<td>8.</td>
<td>AP</td>
<td>30</td>
<td>95</td>
<td>65</td>
<td>4225</td>
</tr>
<tr>
<td>9.</td>
<td>BT</td>
<td>25</td>
<td>95</td>
<td>70</td>
<td>4900</td>
</tr>
<tr>
<td>10.</td>
<td>DA</td>
<td>20</td>
<td>95</td>
<td>75</td>
<td>5625</td>
</tr>
<tr>
<td>11.</td>
<td>EA</td>
<td>60</td>
<td>90</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>12.</td>
<td>LU</td>
<td>25</td>
<td>90</td>
<td>65</td>
<td>4225</td>
</tr>
<tr>
<td>13.</td>
<td>MNS</td>
<td>50</td>
<td>90</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>14.</td>
<td>NR</td>
<td>30</td>
<td>95</td>
<td>65</td>
<td>4225</td>
</tr>
<tr>
<td>15.</td>
<td>RHM</td>
<td>40</td>
<td>90</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>16.</td>
<td>SA</td>
<td>45</td>
<td>95</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>17.</td>
<td>SK</td>
<td>70</td>
<td>95</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>18.</td>
<td>SF</td>
<td>40</td>
<td>100</td>
<td>60</td>
<td>3600</td>
</tr>
<tr>
<td>19.</td>
<td>SS</td>
<td>35</td>
<td>85</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>20.</td>
<td>SSE</td>
<td>35</td>
<td>90</td>
<td>55</td>
<td>3025</td>
</tr>
<tr>
<td>21.</td>
<td>TK</td>
<td>45</td>
<td>95</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>22.</td>
<td>TY</td>
<td>45</td>
<td>30</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>23.</td>
<td>TS</td>
<td>30</td>
<td>90</td>
<td>60</td>
<td>3600</td>
</tr>
<tr>
<td>24.</td>
<td>TI</td>
<td>35</td>
<td>55</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>25.</td>
<td>TO</td>
<td>30</td>
<td>95</td>
<td>65</td>
<td>4225</td>
</tr>
<tr>
<td>26.</td>
<td>TW</td>
<td>65</td>
<td>95</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>27.</td>
<td>SK</td>
<td>40</td>
<td>70</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>$\Sigma X_i$</td>
<td>$\Sigma Y_i$</td>
<td>$\Sigma D$</td>
<td>$\Sigma D^2$</td>
</tr>
<tr>
<td>N=</td>
<td></td>
<td>1035</td>
<td>2380</td>
<td>1360</td>
<td>77950</td>
</tr>
</tbody>
</table>
d. Mean of the Pre-test

\[ M = \frac{\sum X_1}{N} \]
\[ = \frac{1035}{27} \]
\[ = 38.33 \]

e. Mean of the Post-test

\[ M = \frac{\sum Y_1}{N} \]
\[ = \frac{2380}{27} \]
\[ = 88.15 \]

In the cycle 1, the mean of the pre test is 38.33 and the mean of the post test was 88.15. It means that the mean of the post test is bigger than the mean of the pre test. It was concluded that there is significant improvement of the students’ understanding on teaching recount text after being taught by using Apples to Apples game.

f. Calculation of the Mean of Difference

\[ M_D = \frac{\sum D}{N} \]
\[ = \frac{1360}{27} \]
g. To calculate standard deviation, the researcher used this formula:

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ = \sqrt{\frac{77950}{27} - \left(\frac{1360}{27}\right)^2} \]

\[ = \sqrt{2887 - 2500} \]

\[ = \sqrt{387} \]

\[ = 18.7 \]

h. To calculate the standard error for the mean difference, the researcher used this formula:

\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]

\[ = \frac{18.7}{\sqrt{27-1}} \]

\[ = \frac{18.7}{\sqrt{26}} \]

\[ = \frac{18.7}{5.1} \]

\[ = 3.7 \]
i. To calculate the t-test, the researcher used this formula:

\[ T_0 = \frac{\text{MD}}{SE_{\text{MD}}} = \frac{50.37}{3.7} = 13.6 \]

From the data of the cycle I above, the researcher and the teacher find that the T-test is 13.6 and the T-table with N-1 is 2.056. The significant level is 5%. The value of the T-test is bigger than the value of the T-table. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that there was a significant difference between pre-test and post-test.

4) Reflecting

Based on the result of the cycle I, there was some reflecting that should be given attention to maximizing the teaching and learning process using Apples to Apples game. The researcher found some weakness that happened during the teaching and learning process. The weakness is less of a quarter of tenth-year students did not have more time to answer the question because the game is long. So, the next meeting the teacher can make small time to play the game.
b. **Cycle II**

1) Planning

   The researcher prepared several instruments, they are as follows:

   a) **Lesson Plan**

      The lesson plan was arranged based on the problem in the result of the cycle I (see appendix 4).

   b) **Apples to Apples card**

      Here the researcher prepares two types of cards that are red and green. Where the green card contains the English word and the questions related to the instructional material, both questions about the definition, generic structure, purpose, language features of the recount text and questions about the recount text used as an example. While the other one is red which contains the words in Indonesian and about the text that contains the sentence that will be used to answers the questions in the green card.

   c) **Observation Checklist**

      Observation checklist was prepared in order to know the students’ and teachers’ activities during the teaching and learning process.

   d) **Material**
The material of recount text consists of the meaning, purpose, generic structure, example, and language feature.

e) Pre-test and post-test

The researcher used pre-test and post-test in her action.

The pre-test was done before using Apples to Apples game to know the activity of students in reading recount text. Then, the researcher used post-test. Post-test was done after using Apples to Apples to see the result of the study after using Apples to Apples game.

2) Acting

The cycle II was done on Friday, July 27, 2018 in MA Albidayah Candi Bandungan. Before started the lesson, the teacher started the lesson by greeted “Assalamualaikum warahmatullahi wabarakaatuh” and asked the condition of the students by “how are you today?” The students answered, “I’m fine to thank you, and you?” The teacher answered, “I’m very well too, thank you”. She continued the lesson based on lesson plan arranged. Before beginning the lesson the teacher checked the students' attendance list. After checked the attendance list the teacher review about the last meeting. Then the teacher asked to explain the definition of recount text. One of the students “SK” answered that recount text is text that retell about something to the purpose to inform for the reader and that used simple present.
After reviewed the explanation and giving a little explanation about the recount text, the teacher told that they will do a pre-test. The teacher gave the task for the students to read text and answer the question “Visiting My Village”. Then the teacher gave 30 minutes to do a pre-test about students’ read text and answer the question “Visiting My Village”. (see appendices 6). After doing pretest the teacher gave a handout to the students and asked some students to read more about the definition of descriptive text, the purpose, and the generic structure of the descriptive text. Then the teacher explained more detail in Indonesia language in order to make the students understood the material. Then the teacher and the students read the material. The teacher divided the student to make 4 group and the teacher gave 24 red apples cards to each groups with same colors which contains of the question for the green cards. Then he gave instruction “now you we can play the game like last meeting. I can read the question from the green card and you were looked the question in the red. You must the looked the correct answer and get many score to get reward. Okey?, Students answered” yes Sir”. The students and the teacher play the game.

After play game, one of student from each group speaking in front of class about the generic structure and definition for the text to play in game. At the end of learning, the students’ and the teacher made conclusion, and the teacher gave feedback to them. The
exercise of post-test was different with pre-test and post-test in cycle I. Where the topic pre-test and post-test in cycle one was “Holiday in *Toraja*” and the topic post-test in cycle II was “Visiting My Village”. After finished post-test, the teacher closed the meeting and said thanks to the students for their good participation.

3) Observation

In cycle II, the researcher also observe the teaching and learning process in the class.

RESULT OBSERVATION CHECK LIST CYCLE II

Table 4. 8: Form of Result Observation Check List for Students

<table>
<thead>
<tr>
<th>No</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying Attention</td>
<td>√</td>
<td></td>
<td>All of the students paid attention to the answer the greeting.</td>
</tr>
<tr>
<td>2</td>
<td>Asking Question</td>
<td>√</td>
<td></td>
<td>There were some students asked the question.</td>
</tr>
<tr>
<td>3</td>
<td>Responding to question</td>
<td>√</td>
<td></td>
<td>The Students’ answered teacher’s questions</td>
</tr>
<tr>
<td>4</td>
<td>Accomplishing task</td>
<td>√</td>
<td></td>
<td>All of the students did the task</td>
</tr>
<tr>
<td>5</td>
<td>Being enthusiastic in application Apples to Apples game</td>
<td>√</td>
<td></td>
<td>They felt enjoy with the application of Apples to Apples game</td>
</tr>
</tbody>
</table>
### Table 4. 9: Form of Result Teachers’ Observation Checklist

<table>
<thead>
<tr>
<th>No</th>
<th>The Teachers’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparing the material well</td>
<td>✓</td>
<td></td>
<td>The teacher prepared the lesson plan and material well</td>
</tr>
<tr>
<td>2</td>
<td>Greeting students before the lesson begin</td>
<td>✓</td>
<td></td>
<td>The teacher greeted the students and students answered the greeting</td>
</tr>
<tr>
<td>3</td>
<td>The teacher checking students’ attendant</td>
<td>✓</td>
<td></td>
<td>The teacher called the students one by one</td>
</tr>
<tr>
<td>4</td>
<td>Giving motivation</td>
<td>✓</td>
<td></td>
<td>The teacher not gave motivation</td>
</tr>
<tr>
<td>5</td>
<td>Reminding previous material</td>
<td>✓</td>
<td></td>
<td>The teacher immediately explain the current material</td>
</tr>
<tr>
<td>6</td>
<td>Giving the explanation of the material</td>
<td>✓</td>
<td></td>
<td>The teacher explained the material, she used mix language: in Indonesia and English language</td>
</tr>
<tr>
<td>7</td>
<td>Using Apples to Apples game in teaching recount text</td>
<td>✓</td>
<td></td>
<td>The teacher used a design of Apples to Apples game and accordance with the material which showed to the students</td>
</tr>
<tr>
<td>8</td>
<td>Giving opportunity for asking the question</td>
<td>✓</td>
<td></td>
<td>The teacher gave time to the student about everything to asked</td>
</tr>
</tbody>
</table>
The teacher and researcher analyzed the data of pre-test and post-test. First they gave score to the students based on the rubric assessment. 20 questions of 10 words and 10 essay where in each correct answer is score 1 and 0 to each wrong answer. The maximum score is 100. The calculation and result of both tests are presented below:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sex</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ATI</td>
<td>Male</td>
<td>70</td>
</tr>
<tr>
<td>2.</td>
<td>AR</td>
<td>Male</td>
<td>75</td>
</tr>
<tr>
<td>3.</td>
<td>ARS</td>
<td>Male</td>
<td>70</td>
</tr>
<tr>
<td>4.</td>
<td>AY</td>
<td>Male</td>
<td>75</td>
</tr>
<tr>
<td>5.</td>
<td>ANN</td>
<td>Male</td>
<td>60</td>
</tr>
<tr>
<td>6.</td>
<td>APP</td>
<td>Male</td>
<td>80</td>
</tr>
<tr>
<td>7.</td>
<td>ARUN</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>8.</td>
<td>AP</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>9.</td>
<td>BT</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>10.</td>
<td>DA</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>11.</td>
<td>EA</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>12.</td>
<td>LU</td>
<td>Female</td>
<td>75</td>
</tr>
<tr>
<td>13.</td>
<td>MNS</td>
<td>Male</td>
<td>85</td>
</tr>
<tr>
<td>14.</td>
<td>NR</td>
<td>Male</td>
<td>60</td>
</tr>
<tr>
<td>15.</td>
<td>RHM</td>
<td>Male</td>
<td>70</td>
</tr>
</tbody>
</table>
16. SA  Female  75  
17. SK  Male   100  
18. SF  Female  70  
19. SS  Male   80  
20. SSE Female  75  
21. TK  Male   85  
22. TY  Female  55  
23. TS  Female  70  
24. TI  Female  50  
25. TO  Male   70  
26. TW  Female  85  
27. SK  Female  80  

