THE EFFECTIVENESS OF USING CHARADE GAME TO TEACH WRITING PROCEDURE TEXT

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:
FATCHUL LUTFAH
NIM. 11314038

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
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2019
STATEMENT OF ORIGINALITY AND PUBLICATION’S WILLINGNESS

For myself who got a signature below:

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The researcher fully declares that this graduating paper was made by the writer herself, and it is not contained the materials written or has been published by other people’s ideas. The materials and ideas from the other people in this graduating paper were cited scientifically. The writer be pleased if this graduating paper to be published at e-repository IAIN Salatiga

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In the name of Allah,

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Salatiga, January 11th 2019

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THE ATTENTIVE COUNSELOR’S NOTE
Case : Fatchul Lutfah’s Graduating Paper

Dear,
Dean of Teacher Training and Education Faculty

\textit{Assalamu’alaikum Wr. Wb.}

After reading and correcting Fatchul Lutfah’s graduating paper entitled \textbf{THE EFFECTIVENESS OF USING CHARADE GAME TO IMPROVE STUDENTS’ WRITING SKILL IN PROCEDURE TEXT}, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

\textit{Wassalamu’alaikum Wr. Wb.}

Counselor

\textit{[Signature]}

Dr. Mashlihatul Umami, S. Pd. I., M. A.

NIP. 19800513 200312 2 003
A GRADUATING PAPER

THE EFFECTIVENESS OF USING CHARADE GAME TO TEACH WRITING PROCEDURE TEXT

WRITTEN BY:
Fatchul Lutfah
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Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga on March 13th 2019, and hereby considered to completely fulfill of the requirement for degree of Sarjana Pendidikan (S.Pd) in English Education Department.

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Salatiga, March 19th 2019

Dean of Teacher Training and Education Faculty

NIP. 19670121 199903 1 002
MOTTO

“Nothing is useless”

-anonymous-
DEDICATION

This graduating paper is dedicated to:

1. Allah SWT, the Almighty.
2. My beloved Parents Ngabdullah and Nur Mu’alifah that always love and support me. Both of you are the most precious in my life.
4. My big family who always support me endlessly to finish this graduating paper.
ACKNOWLEDGEMENTS

Assalamu’alaikum. W. W.

Alhamdulillahi rabbil’alamin, all praise be to Allah SWT, the Most Gracious and the Most Merciful who always bless and help the writer so the writer can finish the graduating paper. 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 would like to express special thanks to:

1. Dr. Rahmat Haryadi, M. Pd. the Rector of Institute of Islamic Studies (IAIN) Salatiga.
2. Suwardi, M. Pd. the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.
3. Noor Malihah, Ph. D. the Head of English Education Department
4. Dr. Mashlihatul Umami, M. A. as my counselor, thousand thanks for suggestion and guidance during compiling this graduating paper from beginning until the end.
5. All of lecturers and staff of State Institute for Islamic Studies (IAIN) Salatiga.
6. All official staff of IAIN Salatiga. Thanks for the assistance regarding to the administration
7. The English Teacher of MTs SA Pancasila Salatiga, Yulfa Fitria, S. Pd. I., who guides me in conducting this research, a bunch of thousand thanks for any kindness, help, guidance and advice during my research.

8. All of my besties that I cannot mention one by one. I love you guys so much.

9. My Zulfa 11/12 team.

10. My PPL team in SMA N1 Tuntang.

11. KKN team Ngleses 106.

12. All of the members of BPUN 2014 Yogyakarta.

13. All of my friends in English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga.

14. To YG Family (Bigbang, 2ne1, Lee Hi, Akdong Musician, Winner, iKON, Blackpink, Sechskies, One and Treasure13) and Pledis Seventeen, I thank you all so much, your music colors my life and always inspires me to finish this graduating paper.

Salatiga, January 11th 2019

The Researcher

Fatchul Lutfah
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ABSTRACT


Keywords: Charade Game, Procedure Text, Teaching Writing

The objectives of the research were to find out the profile of the students’ writing skill in procedure text before and after implementing Charade game and to measure how far is the effectiveness of the game for the ninth grade students of MTs SA Pancasila Salatiga in the academic year of 2018/ 2109. This research was a quasi experimental research. The technique of collecting data were test and documentation. There were two kinds of test which were used, those were pre-test and post-test. The subjects of this research were two classes of the ninth grade students at MTs SA Pancsila Salatiga. It considered 58 students. The data was tested using t-test formula by comparing the mean score of pre- and post-test from both groups. The significance level was setted up 5%. The result of the research showed that, first, the students’ profile were different before and after implementing Charade Game. The mean of pre-test was 66.06 while the mean of post-test was 85.45. The difference between pre- and post-test mean was 19.39. Second, the result showed that t-test ($t_o$) 11.8 was higher than t-table ($t_t$) 2.03 with the degree of freedom ($df$) 32. Therefore, there was significant difference after implementing Charade game toward students’ writing skill in procedure text. Moreover, the effect size of experiment group was 1.62 which showed that using Charade Game gave strong effect on students’ writing skill in procedure text.
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CHAPTER I
INTRODUCTION

This chapter consists of six points to be discussed. Those are background of the research, problem of the research, objective of the research, significance of the research, definition of the keyword, organization of the graduating paper.

A. Background of the Research

Language is the tool for us to communicate with others. Not only to communicate, but language is also the way to express the ideas in our mind, to share the information we know, to express what we feel in our heart, and many more. As Carney in Javed, Juan, and Nazli (2013) defined that language as a set of few specified vocal symbols that help human beings to communicate with others. Hadely Javed, Juan, and Nazli (2013) added that language is a set of sound by means of which feelings, thoughts and sentiments are conveyed to other human beings. The primary function of language is for interaction and communication.