From the students’ score in the pre-test of the cycle II above, the calculated the number the of students’ who passes the passing grade are:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>12</td>
<td>44 %</td>
</tr>
<tr>
<td>70</td>
<td>8</td>
<td>30 %</td>
</tr>
<tr>
<td>&lt;70</td>
<td>7</td>
<td>26 %</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the data above, the researcher and the teacher know that there are only 44 % of the students who get score higher than the passing grade. The passing grade of English lesson in MA Al-Bidayah Candi Bandungan is 100. The teacher and the researcher expected that there were at least 88 % of the students who pass the passing grade. Therefore, the target of the passing grade in the pre-test of the cycle I is not achieved.
b. Post-test

Table 4.12: Students’ Score in the Post-test of the Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sex</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ATI</td>
<td>Male</td>
<td>95</td>
</tr>
<tr>
<td>2</td>
<td>AR</td>
<td>Male</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>ARS</td>
<td>Male</td>
<td>95</td>
</tr>
<tr>
<td>4</td>
<td>AY</td>
<td>Male</td>
<td>95</td>
</tr>
<tr>
<td>5</td>
<td>ANN</td>
<td>Male</td>
<td>85</td>
</tr>
<tr>
<td>6</td>
<td>APP</td>
<td>Male</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>ARUN</td>
<td>Female</td>
<td>95</td>
</tr>
<tr>
<td>8</td>
<td>AP</td>
<td>Female</td>
<td>85</td>
</tr>
<tr>
<td>9</td>
<td>BT</td>
<td>Female</td>
<td>95</td>
</tr>
<tr>
<td>10</td>
<td>DA</td>
<td>Female</td>
<td>85</td>
</tr>
<tr>
<td>11</td>
<td>EA</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>12</td>
<td>LU</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>13</td>
<td>MNS</td>
<td>Male</td>
<td>90</td>
</tr>
<tr>
<td>14</td>
<td>NR</td>
<td>Male</td>
<td>75</td>
</tr>
<tr>
<td>15</td>
<td>RHM</td>
<td>Male</td>
<td>90</td>
</tr>
<tr>
<td>16</td>
<td>SA</td>
<td>Female</td>
<td>90</td>
</tr>
<tr>
<td>17</td>
<td>SK</td>
<td>Male</td>
<td>100</td>
</tr>
<tr>
<td>18</td>
<td>SF</td>
<td>Female</td>
<td>90</td>
</tr>
<tr>
<td>19</td>
<td>SS</td>
<td>Male</td>
<td>100</td>
</tr>
<tr>
<td>20</td>
<td>SSE</td>
<td>Female</td>
<td>90</td>
</tr>
<tr>
<td>21</td>
<td>TK</td>
<td>Male</td>
<td>100</td>
</tr>
<tr>
<td>22</td>
<td>TY</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>23</td>
<td>TS</td>
<td>Female</td>
<td>90</td>
</tr>
<tr>
<td>24</td>
<td>TI</td>
<td>Female</td>
<td>55</td>
</tr>
<tr>
<td>25</td>
<td>TO</td>
<td>Male</td>
<td>85</td>
</tr>
<tr>
<td>26</td>
<td>TW</td>
<td>Female</td>
<td>95</td>
</tr>
<tr>
<td>27</td>
<td>SK</td>
<td>Female</td>
<td>90</td>
</tr>
</tbody>
</table>

From the students’ score in the post test of the cycle II above, the researcher and the teacher can calculated the number of students who passed the passing grade.

Table 4.13: Count of Passing Grade of the Post-test in the Cycle II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>25</td>
<td>93%</td>
</tr>
<tr>
<td>70</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

59
Before conducting the action for the cycle II, the teacher and the researcher expected that more 88% of the students could pass the passing grade. From the data above, the presentation the pre-test of the cycle II is 44% and the presentation for the post test of the cycle II is 93%. It means that the expectation is successfully achieved. Therefore, the teacher and the researcher do not need to conduct the next cycle.

c. Calculation of Mean

Table 4. 14: Difference Square of Pre and Post-test Score in Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>Pre Test ((X_i))</th>
<th>Post Test ((Y_i))</th>
<th>(D)</th>
<th>(D^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ATI</td>
<td>70</td>
<td>95</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>2.</td>
<td>AR</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>3.</td>
<td>ARS</td>
<td>70</td>
<td>95</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>4.</td>
<td>AY</td>
<td>75</td>
<td>95</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>5.</td>
<td>ANN</td>
<td>60</td>
<td>85</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>6.</td>
<td>APP</td>
<td>80</td>
<td>100</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>7.</td>
<td>ARUN</td>
<td>60</td>
<td>95</td>
<td>35</td>
<td>1225</td>
</tr>
<tr>
<td>8.</td>
<td>AP</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>9.</td>
<td>BT</td>
<td>65</td>
<td>95</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>10.</td>
<td>DA</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>11.</td>
<td>EA</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>12.</td>
<td>LU</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>13.</td>
<td>MNS</td>
<td>85</td>
<td>90</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>14.</td>
<td>NR</td>
<td>60</td>
<td>75</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>15.</td>
<td>RHM</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>16.</td>
<td>SA</td>
<td>75</td>
<td>90</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>17.</td>
<td>SK</td>
<td>100</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18.</td>
<td>SF</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>19.</td>
<td>SS</td>
<td>80</td>
<td>100</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>20.</td>
<td>SSE</td>
<td>75</td>
<td>90</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>21.</td>
<td>TK</td>
<td>85</td>
<td>100</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>TY</td>
<td>55</td>
<td>60</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>23.</td>
<td>TS</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>24.</td>
<td>TI</td>
<td>50</td>
<td>55</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>25.</td>
<td>TO</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>26.</td>
<td>TW</td>
<td>85</td>
<td>95</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>27.</td>
<td>SK</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>$\sum X_1$</td>
<td>$\sum Y_1$</td>
<td>$\sum D$</td>
<td>$\sum D^2$</td>
<td></td>
</tr>
<tr>
<td>N=</td>
<td>1940</td>
<td>2370</td>
<td>430</td>
<td>8700</td>
<td></td>
</tr>
</tbody>
</table>

d. Mean of Pre-test

$$M = \frac{\sum X_1}{N}$$

$$= \frac{1940}{27}$$

$$= 71.85$$

e. Mean of the Post-test

$$M = \frac{\sum Y_1}{N}$$

$$= \frac{2370}{27}$$

$$= 87.78$$

In the cycle 1, the mean of the pre test is 71.85 and the mean of the post test is 87.78. It means that the mean of the post test is bigger than the mean of the pre test. It can be concluded that there is significant improvement of the students’ understanding on teaching recount text after being taught by using Apples to Apples game.
f. Calculation of the Mean of Difference

\[ M_D = \frac{\sum D}{N} \]

\[ = \frac{430}{27} \]

\[ = 15.92 \]

g. To calculate standard deviation, the researcher used this formula:

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

\[ = \sqrt{\frac{8700}{27} - \left( \frac{430}{27} \right)^2} \]

\[ = \sqrt{322 - (16)^2} \]

\[ = \sqrt{322 - 256} \]

\[ = \sqrt{66} \]

\[ = 8.12 \]

h. To calculate the standard error for the mean difference, the researcher used this formula:

\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]

\[ = \frac{8.12}{\sqrt{27-1}} \]

\[ = \frac{8.12}{\sqrt{26}} \]
To calculate the t-test, the researcher used this formula:

\[ T_o = \frac{M_D}{SE_{MD}} \]

\[ = \frac{8.12}{5.1} \]

\[ = 1.59 \]

From the data of the cycle II above, the researcher and the teacher find that T-test is 10.01, and the T-table with N-1 is 2.056. The significant level is 5%. The value of T-test is bigger than the value of the T-table. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. Therefore, the researcher and the teacher conclude that the result of the cycle II is really significant. Finally, the teacher and the researcher successfully conduct this research. It also means that Apples to Apples game could improve the students’ understanding on recount text at the tenth grade students of MA Al-Bidayah Candi Bandungan in the academic year of 2018/2019.

4) Reflection

The teacher along with the researcher reflected the revised lesson plan and the action of the cycle II. The students’ score and the
checklist were used to make proper reflection. The passing grade (KKM) for English subject is 70. The students’ scores in the post test of the cycle II show that there are 93% of the students who get score higher than KKM (minimum score). The students’ answers in the post test of the cycle II were better. Some students can answer the questions correctly. In the pre-test of the cycle II, there are 44% of the students who get score higher than KKM (minimum score). It means that, after reflection from the cycle I and controlling time according lesson plan that has been in edit applied in the action of the cycle II, the students’ scores improve as many as 49% in the post test of the cycle II. The teacher and the researcher stop the cycle because more 90% of the students have already passed the passing grade.

2. Discussions

After analyzing the students’ score in the cycle I and the cycle II, the researcher concludes that there is significant improvement of the students’ understanding on recount text after being taught by using Apples to Apples game. The improvement can be seen as follows:

Table 4.15: Table of Data Analysis

<table>
<thead>
<tr>
<th>No.</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean of pre-test</td>
<td>38.83</td>
<td>88.15</td>
</tr>
<tr>
<td></td>
<td>Mean of post-test</td>
<td>71.85</td>
<td>87.78</td>
</tr>
<tr>
<td>2</td>
<td>Total of the students who pass the passing grade (≥75)</td>
<td>Pre-test</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-test</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improvement</td>
<td>88%</td>
</tr>
<tr>
<td>3</td>
<td>T-Table (N=26)</td>
<td>2.056</td>
<td>2.056</td>
</tr>
<tr>
<td>4</td>
<td>T-test</td>
<td>13.6</td>
<td>10.01</td>
</tr>
</tbody>
</table>
From the table above, it can be seen that the t-test is bigger than t-table. It means that there is significant improvement of the students’ understanding on recount text after being taught by Apples to Apples game. The improvement can also be seen from the total of the students who pass the passing grade (KKM). In the cycle I, the improvement is as many as 88%, and in the cycle II, the improvement is as many as 49%. On the result among T-test of cycle I and cycle II, the implementation of Apples to Apples game was successful to improve students’ understanding on recount text. It could be seen from the table, that showed that T-test of cycle I was 13.6 and cycle II was 10.01 was higher than T-table (2056)/ T-test > T-table, so the result was improvement significant

Based on the result above, the researcher concludes that Apples to Apples game can improve the students’ understanding on recount text.
CHAPTER V

CLOSURE

A. Conclusions

After the research was conducted, the researcher drew conclusion the Use of Apples to Apples Game to Improve Students’ Reading Comprehension in Teaching Recount Text (A Classroom Action Research of Tenth Grade of Ma Al Bidayah 2018/2019), the researcher can conclude based on the findings discussed in the previous chapter that:

1. Implementation of Apples to Apples game improved the students’ understanding on the use of recount text in MA Al-bidayah Candi Bandungan in the Academic year of 2018/2019. The teacher must understand about method which was used in her teaching, the teacher used Apples to Apples game in every cycle that appropriate with the topic in order to make students interested in learning Apples to Apples game. It also motivates students to discuss in group when they are assigned to play the game about recount text with Apples to Apples game. It can stimulate to students’ effort to understand the rules of recount text.

2. The students’ understanding on recount text, after conducted 2 of cycles. It can be proven by comparing the sum of students score in pre-test and post-test of cycle I, pre-test and post-test of cycle II. Because the question in pretest and post-test is looking the meaning of word and answer question like a recount text.
In the cycle 1, the mean of the pre-test is 38.33 and the mean of the post test is 88.15. The number of the students who pass the passing grade (KKM) in the pre-test is 0%. In the post test, 88% of the students successfully pass the passing grade. The mean of the post test is higher than the mean of the pre-test. It means that there is significant improvement. In this research, the researcher used the significant level as many as 5%. The value of T-table is 2.064. After calculating the students’ score, the researcher found that the value of T-test is 13.6. The value of T-test is higher than T-table. So, the researcher concludes that using Apples to Apples game can improve the students’ understanding on recount text at the tenth grade students of MA Al-bidayah Candi Bandungan.

In the cycle II, the mean of the pre-test is 71.85 and the mean of the post test is 87.78. In the pre-test, only 44% of the students’ who pass the passing grade. In the post test, the students make amazing improvement. 93% of the students successfully pass the passing grade. The mean of the post test is higher than the mean of the pre-test. It means that there is significant improvement. The researcher uses the significant level as many as 5%. The value of T-table is 2.064. After calculating the students’ score, the researcher finds that the value of T-test is 10.01. The value of T-test is higher than T-table. Moreover, the researcher concludes that using Apples to Apples game as a Realia can improve the students’ understanding on recount text at the tenth students of MA Al-bidayah Candi Bandungan.
B. Suggestion

Based on the research findings and discussion, the following suggestions addressed to the teacher, the students, and the future researcher are presented:

1. **For the Teacher**

   The teacher can use the Apples to Apples game to teach recount text. Using Apples to Apples game in teaching-learning process is an interesting and really enjoyable activity for students. Moreover, using Apples to Apples game in teaching-learning process is very easy to be applied. It can motivate and make the students easier in reading and get the new vocabulary a subject.

2. **For students**

   Vocabulary was important subject to be learnt especially reading, but, most of students have small vocabulary, because there are some vocabulary in text and one have different meaning, and one word have more meaning if you translate in Indonesia language. Therefore, students can develop their knowledge by get new vocabulary using Apples to Apples game, because Apples to Apples game can attract the students’ interest and motivation in learning process.

3. **For other researchers**

   The researcher suggests the future researcher to conducted Classroom Action Research in using Apples to Apples game to teach recount text especially in reading recount text. The future researcher can
also examine the effectiveness of using Apples to Apples game in the teaching-learning process if it is applied in Senior High School.
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CURRICULUM VITAE

PERSONAL DETAILS
Nama : WIDIYASTUTI
Tempat, tanggal lahir : Kab Semarang, 13 Juli 1997
Alamat : Taruakan Rt/w 008/005, Desa Candi, Kec. Bandungan.
Jenis Kelamin : Perempuan
Kewarganegaraan : Indonesia
Agama : Islam
Tinggi Badan : 158 cm
Email : widyadiyas112@gmail.com
Telephon : 085329420846

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2002-2008 : SDN Candi 1. Kabupaten Semarang
2008-2011 : SMPN 1 Sumowono, Kabupaten Semarang
2011-2014 : MA Al-Bidayah Candi Bandungan, Kabupaten Semarang
2014-2018 : IAINS Salatiga

PENGALAMAN ORGANISASI

KEMAMPUAN
Komputerisasi : Microsoft Word, Excel, Power Point, CorelDraw.

PENGALAMAN KERJA
Oprator Data Entry (PensiunTaspen) : Tahun 2018
Guru Bahasainggris : Tahun 2018
Appendix 1: Sillabus

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS - WAJIB

Kelas : X

Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan fakultual, konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Mensyukuri kesempatan dapat</td>
<td>Teks recount lisan dan tulis, sederhana,</td>
<td>Mengamati</td>
<td>Kriteria penilaian: Siswa menyimak berbagai</td>
<td>7 x 2 JP</td>
<td>Audio CD/VCD/DVD</td>
</tr>
<tr>
<td><strong>mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar</strong></td>
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<tr>
<td><strong>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</strong></td>
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<tr>
<td><strong>3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan</strong></td>
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<tr>
<td><strong>tentang pengalaman /kegiatan/ kejadian/peristiwa.</strong></td>
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<tr>
<td><strong>Fungsi sosial</strong></td>
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<tr>
<td>Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.</td>
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<tr>
<td><strong>Struktur</strong></td>
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</tr>
<tr>
<td>a. Menyebutkan tindakan/ peristiwa/kejadian secara umum</td>
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</tr>
<tr>
<td>b. Menyebutkan urutan tindakan/ kejadian/periistiwa secara kronologis, kontoh teks recount tentang pengalaman/kegiatan/kejadian/ peristiwiya yang diberikan/ diperdengarkan guru</td>
<td></td>
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<tr>
<td>• Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</td>
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<tr>
<td>• Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount</td>
<td></td>
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<tr>
<td><strong>Mempertanyaan (questioning)</strong></td>
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<tr>
<td>• Dengan bimbingan dan arahan guru, siswa mempertanyaan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,</td>
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<tr>
<td>• Siswa mempertanyaan mengenai gagasan pokok informasi rinci dan informasi sosial</td>
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<tr>
<td>• Kelengkapan dan keruntutan struktur teks recount</td>
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</tr>
<tr>
<td>• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapkan, tekanan kata, intonasi, ejaan, dan tulisan tangan</td>
<td></td>
<td></td>
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<tr>
<td>• Kesesuaian format penulisan/ penyampaian</td>
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<tr>
<td><strong>Cara Penilaian Unjuk kerja</strong></td>
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<tr>
<td>• Melakukan monolog dalam bentuk recount dalam kelompok/ berpasangan/ di depan kelas</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>• Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks recount</td>
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<tr>
<td><strong>SUARA GURU</strong></td>
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<tr>
<td>• Koran/ majalah berbahasa Inggris</td>
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<td><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></td>
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<tr>
<td><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></td>
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</tr>
</tbody>
</table>
| http://learningenglish.britishcouncil.org/en /
<table>
<thead>
<tr>
<th>Konteks penggunaannya.</th>
<th>Dan runtut dan konteks penggunaannya.</th>
<th>Mengeksplorasi</th>
<th>Pengamatan (Observations):</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.14. Menyusun teks <em>recount</em> lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</td>
<td>(1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan. (2) Penyebutan kata benda (3) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi (4) Ucapan, tertentu dalam recount</td>
<td></td>
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</tbody>
</table>
Mengasosiasikan
- Secara berpasangan siswa saling menganalisis teks recount tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.
- Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks.
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.

Mengkomunikasikan
- Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.
- Siswa mempresentasikannya

Portofolio
- Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks recount.
- Kumpulan karya siswa yang mendukung proses penulisan teks recount berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi
- Kumpulan hasil tes dan latihan.
- Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya

Penilaian Diri dan Penilaian Sejawat
- Bentuk: diary,
<table>
<thead>
<tr>
<th>di kelas</th>
<th>Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber.</th>
<th>Siswa membuat jurnal belajar (learning journal)</th>
<th>jurnal, format khusus, komentar, atau bentuk penilaian lain</th>
<th>Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya.</th>
</tr>
</thead>
</table>


Appendices 2: lesson plan (cycle 1)

Rencana Pelaksanaan Pembelajaran (RPP)

NamaSekolah : MA AL-BIDAYAH BANDUNGAN
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X Ps / 1
MateriPokok : Recount Text
Pertemuanke : -
AlokasiWaktu : 2x45mnt

A. KOMPETENSI INTI
1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan fakultual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahu sebaga bagian dari menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk recount text dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarninya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuannya.

B. KOMPETENSI DASAR
3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk recount text dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya.
4.3 Teks recount
4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk recount texturus, terkait kegiatan sekolah/tempat kerja.

C. INDIKATOR PENCAPAIAN KOMPETENSI
1. Menganalisis fungsi sosial dalam bentuk teks recount.
2. Mengatur struktur teks recount.
3. Menyusun unsur kebahasaan teks recount.
4. Menangkap makna teks recount terkait kegiatan sekolah/tempat kerja.

D. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran tentang ungkapan meminta dan memberi saran, siswa dapat:
1. Menganalisis fungsi sosial dalam bentuk teks recount.
2. Mengatur struktur teks recount.
3. Menyusun unsur kebahasaan teks recount.
4. Menganalisis vocabulary yang ada di dalam teks recount.
5. Menganalisis teks recount terkait dengan informasi yang ada.

E. MATERI PEMBELAJARAN

• Fungsi Sosial
Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.
• Struktur Teks
Dapat mencakup:
  - Menyebutkan tindakan/ peristiwa/kejadian secara umum.
  - Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut.
  - Jika perlu, ada kesimpulan umum.
• Unsur Kebahasaan
  - Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.
  - Penyebutan kata benda.
  - Ejaan dan tulisan tangan dan c etak yang jelas dan ran.
  - Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
  - Rujukan kata
• Multimedia
Layout yang membuat tampilan teks lebih menarik.

F. Recount teks

1. Definition and Social Function
Recount is a kind of genre that has a social function to retell event for the purpose of informing and entertaining.
2. Generic Structure
  1. Orientation: Introducing the participants, place and time.
  2. Events: Describing series of event that happened in the past.
  3. Reorientation: It is optional, stating personal comment of the writer to the story.
3. **Example**

**Holiday in Toraja**

Last month my family and I went to Toraja to attend Grandpa’s funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony.

Overall, the ceremony was quite elaborate. It took about a week. Several days before the ceremony was done, grandpa’s body was kept in a series of houses arranged in a circular row around an open field called tongkonan. His corpse was dressed in a fine wearing.

The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin. Then, it was brought out of the house and placed on an open platform beneath the granary.

Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called lakian. The next phase of the ceremony was held in this place. The coffin is borne from the house and placed in the lakian. During the day, there were also buffalo matches. They were great matches. In the night, we were feasting, chanting, and dancing.

A. Vocabulary

<table>
<thead>
<tr>
<th>Gathering</th>
<th>:Mengumpulkan</th>
<th>Beneath</th>
<th>:Dibawa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaborate</td>
<td>:Rumit</td>
<td>Granary</td>
<td>:Lumbung</td>
</tr>
<tr>
<td>Circular</td>
<td>:Melingkar</td>
<td>Matches</td>
<td>:Pertandingan</td>
</tr>
<tr>
<td>Funeral</td>
<td>:Pemakaman</td>
<td>Coffin</td>
<td>:PetiMayat</td>
</tr>
<tr>
<td>Slaughtered</td>
<td>:Membantai</td>
<td>Feasting</td>
<td>:Berpesta</td>
</tr>
<tr>
<td>Brought</td>
<td>:Membawa</td>
<td>Ceremony</td>
<td>:Upacara</td>
</tr>
</tbody>
</table>

B. Essay

1. What happened to the Grandpa several days before the ceremony?
   
a. He visited my Home
b. He was kept in my home
c. **He was placed in the tongkonan**
d. He made tongkonan
e. He gathered with family

2. Overall, the ceremony was quite elaborate. What does “elaborate” means?
   
   a. **Taking a long process**
   b. Taking a sad moment
c. Giving a bless
   d. Making people happy
e. Making people sad

3. Why did the writer say that his grandpa funeral was quite elaborated?
1. Because the family have to come to the funeral
2. Because a lot of people come to the grandpa funeral ceremony.
3. **Because it takes several days to hold the ceremony.**
4. Because grandpa’s body was kept in tongkonan
5. Because the writer’s loved his grandpa very much

4. The activities below are held in the second phase, except...
   a. Prepared Buffaloo and holding Bufallo matches
   b. **Prepared funeral tower.**
   c. Place the coffee in the lakian
   d. Chanting
   e. Dancing

5. They were great matches. What does the word “they” refer to?
   a. Buffalos
   b. **Prepared funeral tower.**
   c. People in the buffalos matches
   d. Families
   e. Ceremonies

G. **PERBAIKAN**
   Siswa yang nilainya belum mencapai KBM disuruh mempelajari pelajaran yang sama dan diberi soal.

H. **PENGAYAAN**
   Siswa yang nilainya sudah mencapai KBM disuruh mempelajari materi selanjutnya terkait dengan materidalamsilabus.

I. **PENDEKATAN DAN MODEL PEMBELAJARAN**
   b. Model pembelajaran : Discovery Learning & CLT
   c. Teknik : Group Discussion
   d. Lengkah apples to Apples game.
      1. Guru membagikanteks recount.
      2. Guru membagikan kartu apel bewarna merah ketiap-tiap pemain (kelompok), jumlah kelompokpemain tidak di batasi tetapi harus lebih dari dua kelompok. satu kelompok mendapat jumlah kartu sama ratadan kartu bewarna hijau dibawa oleh guru yang nantinya akan dibaca serta di ambil secara acak.
      3. Setelah tiap pemain (group) mendapatkan kartu mereka. Guru bertindak sebagai hakim yang bertugas mengambil kartu hijau secara acak dan membaca nya.
4. Tiap-tiap pemain (kelompok) kecuali hakim harus mencocokkan kartu apel yang di tangan mereka dengan kartu apel hijau yang di sebutkan hakim.
5. Setelah tiap pemain memberikan pilihan kartu merah mereka dan meletakkan nya di atas meja, hakim memutuskan kartu siapa yang paling cocok.
6. Setelah hakim memutuskan kartu apple merah yang cocok dengan kartu apel hijau. pemilik kartu merah terpilih akan mendapatkan kartu apel hijau pertanda dia telah memenangkan putaran pertama dari permainan. dan siapa yang paling banyak mengumpulkan kartu hijau pada akhir permainan, dia adalah pemenang.

J. LANGKAH-LANGKAH PEMBELAJARAN
1. Pertemuan 1

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>DESKRIPSI KEGIATAN</th>
<th>ALOKASI WAKTU</th>
</tr>
</thead>
</table>
| Pendahuluan | • Guru memberi salam dan menyapa siswa.  
• Guru menyuruh siswa untuk memimpin berdoa bersama.  
• Guru memeriksa kehadiran siswa sebagai sikap disiplin.  
• Guru menyampaikan tujuan pembelajaran.  
• Guru menstimulasi siswa dengan melakukan ice breaking.  
• Guru memberikan soal post-test terkait dengan materi.  
• Guru dan siswa melakukan tanya jawab berakitan dengan materi pembelajaran. | 25 menit |
| Inti | • Peserta didik menyimak / mendengarkan penjelasan tentang materi recount dari guru.  
• Peserta didik mencatat materi di buku catatan siswa.  
• Guru memperkenalkan example Apples to Apples Game kepada peserta didik.  
• Peserta didik membaca contoh recount text tentang holiday in Toraja yang telah diberikan oleh guru persiapan.  
• Guru bersama peserta didik menganalisa fungsi social, struktur teks, dan unsur | 55 menit |
kebahasaan yang digunakan dalam recount text tersebut.

**Mempertanyakan (questioning)**
- Guru membimbing peserta didik mempertanyaan informasi yang terdapat dalam teks tersebut (fungsi sosial, struktur teks dan unsur kebahasaan).
- Peserta didik merespon pertanyaan yang berkaitan dengan teks secara lisan. (PPK: Responsif)
- Guru mengambil kartu hijau secara acak kemudian membacakan dan menulis di papan tulis soal yang ada di dalam kartu tersebut.

**Mengeksplorasi**
- Peserta didik mengamati vocabulary yang ada di dalam teks (Holiday in Toraja).
- Peserta didik mencari jawaban yang merekaanggap paling sesuai di dalam kartu Merah.

**Mengasosiasi**
- Peserta didik secara berkelompok berdiskusi dan menjawab soal tentang teks recount.
- Guru dan peserta didik mendiskusikan soal yang telah berikan.

**Mengkomunikasikan**
- Siswa dan guru membahas mengenai hasil pekerjaan siswa tentang recount teks. Dengan pemilik kartu merah terpilih akan mendapatkan kartu apel hijau pertama dia telah memenangkan putaran pertama dari permainan. dan siapa yang paling banyak mengumpulkan kartu hijau pada akhir permainan, dia adalah pemenang.

| Penutup | 1. Siswa dengan bimbingan guru, membuat kesimpulan tentang materi recount. (Dengan menerapkan dengan Apples to Apples game, sesuai yang telah guru jelaskan) | 15 menit |
2. Guru memberikan penugasan di rumah mencari contoh recount teks di sumber lain.

K. MEDIA & SUMBER BELAJAR
- Alat: Laptop, LCD proyektor, Apples to Apples cards.
- Media: Power point, teks recount.
- Sumber Belajar:
  - Internet tentang materi undangan resmi.
  
  Source:

  ✓ www.dailyenglish.com
  ✓ http://learnenglish.britishcouncil.org/en/

L. PENILAIAN
   a. Aspek afektif

   - Sikap

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspek yang dinilai</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1.</td>
<td>Berdoa sebelum dan sesudah melakukan kegiatan.</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Memberi salam sebelum dan sesudah presentasi.</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Mengucapkan rasa syukur atas karuniaNya.</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>Menyatakan keagungan terhadap Allah SWT.</td>
<td></td>
</tr>
</tbody>
</table>

Keterangan:
1= tidak pernah  3= sering
2= kadang-kadang  4= selalu

- Sosial

<table>
<thead>
<tr>
<th>No.</th>
<th>Nama siswa</th>
<th>Aspek yang dinilai</th>
<th>Jumlah skor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>sopan santun</td>
<td>Percaya diri</td>
</tr>
</tbody>
</table>

1.  
2.  

3. Dst

Nilai= skor yang diperoleh X 100
skor maksimal

b. Aspek kognitif dan psikomotorik

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Menganalisis fungsi sosial/tujuan, struktur teks dan unsur kebahasaan pada recount teks.</td>
<td>Teks tertulis</td>
</tr>
<tr>
<td>2. Mengamati struktur dan vocab baru di dalam recount teks.</td>
<td>Teks tertulis</td>
</tr>
<tr>
<td>3. Siswa dapat menyampaikan hasil hasil kerjanya di dalam lembar kerja.</td>
<td>Tertulis</td>
</tr>
</tbody>
</table>

Rubrik penilaian :
1. Rubrik penilaian vocabulary dan Reading

<table>
<thead>
<tr>
<th>No</th>
<th>Vocabulary</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Jawaban benar dan sesuai dengan teks</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Jawaban kurang tepat dan tidak sesuai dengan teks</td>
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<td></td>
</tr>
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</table>

<table>
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<th>Uraian</th>
<th>Skor</th>
</tr>
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<tr>
<td>2.</td>
<td>Jawaban kurang tepat dan tidak sesuai dengan teks</td>
<td>1</td>
</tr>
</tbody>
</table>

Nilai siswa = Skor perolehan X 5 = . . .

Soal :

Miss Sarah’s Journey to Indonesia

On March 30th, 2012, I packed my suitcase. I was ready for my new Adventure, I was moving to Indonesia! The next morning my family and I drove to the airport in Portland, the city I live in America. I said goodbye to my family. I was sad to leave them but Excited to travel. First, I flew from Portland to Washington, D.C. The flight took 5 hours! Washington, D.C. is the capital of the United States of America. President Barack Obama lives in Washington, D.C. When my plane landed, I got on a bus to drive to the
hotel. At the hotel I met my new friends, other Peace Corps Volunteers, like me. First, I met DeeDee. She was so friendly and kind.

The next morning, April 1st, DeeDee and I took a walk around the city. We walked to the White House – this is where President Barack Obama lives. I did not see Mr. Obama but I did see his house and it is very big! After that, I walked back to the hotel. In the afternoon I met the other Peace Corps Volunteers. We had a meeting. We had many questions about what Indonesia would be like. I felt a little nervous.

That night I went to a restaurant to eat dinner. It was my last dinner in America. I did not eat rice! I ate a hamburger. The next morning, on April 2nd, I went to the airport in Washington, D.C. with all the other Peace Corps Volunteers. We boarded the plane to fly to Tokyo. The flight took 14 hours! I watched movies on the plane and tried to sleep. Finally we arrived in Tokyo. We were all very tired. I walked around the airport and ate some food. Next we flew to Bangkok. This flight was 10 hours long. When we got off the plane in Bangkok, we drove to a hotel. But, we were only in the hotel for 2 hours. We rested and showered. Next, we went back to the airport. This time we flew to Jakarta. The flight was 4 hours long. Finally I arrived in Indonesia! I was so excited, but also very sleepy. I could not rest. We had one more flight. Next we flew from Jakarta to Surabaya. The flight took only 1 hour. I looked out the window of the plane as we flew over Indonesia. Wow! So beautiful! I was so happy when we landed in Surabaya. I was finally in East Java my new home! This is the story of my journey to Indonesia, and I am happy to be here. Thank you for your attention.

Question:
A. Fill the meaning of the following words!
Vocabulary (include names of cities):
  1. Suitcase 6. Flew
  2. Pack 7. Hotel
  3. Adventure 8. Peace Corps
  4. Airport 9. Volunteer
  5. Flight 10. Plane

B. Answer correctly!
  1. How did Miss Sarah feel when she left Portland?
  2. What was the name of Miss Sarah’s new friend, the other Peace Corps Volunteer?
  3. What did Miss Sarah eat for her last dinner in America?
  4. How long was the flight from Washington, D.C, to Tokyo?
  5. How did Miss Sarah feel when she arrived in East Java?

Answer keys:

1. Koper
2. Mengepak
3. Petualang

6. Terbang
7. Hotel
8. Kesatuanperdamaian
4. Bandara
5. Penerbangan
9. Relawan
10. Pesawatterbang

b. Reading
1. She was Sad.
2. Her new Friend is Dee Dee
3. She eat a hamburger
4. 14 hour
5. She was happy

Bandungan, 20 Juli 2018

Mengetahui:

Guru Mapel

Latif Mashadi, S.Pd.I

Pengamat

Widiyastuti

Kepala Madrasah

Drs. Edi Winarto
Appendix 3: lesson plan (cycle 2)

Rencana Pelaksanaan Pembelajaran (RPP)

NamaSekolah : MA AL-BIDAYAH BANDUNGAN
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X Ps / 1
MateriPokok : Recount Text
Pertemuankes : -
AlokasiWaktu : 2x45mnt

A. KOMPETENSI INTI
1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan fakultatif, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuann.

B. KOMPETENSI DASAR
3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk recount text dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya.
4.3 Teks recount
4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk recount texttulis, terkait kegiatan sekolah/tempat kerja.

C. INDIKATOR PENCAPAIAN KOMPETENSI
1. Menganalisis fungsi sosial dalam bentuk teks recount.
2. Mengatur struktur teks recount.
3. Menyusun unsur kebahasaan teks recount.
4. Menangkap makna teks recount terkait kegiatan sekolah/tempat kerja.

D. TUJUAN PEMBELAJARAN
Setelah mengikuti serangkaian pembelajaran tentang ungkapan meminta dan memberi saran, siswa dapat:
1. Menganalisis fungsi sosial dalam bentuk teks recount.
2. Mengatur struktur teks recount.
3. Menyusun unsur kebahasaan teks recount.
4. Menganalisis vocabulary yang ada di dalam teks recount.
5. Menganalisis teks recount terkait dengan informasi yang ada.

E. MATERI PEMBELAJARAN
- **Fungsi Sosial**
  Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.
- **Struktur Teks**
  Dapat mencakup:
  - Menyebutkan tindakan/ peristiwa/kejadian secara umum.
  - Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut.
  - Jika perlu, ada kesimpulan umum.
- **Unsur Kebahasaan**
  - Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.
  - Penyebutan kata benda.
  - Ejaan dan tulisan tangan dan c etak yang jelas dan rap.
  - Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
  - Rujukan kata
- **Multimedia**
  Layout yang membuat tampilan teks lebih menarik.

F. Recount teks
1. **Definition and Social Function**
   Recount is a kind of genre that has a social function to retell event for the purpose of informing and entertaining.
2. **Generic Structure**
   1. Orientation: Introducing the participants, place and time.
   2. Events: Describing series of event that happened in the past.
   3. Reorientation: It is optional, stating personal comment of the writer to the story.
3. **Example**

   **Holiday in Toraja**

   Last month my family and I went to Toraja to attend Grandpa’s funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony.

   Overall, the ceremony was quite elaborate. It took about a week. Several days before the ceremony was done, grandpa’s body was kept in a series of houses arranged in a circular row around an open field called tongkonan. His corpse was dressed in a fine wearing.

   The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin. Then, it was brought out of the house and placed on an open platform beneath the granary.

   Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called lakian. The next phase of the ceremony was held in this place. The coffin is borne from the house and placed in the lakian. During the day, there were also buffalo matches. They were great matches. In the night, we were feasting, chanting, and dancing.

   **A. Vocabulary**

<table>
<thead>
<tr>
<th>Gathered</th>
<th>Beneath</th>
<th>Elaborate</th>
<th>Granary</th>
<th>Circular</th>
<th>Matches</th>
</tr>
</thead>
<tbody>
<tr>
<td>:Mengumpulkan</td>
<td>:Dibawa</td>
<td>:Rumit</td>
<td>:Lumbung</td>
<td>:Melingkar</td>
<td>:Pertandingan</td>
</tr>
<tr>
<td>Elaborate</td>
<td>:Rumit</td>
<td>Granary</td>
<td>:Lumbung</td>
<td>Circular</td>
<td>Matches</td>
</tr>
<tr>
<td>Circular</td>
<td>:Melingkar</td>
<td>Matches</td>
<td>:Pertandingan</td>
<td>Funeral</td>
<td>:PetiMayat</td>
</tr>
<tr>
<td>Funeral</td>
<td>:Pemakaman</td>
<td>Coffin</td>
<td>:PetiMayat</td>
<td>Slaughtered</td>
<td>:Berpesta</td>
</tr>
<tr>
<td>Slaughtered</td>
<td>:Membantai</td>
<td>Feasting</td>
<td></td>
<td>Brought</td>
<td>:Upacara</td>
</tr>
<tr>
<td>Brought</td>
<td>:Membawa</td>
<td>Ceremony</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   **B. Essay**

   1. What happened to the Grandpa several days before the ceremony?

   - a. He visited my Home
   - b. He was kept in my home
   - c. **He was placed in the tongkonan**
   - f. He made tongkonan
   - g. He gathered with family

   2. Overall, the ceremony was quite elaborate. What does “elaborate” means?

   - b. **Taking a long process**
   - c. Giving a bless
   - d. Making people happy
   - e. Making people sad

   3. Why did the writer say that his grandpa funeral was quite elaborated?
a. Because the family have to come to the funeral
b. Because a lot of people come to the grandpa funeral ceremony.
c. **Because it takes several days to hold the ceremony.**
d. Because grandpa’s body was kept in tongkonan
e. Because the writer’s loved his grandpa very much

4. The activities below are held in the second phase, except…
   a. Prepared Buffalo and holding Bufallo matches.
   b. **Prepared funeral tower.**
   c. Place the coffee in the lakian.
   d. Chanting.
   e. Dancing

5. They were great matches. What does the word “they” refer to?
   a. Buffalos.
   b. **Prepared funeral tower.**
   c. People in the buffalos matches
   d. Families.
   e. Ceremonies

G. **PERBAIKAN**
   Siswa yang nilainya belum mencapai KBM disuruh mempelajari pelajaran yang sama dan diberi soal.

H. **PENGAYAAN**
   Siswa yang nilainya sudah mencapai KBM disuruh mempelajari materi selanjutnya terkait dengan materi dalamsilabus.

I. **PENDEKATAN DAN MODEL PEMBELAJARAN**
   2. Model pembelajaran : Discovery Learning & CLT
   3. Teknik : Group Discussion
   4. Lengkap apples to Apples game.
      a. Guru membagikan teks recount (yang telah dipersiapkan).
      b. Guru membagikan kartu apel bewarna merah ketiap-tiap pemain (kelompok), jumlah kelompok pemain tidak di batasi tetapi harus lebih dari dua kelompok. satu kelompok mendapat jumlah kartu sama ratadan kartu bewarna hijau dibawa oleh guru yang nantinya akan dibaca serta diambil secara acak.
      c. Setelah tiap pemain (group) mendapatkan kartu mereka. Guru bertindak sebagai hakim yang bertugas mengambil kartu hijau secara acak dan membacanya.
d. Tiap-tiap pemain (kelompok) kecuali hakim harus mencocokkan kartu apel merah yang di tangan mereka dengan kartu apel hijau yang di sebutkan hakim.

e. Setelah tiap pemain memberikan pilihan kartu merah mereka dan meletakkan nya di atas meja, hakim memutuskan kartu siapa yang paling cocok.

f. Setelah hakim memutuskan kartu apple merah yang cocok dengan kartu apel hijau, pemilik kartu merah terpilih akan mendapatkan kartu apel hijau pertanda dia telah memenangkan putaran pertama dari permainan. dan siapa yang paling banyak mengumpulkan kartu hijau pada akhir permainan, dia adalah pemenang.

5. **LANGKAH-LANGKAH PEMBELAJARAN**

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>DESKRIPSI KEGIATAN</th>
<th>ALOKASI WAKTU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>• Guru memberi salam dan menyapa siswa.</td>
<td>35 menit</td>
</tr>
<tr>
<td></td>
<td>• Guru menyuruh siswa untuk memimpin berdoa bersama.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memeriksa kehadiran siswa sebagai sikap disiplin.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menyampaikan tujuan pembelajaran.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menstimulasi siswa dengan melakukan ice breaking.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memberikan soal post-test terakait dengan materi.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru dan siswa melakukan tanya jawab berakitan dengan materi pembelajaran.</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td>• Peserta didik menyimak/mendengarkan penjelasan tentang materi recount dari guru.</td>
<td>25 menit</td>
</tr>
<tr>
<td></td>
<td>• Peserta didik mencatat materi di buku catatan siswa.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Peserta didik membaca contoh recount text tentang holiday in Toraja yang diberikan oleh guru.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru bersama peserta didik menganalisa fungsi social,struktur teks, dan unsur kebahasaan yang digunakan dalam recount text tersebut.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Mempertanyakan (questioning)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru membimbing peserta didik</td>
<td></td>
</tr>
</tbody>
</table>
mempertanyaan informasi yang terdapat dalam teks tersebut (fungsi sosial, struktur teks dan unsur kebahasaan).

- Peserta didik merespon pertanyaan yang berkaitan dengan teks secara lisan. (PPK: Responsif)

**Mengeksplorasi**

- Guru membagi peserta didik menjadi beberapa kelompok yang terdiri atas 5-6 orang.
- Peserta didik mengamati vocabulary yang ada di dalam teks (Holiday in Toraja).

**Mengasosiasi**

- Guru memperkenalkan example Apples to Apples Game kepada peserta didik.
- Peserta didik secara berkelompok berdiskusi dan menjawab soal tentang teks recount.
- Guru mengambil kartu hijau secara acak kemudian membacakan dan menulis di papan tulis soal yang ada di dalam kartu tersebut.
- Peserta didik mencari jawaban yang mereka anggap paling sesuai di dalam kartu Merah.
- Guru dan peserta didik mendiskusikan soal yang telah diberikan.
- Kelompok yang benar mendapatkan kartu hijau jika jawaban benar.

**Mengkomunikasikan**

- Siswa dan guru membahas mengenai hasil pekerjaan siswa tentang recount teks.

| Penutup | 1. Siswa dengan bimbingan guru, membuat kesimpulan tentang materi recount.  
(Dengan menerapkan dengan Apples to Apples game, sesuai yang telah guru jelaskan)  
4. Guru menutup pelajaran dengan doa dan salam. | 30 menit |
7. **PENILAIAN**

   **b. Aspek Afektif**
   - **Sikap**

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspek yang dinilai</th>
<th>Skor</th>
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<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>1.</td>
<td>Berdoa sebelum dan sesudah melakukan kegiatan.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Memberi salam sebelum dan sesudah presentasi.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Mengucapkan rasa syukur atas karuniaNya.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Menyatakan keagungan terhadap Allah SWT.</td>
<td></td>
</tr>
</tbody>
</table>

*Keterangan:*

1 = tidak pernah           
2 = kadang-kadang         
3 = sering                
4 = selalu                

- **Sosial**

<table>
<thead>
<tr>
<th>No.</th>
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<th>Aspek yang dinilai</th>
<th>Jumlah skor</th>
<th>Nilai</th>
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<td></td>
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<td>sopan santun</td>
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<td>kerja sama</td>
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<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dst</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Ket: skor maksimal masing-masing aspek adalah 4.*

Nilai = skor yang diperoleh X 100 skor maksimal
c. Aspek kognitif dan psikomotorik

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<td>2. Mengamatistruktur dan vocab baru didalam recount teks.</td>
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</tr>
<tr>
<td>3. Siswa dapat menyampaikan hasil hasil kerjanya di dalam lembarkerja.</td>
<td>Tertulis</td>
</tr>
</tbody>
</table>

8. Rubrik penilaian:
1. Rubrik penilaian vocabulary dan Reading

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<th>No</th>
<th>Vocabulary</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Uraian</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Jawaban benar dan sesuaidenganteks</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Jawaban kurang tepat dan tidak sesuaidenganteks</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Jawaban benar dan sesuaidenganteks</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Jawaban kurang tepat dan tidak sesuai dengan text</td>
<td>0</td>
</tr>
</tbody>
</table>

2. Nilai siswa = Skor perolehan X 5 = . . . .

Soal:

Visiting My Village

Last month, I and my family went to Banyumas which was located in Central Java, Indonesia. We drove a car. I enjoyed the journey all day long although it took 2 days to get there. We were fun, my brother made some jokes all day. My father told us some stories on the way. My mother slept in the back seat.

My first day in my village, I visited my siblings and friends. We are welcomed with happiness. When I saw my parents, they cried because they looked so happy to meet up their families. The next day, I, my brother, my cousin and my nephew went to a popular place in Purwokerto. It was called “Baturaden”. That was a favorite spot in Purwokerto. We enjoyed local specialty food as culinary. I was satisfied and so were they. Next, I took a photo with traditional music musicians.

My brother, my cousin and my nephew enjoy the view with other visitors. They took a photo with their style like I did. In the evening, we were back home. And did other private activities, such as made a conversation, told the story and
made a joke.

The day after tomorrow, my cousin had a ceremony to say thanks to God for blessing their son. It was called “Nazar”. When the parents had a promise for something and it was realized. They had to make a traditional ceremony. I watched that traditional ceremony and took their photograph. For the last show, we were entertained by “Ebeg”. It was traditional art. The player danced through the traditional music and they were handled by the spirit. It was scary, but it was fun and entertaining. Time run so fast because the next day was our last day in the village. So I took the last photo to bring it home. They were my family and still family until the last breath in this world.

Finally, we had to go home and brought a love experience from family. Yaps… that was the hardest part.

Question:

A. Fill the meaning of the following words!

Vocabulary (include names of cities):

1. Drove
2. Stories
3. Sibling
4. Favorite
5. Popular
6. Visitor
7. Style
8. Scary
9. Promise
10. Spirit

B. Answer correctly!

1. When did they go to Banyumas?
2. How did they go there?
3. Was the writer sad on the way?
4. What did the writer do on the first day?
5. What was the popular place in Purwokerto?
6. What is the meaning of “private activities” in the 2nd paragraph?
7. What did they call the ceremony to say thanks to God?
8. Why was the writer scare with “Ebeg”?
9. When did the writer take the last foto?
10. Did the writer enjoy the holiday in the village?
Answer keys:

3. Vocabulary:
1. Mengendarai
2. Cerita
3. Saudara kandung
4. Kesukaan
5. Terkenal
6. Pengunjung / Tamu
7. Gaya
8. Menakutkan
9. Janji
10. Semangat

4. Reading
1. They went to Banyumas last month.
2. They went to Banyumas by car.
3. No, he was not. He enjoyed and he was fun because his brother made some jokes all day.
4. The writer visited his siblings and his friends.
5. The popular place in Purwokerto was called Baturaden.
6. Private activities are the activities which belonging to or for the use of one particular person or group of people only.
7. They called Ebeg as the traditional ceremony to say thanks to God.
8. Because Ebeg was a traditional danced which was handled by the spirit.
9. The writer took the last foto one day before he left the village.
10. Yes of course. He enjoyed in the village

Bandung, 20 Juli 2018

Mengetahui:

Guru Mapel

Latif Mashadi, S.Pd.I

Pengamat

Widiyastuti

Kepala Madrasah

Drs. Edi Winarto
Appendix 4: Pre-test (Cycle 1)

Miss Sarah’s Journey to Indonesia

On March 30th, 2012, I packed my suitcase. I was ready for my new Adventure, I was moving to Indonesia! The next morning my family and I drove to the airport in Portland, the city I live in America. I said goodbye to my family. I was sad to leave them but Excited to travel. First, I flew from Portland to Washington, D.C. The flight took 5 hours! Washington, D.C. is the capital of the United States of America. President Barack Obama lives in Washington, D.C. When my plane landed, I got on a bus to drive to the hotel. At the hotel I met my new friends, other Peace Corps Volunteers, like me. First, I met DeeDee. She was so friendly and kind.

The next morning, April 1st, DeeDee and I took a walk around the city. We walked to the White House – this is where President Barack Obama lives. I did not see Mr. Obama but I did see his house and it is very big! After that, I Walked back to the hotel. In the afternoon I met the other Peace Corps Volunteers. We had a meeting. We had many questions about what Indonesia would be like. I felt a little Nervous.

That night I went to a restaurant to eat dinner. It was my last dinner in America. I did not eat rice! I ate a hamburger. The next morning, on April 2nd, I went to the airport in Washington, D.C. with all the other Peace Corps Volunteers. We boarded the plane to fly to Tokyo. The flight took 14 hours! I Watched movies on the plane and tried to sleep. Finally we arrived in Tokyo. We were all very tired. I walked around the airport and ate some food. Next we flew to Bangkok. This flight was 10 hours long. When we got off the plane in Bangkok, we drove to a hotel. But, we were only in the hotel for 2 hours. We rested and Showered Next, we went back to the airport. This time we flew to Jakarta. The flight was 4 hours long. Finally I arrived in Indonesia! I was so excited, but also very sleepy. I could not rest. We had one more flight. Next we flew from Jakarta to Surabaya. The Flight took only 1 hour. I looked out the window of the plane as we flew over Indonesia. Wow! So beautiful! I was so happy when we landed in Surabaya. I was finally in East Java my new home! This is the story of my journey to Indonesia, and I am happy to be here. Thank you for your attention.

Question:
A. Fill the meaning of the following words!

Vocabulary (include names of cities):
1. Suitcase
2. Pack
3. Adventure
4. Airport
5. Flight
6. Flew
7. Hotel
8. Peace Corps
9. Volunteer
10. Plane
B. Answer correctly!
   1. How did Miss Sarah feel when she left Portland?
   2. What was the name of Miss Sarah’s new friend, the other Peace Corps Volunteer?
   3. What did Miss Sarah eat for her last dinner in America?
   4. How long was the flight from Washington, D.C, to Tokyo?
   5. How did Miss Sarah feel when she arrived in East Java?
On March 30th, 2012, I packed my suitcase. I was ready for my new adventure. I was moving to Indonesia! The next morning my family and I drove to the airport in Portland, the city I live in America. I said goodbye to my family. I was sad to leave them but excited to travel. First, I flew from Portland to Washington, D.C. The flight took 5 hours! Washington, D.C. is the capital of the United States of America. President Barack Obama lives in Washington, D.C. When my plane landed, I got on a bus to drive to the hotel. At the hotel I met my new friends, other Peace Corps Volunteers, like me. First, I met DeeDee. She was so friendly and kind.

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That night I went to a restaurant to eat dinner. It was my last dinner in America. I did not eat rice! I ate a hamburger. The next morning, on April 2nd, I went to the airport in Washington, D.C. with all the other Peace Corps Volunteers. We boarded the plane to fly to Tokyo. The flight took 14 hours! I watched movies on the plane and tried to sleep. Finally we arrived in Tokyo. We were all very tired. I walked around the airport and ate some food. Next we flew to Bangkok. This flight was 10 hours long. When we got off the plane in Bangkok, we drove to a hotel. But, we were only in the hotel for 2 hours. We rested and showered. Next, we went back to the airport. This time we flew to Jakarta. The flight was 4 hours long. Finally I arrived in Indonesia! I was so excited, but also very sleepy. I could not rest. We had one more flight. Next we flew from Jakarta to Surabaya. The flight took only 1 hour. I looked out the window of the plane as we flew over Indonesia. Wow! So beautiful! I was so happy when we landed in Surabaya. I was finally in East Java my new home! This is the story of my journey to Indonesia, and I am happy to be here. Thank you for your attention.

A. Fill the meaning of the following words!

Vocabulary (include names of cities):

1. Suitcase: Koper
2. Pack: Kemas
3. Adventure: Petualangan
4. Airport: Bandara
5. Flight: Perbangunan
6. Flew: Boro
7. Hotel: Hotel
8. Peace Corps: Pekatnas
9. Volunteer: Pemuda
10. Plane: Pesawat

B. Answer correctly!

1. How did Miss Sarah feel when she left Portland?
2. What was the name of Miss Sarah's new friend, the other Peace Corps Volunteer?
3. What did Miss Sarah eat for her last dinner in America?
4. How long was the flight from Washington, D.C, to Tokyo?
5. How did Miss Sarah feel when she arrived in East Java?
Miss Sarah's Journey to Indonesia

On March 30th, 2012, I packed my suitcase. I was ready for my new Adventure, I was moving to Indonesia! The next morning my family and I drove to the airport in Portland, the city I live in America. I said goodbye to my family. I was sad to leave them but excited to travel.

First, I flew from Portland to Washington, D.C. The flight took 5 hours! Washington, D.C. is the capital of the United States of America. President Barack Obama lives in Washington, D.C. When my plane landed, I got on a bus to drive to the hotel. At the hotel, I met my new friends, other Peace Corps Volunteers, like me. First, I met DeeDee. She was so friendly and kind.

The next morning, April 1st, DeeDee and I took a walk around the city. We walked to the White House — this is where President Barack Obama lives. I did not see Mr. Obama but I did see his house and it is very big! After that, I walked back to the hotel. In the afternoon, I met the other Peace Corps Volunteers. We had a meeting. We had many questions about what Indonesia would be like. I felt a little nervous.

That night, I went to a restaurant to eat dinner. It was my last dinner in America. I did not eat rice! I ate a hamburger. The next morning, on April 2nd, I went to the airport in Washington, D.C. with all the other Peace Corps Volunteers. We boarded the plane to fly to Tokyo. The flight took 14 hours! I watched movies on the plane and tried to sleep. Finally, we arrived in Tokyo. We were all very tired. I walked around the airport and ate some food. Next, we flew to Bangkok. This flight was 10 hours long. When we got off the plane in Bangkok, we drove to a hotel. But, we were only in the hotel for 2 hours. We rested and showered. Next, we went back to the airport. This time, we flew to Jakarta. The flight was 4 hours long. Finally, I arrived in Indonesia! I was so excited, but also very sleepy. I could not rest. We had one more flight. Next, we flew from Jakarta to Surabaya. The flight took only 1 hour. I looked out the window of the plane as we flew over Indonesia. Wow! So beautiful! I was so happy when we landed in Surabaya. I was finally in East Java, my new home! This is the story of my journey to Indonesia, and I am happy to be here. Thank you for your attention.

A. Fill the meaning of the following words!

Vocabulary (include names of cities):

1. Suitcase : Domestics
2. Pack : Kuwait
3. Adventure : Indonesia / Peace Corps
4. Airport : Jakarta
5. Flight : Jakarta
6. Flew : Flown / Been to
7. Hotel : Hotel / Amsterdam
8. Peace Corps : Peace Corps
9. Volunteer : Volunteer / Indonesia
10. Plane : Plane

B. Answer correctly!

1. How did Miss Sarah feel when she left Portland? **Excited**.
2. What was the name of Miss Sarah's new friend, the other Peace Corps Volunteer? **DeeDee**.
3. What did Miss Sarah eat for her last dinner in America? **Hamburger**.
4. How long was the flight from Washington, D.C. to Tokyo? **14 hours**.
5. How did Miss Sarah feel when she arrived in East Java? **Happy**.
Miss Sarah’s Journey to Indonesia

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A. Fill the meaning of the following words!

Vocabulary (include names of cities):
1. Suitcase
2. Pack
3. Adventure
4. Airport
5. Flight
6. Flow
7. Hotel
8. Peace Corps
9. Volunteer
10. Plane

B. Answer correctly!
1. How did Miss Sarah feel when she left Portland? sad
2. What was the name of Miss Sarah’s new friend, the other Peace Corps Volunteer? Dee Dee
3. What did Miss Sarah eat for her last dinner in America? hamburger
4. How long was the flight from Washington, D.C., to Tokyo? 14 hours
5. How did Miss Sarah feel when she arrived in East Java? I was so happy
Miss Sarah's Journey to Indonesia

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A. Fill the meaning of the following words!
   Vocabulary (include names of cities):

   1. Suitcase :  
   2. Pack :  
   3. Adventure :  
   4. Airport :  
   5. Flight :  
   6. Flew :  
   7. Hotel :  
   8. Peace Corps :  
   9. Volunteer :  
   10. Indonesia :  

B. Answer correctly!
1. How did Miss Sarah feel when she left Portland? 
2. What was the name of Miss Sarah's new friend, the other Peace Corps Volunteer? 
3. What did Miss Sarah eat for her last dinner in America? 
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Question:
A. Fill the meaning of the following words!

Vocabulary (include names of cities):
1. Suitcase
2. Pack
3. Adventure
4. Airport
5. Flight
6. Flew
7. Hotel
8. Peace Corps
9. Volunteer
10. Plane
B. Answer correctly!

1. How did Miss Sarah feel when she left Portland?
2. What was the name of Miss Sarah’s new friend, the other Peace Corps Volunteer?
3. What did Miss Sarah eat for her last dinner in America?
4. How long was the flight from Washington, D.C, to Tokyo?
5. How did Miss Sarah feel when she arrived in East Java?
Students worked in post-test cycle I

Miss Sarah’s Journey to Indonesia

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A. Fill the meaning of the following words!

Vocabulary (include names of cities):
1. Suitcase : koper
2. Pack : Pak
3. Adventure : Perjalanan
4. Airport : Bandara
5. Flight : Penerbangan
6. Flew : terbang
7. Hotel : Hotel
8. Peace Corps : Perdamaian
9. Volunteer : sukarelawan
10. Plane : Pesawat

B. Answer correctly!
1. How did Miss Sarah feel when she left Portland?
2. What was the name of Miss Sarah’s new friend, the other Peace Corps Volunteer?
3. What did Miss Sarah eat for her last dinner in America?
4. How long was the flight from Washington, D.C., to Tokyo?
5. How did Miss Sarah feel when she arrived in East Java?
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The next morning, April 1st, DeeDee and I took a walk around the city. We walked to the White House — this is where President Barack Obama lives. I did not see Mr. Obama but I did see his house and it is very big! After that, I walked back to the hotel. In the afternoon I met the other Peace Corps Volunteers. We had a meeting. We had many questions about what Indonesia would be like. I felt a little nervous.

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We were all very tired. I walked around the airport and ate some food. Next we flew to Bangkok. This flight was 10 hours long. When we got off the plane in Bangkok, we drove to a hotel. But, we were only in the hotel for 2 hours. We rested and showered. Next, we went back to the airport. This time we flew to Jakarta. The flight was 4 hours long. Finally I arrived in Indonesia. I was so excited, but also very sleepy. I could not rest. We had one more flight. Next we flew from Jakarta to Surabaya. The flight took only 1 hour. I looked out the window of the plane as we flew over Indonesia. Wow! So beautiful! I was so happy when we landed in Surabaya. I was finally in East Java my new home! This is the story of my journey to Indonesia, and I am happy to be here. Thank you for your attention.

A. Fill the meaning of the following words!

Vocabulary (include names of cities):

1. Suitcase  : ko per  
2. Pack       : BuNjuran     
3. Adventure  : Pekurangan
4. Airport    : Perubahan uKara
5. Flight     : Perubahan terbang
6. Flew       : terbang     
7. Hotel      :  
8. Peace Corps: Pasukan terbang
9. Volunteer  : Sarjo terbang
10. Plane     : terbang

B. Answer correctly!

1. How did Miss Sarah feel when she left Portland? She was sad to leave them but Exc to travel.
2. What was the name of Miss Sarah's new friend, the other Peace Corps Volunteer? DeeDee.
3. What did Miss Sarah eat for her last dinner in America? Hamburger.
4. How long was the flight from Washington, D.C., to Tokyo? 14 hours.
5. How did Miss Sarah feel when she arrived in East Java? SO Happy.
Miss Sarah's Journey to Indonesia

On March 30th, 2012, I packed my suitcase. I was ready for my new adventure. I was moving to Indonesia! The next morning my family and I drove to the airport in Portland, the city I live in America. I said goodbye to my family. I was sad to leave them but excited to travel.

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A. Fill the meaning of the following words!

Vocabulary (include names of cities):
1. Suitcase: Pakaian
2. Pack: Pakaian
3. Adventure: Peralatan
4. Airport: PERALATAN
5. Flight: Peralatan
6. Flew: PERKSI
7. Hotel: PERKSI
8. Peace Corps: PERKSI
9. Volunteer: PERKSI
10. Plane: PERKSI

B. Answer correctly!
1. How did Miss Sarah feel when she left Portland? She was sad to take them but excited.
2. What was the name of Miss Sarah's new friend, the other Peace Corps Volunteer? DeeDee
3. What did Miss Sarah eat for her last dinner in America? Hamburger
4. How long was the flight from Washington, D.C., to Tokyo? 14 Hours
5. How did Miss Sarah feel when she arrived in East Java? So happy.
Appendix 6: Pre-test (Cycle 2)

Visiting My Village

Last month, I and my family went to Banyumas which was located in Central Java, Indonesia. We drove a car. I enjoyed the journey all day long although it took 2 days to get there. We were fun, my brother made some jokes all day. My father told us some stories on the way. My mother slept in the back seat.

My first day in my village, I visited my siblings and friends. We are welcomed with happiness. When I saw my parents, they cried because they looked so happy to meet up their families. The next day, I, my brother, my cousin and my nephew went to a popular place in Purwokerto. It was called “Baturaden”. That was a favorite spot in Purwokerto. We enjoyed local specialty food as culinary. I was satisfied and so were they. Next, I took a photo with traditional music musicians.

My brother, my cousin and my nephew enjoy the view with other visitors. They took a photo with their style like I did. In the evening, we were back home. And did other private activities, such as made a conversation, told the story and made a joke.

The day after tomorrow, my cousin had a ceremony to say thanks to God for blessing their son. It was called “Nazar”. When the parents had a promise for something and it was realized. They had to make a traditional ceremony. I watched that traditional ceremony and took their photograph. For the last show, we were entertained by “Ebeg”. It was traditional art. The player danced through the traditional music and they were handled by the spirit. It was scary, but it was fun and entertaining. Time run so fast because the next day was our last day in the village. So I took the last photo to bring it home. They were my family and still family until the last breath in this world.

Finally, we had to go home and brought a love experience from family. Yaps… that was the hardest part.

Question:
A. Fill the meaning of the following words!

Vocabulary (include names of cities):
1. Drove
2. Stories
3. Sibling
4. Favorite
5. Popular
6. Visitor
7. Style
8. Scary
9. Promise
10. Spirit
B. Answer correctly!
1. When did they go to Banyumas?
2. How did they go there?
3. Was the writer sad on the way?
4. What did the writer do on the first day?
5. What was the popular place in Purwokerto?
6. What is the meaning of “private activities” in the 2nd paragraph?
7. What did they call the ceremony to say thanks to God?
8. Why was the writer scare with “Ebeg”?
9. When did the writer take the last foto?
10. Did the writer enjoy the holiday in the village?
Students work in pre-test cycle II

Name : sk
Class :

Visiting My Village

Last month, I and my family went to Banyuman which was located in Central Java, Indonesia. We drove a car. I enjoyed the journey all the way long although it took 2 days to get there. We were fun, my brother made some jokes all day. My father told us some stories on the way. My mother slept in the back seat.

My first day in my village, I visited my siblings and friends. We are welcomed with happiness. When I saw my parents, they cried because they looked so happy to meet up their families. The next day, I, my brother, my cousin and my nephew went to a popular place in Purwokerto. It was called “Bankau”. That was a favorite spot in Purwokerto. We enjoyed local specialty food as a culinary. I was satisfied and so were they. Next, I took a photo with traditional music musicians.

My brother, my cousin and my nephew enjoy the view with other visitors. They took a photo with their style like I did. In the evening, we were back home. And did other private activities, such as made a conversation, told the story and made a joke.

The day after tomorrow, my cousin had a ceremony to say thanks to God for blessing their son. It was called “Nama”. When the parents had a promise for something and it was realized. They had to make a traditional ceremony. I watched that traditional ceremony and took their photograph. For the last show, we were entertained by “Ebeg”. It was traditional art. The player danced through the traditional music and they were handled by the spirit. It was scary, but it was fun and entertaining. Time run so fast because the next day was our last day in the village. So I took the last photo to bring it home. They were my family and still family until the last breath in this world.

Finally, we had to go home and brought a love experience from family. Yaaa... that was the hardest part

Questions.
Vocabulary
1. Drove = Meryondarai
2. Stories = Cerita
3. Sibling = Saudara kandung
4. Favorite = kedauluan
5. Popular = torkenal
6. Visitor = Tamu
7. Style = Style
8. Scary = Menakutkan
9. Promise = Janji
10. Spirit = Sembang

Essay
1. When did they go to Banyuman? Last month.
2. How did they go there? By car.
3. Was the writer tired on the way? Not at all, was not tiring and fun.
4. What did the writer do on the first day? They watched the show.
5. What was the popular place in Purwokerto? Person or group of people.
6. What is the meaning of “private activities” in the 2nd paragraph? Traditional ceremony.
7. What did they call the ceremony to say thanks to God? Traditional dance by spirit.
8. Why was the writer scare with “Ebeg”? He left the village.
9. When did the writer take the last photo? Last day.
10. Did the writer enjoy the holiday in the village? Yes of course.
Visiting My Village

Last month, I and my family went to Banyumas which was located in Central Java, Indonesia. We drove a car. I enjoyed the journey all day long although it took 2 days to get there. We were fun, my brother made some jokes all day. My father told us some stories on the way. My mother slept in the back seat.

My first day in my village, I visited my siblings and friends. We are welcomed with happiness. When I saw my parents, they cried because they looked so happy to meet up their families. The next day, I, my brother, my cousin and my nephew went to a popular place in Purwokerto. It was called “Baturaden”. That was a favorite spot in Purwokerto. We enjoyed local specialty food as culinary. I was satisfied and so were they. Next, I took a photo with traditional music musicians.

My brother, my cousin and my nephew enjoy the view with other visitors. They took a photo with their style like I did. In the evening, we were back home. And did other private activities, such as made a conversation, told the story and made a joke.

The day after tomorrow, my cousin had a ceremony to say thanks to God for blessing their son. It was called “Nazar”. When the parents had a promise for something and it was realized. They had to make a traditional ceremony. I watched that traditional ceremony and took their photograph. For the last show, we were entertained by “Ebeg”. It was traditional art. The player danced through the traditional music and they were handled by the spirit. It was scary, but it was fun and entertaining. Time run so fast because the next day was our last day in the village. So I took the last photo to bring it home. They were my family and still family until the last breath in this world.

Finally, we had to go home and brought a love experience from family. Yeah... that was the hardest part

Questions.
Vocabulary
1. Drove : Nengondana
2. Stories : Cerita
3. Sibling : Saudara kandung
4. Favorite : Kebon kanan
5. Popular : Terkenal
6. Visitor : Pengunjung
7. Style : Gaya
8. Scary : Purb
9. Promise : Janji
10. Spirit : Kekuatan

Essay
1. When did they go to Banyumas? Last month
2. How did they go there? by Car
3. Was the writer sad on the way? No
4. What did the writer do on the first day? Visit some sibling and his friend.
5. What was the popular place in Purwokerto? Baturaden
6. What is the meaning of “private activities” in the 2nd paragraph? Ekstrater pribadi?
7. What did they call the ceremony to say thanks to God? Traditional ceremony
8. Why was the writer scared with “Ebeg”?
9. When did the writer take the last photo?
10. Did the writer enjoy the holiday in the village? Yes
Visiting My Village

Last month, I and my family went to Banyumas which was located in Central Java, Indonesia. We drove a car. I enjoyed the journey all day long although it took 2 days to get there. We were fun, my brother made some jokes all day. My father told us some stories on the way. My mother slept in the back seat.

My first day in my village, I visited my siblings and friends. We are welcomed with happiness. When I saw my parents, they cried because they looked so happy to meet up their families. The next day, I, my brother, my cousin and my nephew went to a popular place in Purwokerto. It was called “Baturaden”. That was a favorite spot in Purwokerto. We enjoyed local specialty food as culinary. I was satisfied and so were they. Next, I took a photo with traditional music musicians.

My brother, my cousin and my nephew enjoy the view with other visitors. They took a photo with their style like I did. In the evening, we were back home. And did other private activities, such as made a conversation, told the story and made a joke.

The day after tomorrow, my cousin had a ceremony to say thanks to God for blessing their son. It was called “Nazar”. When the parents had a promise for something and it was realized. They had to make a traditional ceremony. I watched that traditional ceremony and took their photograph. For the last show, we were entertained by “Ebeg”. It was traditional art. The player danced through the traditional music and they were handled by the spirit. It was scary, but it was fun and entertaining. Time run so fast because the next day was our last day in the village. So I took the last photo to bring it home. They were my family and still family until the last breath in this world.

Finally, we had to go home and brought a love experience from family. Yaps... that was the hardest part

Questions.
Vocabulary
Mengendarai Cerita Saudara Keinginan
Sudahlah Jangan Menangis

Essay
1. When did they go to Banyumas? last month
2. How did they go there? by car
3. Was the writer sad on the way? not
4. What did the writer do on the first day? visited his sibling and his friend
5. What was the popular place in Purwokerto? Baturaden
6. What is the meaning of “private activities” in the 2nd paragraph? people only
7. What did they call the ceremony to say thanks to God? Nazar
8. Why was the writer scared with “Ebeg”? it was entertaining.
9. When did the writer take the last photo? in the end
10. Did the writer enjoy the holiday in the village? yes
Appendix 7: Post-test (Cycle 2)

Visiting My Village

Last month, I and my family went to Banyumas which was located in Central Java, Indonesia. We drove a car. I enjoyed the journey all day long although it took 2 days to get there. We were fun, my brother made some jokes all day. My father told us some stories on the way. My mother slept in the back seat.

My first day in my village, I visited my siblings and friends. We are welcomed with happiness. When I saw my parents, they cried because they looked so happy to meet up their families. The next day, I, my brother, my cousin and my nephew went to a popular place in Purwokerto. It was called “Baturaden”. That was a favorite spot in Purwokerto. We enjoyed local specialty food as culinary. I was satisfied and so were they. Next, I took a photo with traditional music musicians.

My brother, my cousin and my nephew enjoy the view with other visitors. They took a photo with their style like I did. In the evening, we were back home. And did other private activities, such as made a conversation, told the story and made a joke.

The day after tomorrow, my cousin had a ceremony to say thanks to God for blessing their son. It was called “Nazar”. When the parents had a promise for something and it was realized. They had to make a traditional ceremony. I watched that traditional ceremony and took their photograph. For the last show, we were entertained by “Ebeg”. It was traditional art. The player danced through the traditional music and they were handled by the spirit. It was scary, but it was fun and entertaining. Time run so fast because the next day was our last day in the village. So I took the last photo to bring it home. They were my family and still family until the last breath in this world.

Finally, we had to go home and brought a love experience from family. Yaps… that was the hardest part.

Question:
A. Fill the meaning of the following words!

Vocabulary (include names of cities):

1. Drove
2. Stories
3. Sibling
4. Favorite
5. Popular
6. Visitor
7. Style
8. Scary
9. Promise
10. Spirit
B. Answer correctly!
1. When did they go to Banyumas?
2. How did they go there?
3. Was the writer sad on the way?
4. What did the writer do on the first day?
5. What was the popular place in Purwokerto?
6. What is the meaning of “private activities” in the 2nd paragraph?
7. What did they call the ceremony to say thanks to God?
8. Why was the writer scared with “Ebeg”?
9. When did the writer take the last photo?
10. Did the writer enjoy the holiday in the village?
Students work in footer, cycle II

Visiting My Village

Last month, I and my family went to Banyumas which was located in Central Java, Indonesia. We drove a car. I enjoyed the journey all day long although it took 2 days to get there. We were fun, my brother made some jokes all day. My father told us some stories on the way. My mother slept in the back seat.

My first day in my village, I visited my siblings and friends. We are welcomed with happiness. When I saw my parents, they cried because they looked so happy to meet up their families. The next day, I, my brother, my cousin and my nephew went to a popular place in Purwokerto. It was called "Sukaradja". That was a favorite spot in Purwokerto. We enjoyed local specialty food as culinary. I was satisfied and so were they. Next, I took a photo with traditional music musicians.

My brother, my cousin and my nephew enjoy the view with other visitors. They took a photo with their style like I did. In the evening, we were back home. And did other private activities, such as make a conversation, told the story and made a joke.

The day after tomorrow, my cousin had a ceremony to say thanks to God for blessing their son. It was called "Nazari". When the parents had a promise for something and it was realized. They had to make a traditional ceremony. I watched that traditional ceremony and took their photograph. For the last show, we were entertained by "Ebeg". It was traditional art. The players danced through the traditional music and they were handled by the spirit. It was scary, but it was fun and entertaining. Time run so fast because the next day was our last day in the village. So I took the last photo to bring it home. They were my family and still family until the last breath in this world.

Finally, we had to go home and brought a love experience from family. Yaaa... that was the hardest part.

Questions.

Vocabulary
1. Drive: Membawa
2. Stories: Cerita
3. Sibling: Saudara kandung
4. Favorite: Kesukaan
5. Popular: Lohkenal

Visiting: Menjenguk
6. Visitor: Tamu
7. Style: Senja
8. Scary: Menakutkan
9. Promise: Janji
10. Spirit: Spirit

Essay

1. When did they go to Banyumas? Last month.
2. How did they go there? By car.
3. Was the writer sad on the way? No, he was not. "Sukaradja" and friend.
4. What did the writer do on the first day? Enjoying.
5. What was the popular place in Purwokerto? Person or group of people on traditional dance by spirit.
6. What is the meaning of "private activities" in the 2nd paragraph? Traditional ceremony.
7. What did they call the ceremony to say thanks to God? "Ebeg".
8. Why was the writer scared with "Ebeg"? He left the village.
9. When did the writer take the last photo? Yes of course.
Visiting My Village

Last month, I and my family went to Banyumas which was located in Central Java, Indonesia. We drove a car. I enjoyed the journey all day long although it took 2 days to get there. We were fun, my brother made some jokes all day. My father told us some stories on the way. My mother slept in the back seat.

My first day in my village, I visited my siblings and friends. We are welcomed with happiness. When I saw my parents, they cried because they looked so happy to meet up their families. The next day, I, my brother, my cousin and my nephew went to a popular place in Purwokerto. It was called “Batuadeh”. That was a favorite spot in Purwokerto. We enjoyed local specialty food as culinary. I was satisfied and so were they. Next, I took a photo with traditional music musicians.

My brother, my cousin and my nephew enjoy the view with other visitors. They took a photo with their style like I did. In the evening, we were back home. And did other private activities, such as made a conversation, told the story and made a joke.

The day after tomorrow, my cousin had a ceremony to say thanks to God for blessing their son. It was called “Nazar”. When the parents had a promise for something and it was realized. They had to make a traditional ceremony. I watched that traditional ceremony and took their photograph. For the last show, we were entertained by “Eoeg”. It was traditional art. The player danced through the traditional music and they were handled by the spirit. It was scary, but it was fun and entertaining. Time runs so fast because the next day was our last day in the village. So I took the last photo to bring it home. They were my family and still family until the last breath in this world.

Finally, we had to go home and brought a love experience from family. Yeps… that was the hardest part.

Questions.

Vocabulary
1. Drove : Nengandora
2. Stories : Cerita
3. Sibling : Saudara kandung
4. Favorite : Kepekaan
5. Popular : Terkera
6. Visitor : Pengunjung
7. Style : Gayo
8. Scary : Taawul
9. Promise : Janji
10. Spirit : Semangat

Essay

1. When did they go to Banyumas? Last month
2. How did they go there? By car
3. Was the writer sad on the way? No
4. What did the writer do on the first day? Visited his sibling and friend
5. What was the popular place in Purwokerto? Sauro desa
6. What is the meaning of “private activities” in the 2nd paragraph? Activitas pribadi
7. What did they call the ceremony to say thanks to God? Traditional ceremony
8. Why was the writer scared with “Eoeg”? Traditional dance
9. When did the writer take the last photo? One day before he left village
10. Did the writer enjoy the holiday in the village? Yes
Name: Tk
Class: 

Visiting My Village

Last month, I and my family went to Banyumas which was located in Central Java, Indonesia. We drove a car. I enjoyed the journey all day long although it took 2 days to get there. We were fun, my brother made some jokes all day. My father told us some stories on the way. My mother slept in the back seat.

My first day in my village, I visited my siblings and friends. We are welcomed with happiness. When I saw my parents, they cried because they looked so happy to meet up their families. The next day, I, my brother, my cousin and my nephew went to a popular place in Purwokerto. It was called “Baturaden”. That was a favorite spot in Purwokerto. We enjoyed local specialty food as culinary. I was satisfied and so were they. Next, I took a photo with traditional music musicians.

My brother, my cousin and my nephew enjoy the view with other visitors. They took a photo with their style like I did. In the evening, we went back home. And did other private activities, such as made a conversation, told the story and made a joke.

The day after tomorrow, my cousin had a ceremony to say thanks to God for blessing their son. It was called “Nazar”. When the parents had a promise for something and it was realized. They had to make a traditional ceremony. I watched that traditional ceremony and took their photographs. For the last show, we were entertained by “Ebeg”. It was traditional art. The player danced through the traditional music and they were handled by the spirit. It was scary, but it was fun and entertaining. Time run so fast because the next day was our last day in the village. So I took the last photo to bring it home. They were my family and still family until the last breath in this world.

Finally, we had to go home and brought a love experience from family. Yaps... that was the hardest part.

Questions:

Vocabulary
1. Drove
2. Stories
3. Sibling
4. Favorite
5. Popular
6. Visitor
7. Style
8. Scary
9. Promise
10. Spirit

Essay
1. When did they go to Banyumas last month?
2. How did they go there? by Car
3. Was the writer sad on the way? No
4. What did the writer do on the first day? Visited Baturaden and his friends.
5. What was the popular place in Purwokerto? Baturaden
6. What is the meaning of “private activities” in the 2nd paragraph?
7. What did they call the ceremony to say thanks to God?
8. Why was the writer scared with “Ebeg”?
9. When did the writer take the last photo?
10. Did the writer enjoy the holiday in the village? Yes

Traditional dance
Before he left the village
Appendix 8: Picture in learning process

The teacher opened the class
His was checked attendance list
Deliver the Material
Play Apples to Apples in cycle 1
The students’ finishing task pre-test cycle 1
The students’ finishing task post-test cycle 1
Play Apples to Apples in cycle II
The students’ finishing task post-test and Pre-test cycle II
Appendix 11 : Proof of Conducted Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Lingkar Salatiga KM 2 Telepon (0298) 6031364 Kode Pos 50716 Salatiga
Website: http://tarbiyah.iainsalatiga.ac.id e-mail: tarbiyah@iainsalatiga.ac.id

Nomor : B.1.3.001/In.21/D1.1/PP.07.3/01/2018
Lamp. : -
Hal : Pembimbing dan Asisten
     Pembimbing Skripsi

Kepada

Yth. Norwanto, S.Pd, M.Hum, Ph.D

Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa:

Nama : WIDIYASTUTI
NIM : 113-14-080
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jurusan : TADRIS BAHASA INGGRIS
Judul Skripsi : THE USE APPLES TO APPLES GAME TO TEACH RECOUNT TEXT FOR TENTH GRADED STUDENTS' OF MA ALBIDAYAH CANDI BANDUNGAN.

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

A.n. Bpk.
Sdang Akademik

[Signature]
Appendix 10: Letter for Research Permission

Kementerian Agama Republik Indonesia
Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas Tarbiyah dan Ilmu Keguruan
Jalan Langkaw Salatiga KM 2 Telepon (0296) 6031364 Kode Pos 50716 Salatiga
Website: www.tarbiyah.iainsalatiga.ac.id e-mail: tarbiyah@iainsalatiga.ac.id

Nomor: B-889 /Ln.21/D1.1/PN./03.1/04/2018
Lamp: Proposal Penelitian
Hal: Permohonan Izin Penelitian

Salatiga, 19 April 2018

Kepada
Yth. Kepala MA ALBIDAYAH
Di tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama: WIDIYASTUTI
NIM: 113-14-080
Program Studi: Pendidikan Bahasa Inggris
Fakultas: Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsinya adalah:
THE USE APPLES TO APPLES GAME TO TEACH RECOUNT TEXT FOR TENTH GRADED STUDENTS’ OF MA ALBIDAYAH CANDI BANDUNGAN.

Dosen Pembimbing: Nurwanto, S.Pd, M.Hum, Ph.D

Kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di MA ALBIDAYAH, mulai tanggal 20 April 2018.
Demikian, atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.
Wassalamualaikum Wr. Wb.

A.n. Dekan
Adang Akademik

M.Keith, M.Phil.
NIP. 19690617 199603 1004
SURAT KETERANGAN
Nomor: Mas.11.22.05/11/IX/2018

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Al Bidayah Candi Bandungan
Kab. Semarang:

Nama : Drs. Edi Winarto, S.Pd.
NIP : -
Jabatan : Kepala Madrasah
Alamat : Krajan Kebondalem Jambu

Menerangkan bahwa:

Nama : WIDICYASTUTI
NIM : 113-14-080
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Dosen Pembimbing : Norwanto, S.Pd, M.Hum

Telah melakukan penelitian guna penyelisah Skripsi dengan judul “The Use Apples To
Apples To Teach Recount Text For Thenth Grade Students’ Of MA Al Bidayah Candi
Bandungan” Pada tanggal 20 April 2018 s.d. Selesai

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Candi, 4 September 2018
Kepala Madrasah

Drs. Edi Winarto, S.Pd
NIP:-
**Appendix 12: Conducted sheet of graduating Paper**

**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa : WIDITYASTUTI  
NIM : 11314080  
Dosen Pembimbing : Norwanto, S.Pd, M.Hum, Ph.D  
Judul Skripsi pada surat penunjukan pembimbing skripsi : THE USE APPLES TO APPLES GAME TO TEACH RECOUNT TEXT FOR TENTH GRADE STUDENTS’ OF MA ALBIDAYAH CANDI BANDUNGAN.

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Dosen Pembimbing,  

Norwanto, S.Pd, M.Hum, Ph.D  
NIP. 19751015 200212 1 006  

Catatan:  
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : WIDIYASTUTI
NIK : 11314080
Dosen Pembimbing : Norwanto, S.Pd, M.Hum, Ph.D

Judul Skripsi pada surat penunjukan pembimbing skripsi : THE USE APPLES TO APPLES GAME TO TEACH RECOUNT TEXT FOR TENTH GRADE STUDENTS' OF MA ALBIDAYAH CANDI BANDUNGAN.

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Dosen Pembimbing: 

Norwanto, S.Pd, M.Hum, Ph.D
NIP. 99751015 200212 1 006

Catatan:
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
### Appendix 13: T-Table

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## Appendix 14: Satuan Kredit Kegiatan (SKK)

**SATUAN KREDIT KEGIATAN (SKK)**

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Jumlah 119

Salatiga, 26 July 2018

Mengetahui,

Wakil Dekan Bidang Kemahasiswaan dan Kerjasama

[Signature]

NIP 197005 10190803 1003
Appendix 15: Declaration and Permission for Publication

DECLARATION AND PERMISSION FOR PUBLICATION

I have been marked below:

Name : Widiyastuti

NIM : 113-14-080

Faculty : Teacher Training and Education Faculty

Department : English Education Department

Declares that this graduating paper is written by the researcher and it does not copy from others researchers. Theories and citations are used codes of ethics of writing for graduating paper. I give permission to publish graduating paper on IAIN Salatiga’s e-repository.

Salatiga, September 5th 2018

The researcher,

[Signature]

NIM: 113 14 085