Language totally has a significant role in communication, especially for English. As the international language, it has great function in many aspect of life such as in politic, bussiness, trade, and diplomatic relationship. English is used for global communication.

Considering the importance of English, Indonesia even included English as one of subjects in school that must be taught by students from the
elementary school to senior high school. Even in High School, English became a subject that being examined in the National Examination.

In the educational system of Indonesia, English was included for both the junior and senior high school. In the 2013 Curriculum for SMP/MTs, English has purpose to develop Students’ potential so that they will have communicative competence within the interpersonal, transactional, and functional text by using several English text written and orally. Then, students are also expected to be able to create written text well. In other words they have to master writing skill.

Writing is one of the basic skills of the English language. It is generally considered one of the most difficult skill for foreign language students. Even native speakers feel difficulty in showing a good command of writing (Johnstone, Ashbaugh, & Warfield, 2002).

Writing is not an easy skill to be mastered. Writing in the first language is even still difficult for several students, moreover writing in the foreign language. It was like the researcher has ever experienced both when the researcher became a student and also when the researcher became a teacher trainee. When researcher became a teacher trainee, researcher found a lot of students were still weak at writing because they were having poor vocabularies, limited comprehension of grammar and many more. From those difficulties, the researcher realized that teacher has really important role in teaching and learning especially in writing itself. Teacher should be creative to discover some ways to helps students overcome their problem in writing.
On the 26th of May 2018, the researcher did an interview with several ninth grade students and the English teacher of MTs SA Pancasila Salatiga. This interview was conducted to know about the students’ writing skill. From the interview with the teacher, the researcher got the conclusion that the students were weak at vocabulary mastery and the tenses usage. The teacher said that there a lot of students were having limited vocabulary. Even sometimes when the teacher asked them to open their dictionary, they felt lazy. After that, the teacher asserted that the students were still confused about the use of tenses.

The interview with students began with question about the most difficult English skill to be mastered. The result showed more than half of them choosed writing as the most difficult, while the others picked speaking and listening.

From the interview, the researcher took note that a lot of students still could not really master writing. According to the students, writing in English were totally difficult but they admitted getting so many difficulties in the language use, organization, and the vocabulary.

All the students who have been interviewed said that they were still confused about the use of grammar in composing written text. The researcher sees students were even still confused about the use of “to be.” Then, they admitted that it was totally difficult to arrange some words into sentences moreover arranging paragraphs because they had poor vocabularies too.
The researcher realized the students did not really have good motivation in learning English. Almost all of the students there are the students at Pancasila Boarding School too. Students had tight schedules at their boarding school since the daybreak up to night. A lot of student had less motivation during the class because of that busy schedule. They were offently sleepy at the class and rarely paid attention to the teacher. Whereas Nunan said that motivation is vital to the success of learning foreign language (1991:174) . Then, when they were back at the boarding school, they did not even review all the material that the teacher has taught. Thus how could students master the skill in English?

From the problem above, the researcher tried to discover a good way for students so that they will be able to improve their skill in English especially in writing. Not only improving students’ writing skill, but researcher also tried to find out fun way in order to make students enjoy the whole class and give such longlast memories of the material for all students.

The researcher used game in teaching writing because according to Nunan (1991:172) game was on the first list of top 10 strategy preferences. This means game is totally good to be applied in the class. Game is fun activity with a goal that has to be achieved by employing some rules stated by Hadfield in Ningati (2017).

The researcher will give students such a drilling excercise in every game. The excercise will be based on the material that being taught. When
they are used to exerercise they are expected to be able to improve their skill in writing.

Based on the explanation above, this research was conducted to find out the effectiveness of Charade Game to teach writing procedure text especially for the ninth grade students of MTs SA Pancasila Salatiga. This research was a quasi experimental and the title is, “The Effectiveness of Using of Charade Game to Teach Writing Procedure Text.”

B. Problem of the Research

The researcher conducted problems of the research as follow:

1. How is the profile of students’ writing skill in procedure text before and after using Charade Game?
2. How far is the effectiveness of using Charade Game to teach writing procedure text?

C. Objective of the Research

The objectives of research are:

1. To find out the profile of students writing skill in procedure text before and after using Charade Game.
2. To find out the effectiveness using Charade Game to teach writing procedure text for the ninth grade students of MTs SA Pancasila Salatiga in writing procedure text.
D. Significance of the Research

This research will have theoretical and practical significance. It hopefully will give such contribution to English teaching and learning process.

1. Theoretical Significance

The result of this research gives a new knowledge for the readers. For the researcher, it gives a new experience. It will also enrich the technique of English teaching and learning and can be a reference for other researchers who want to observe or do a research about using Charade game to improve students’ writing skill.

2. Practical Significance

The researcher do hopes the result of this research can be used as an alternative model for English teaching and learning, especially for improving the students’ writing skill.

1. For teacher, it may help and can be used as an alternative way, which is very manageable and enjoyable to be applied to the teaching and learning process, so that the students can be more motivated to learn English especially for the writing subject,

2. For the students, it may help and fire them up to boost their writing skill in English through the manageable, enjoyable and thrilling way.
3. For the researcher, it can be a new experience and gives such a broader knowledge about teaching and learning writing object.

4. For other researchers, it may be a reference for their research and a comparative study.

E. Definitions of the Keyword

1. **Game**

   Wright, et al. (2006:9) stated that game is an activity which is entertaining and engaging, often challenging, and an activity which the learners play and usually interact with others. In addition, Greenall (1990:6) stated that the term ‘game’ is used whenever there is an element of competition between individual students or teams in a language activity.

2. **Charade Game**

   Hidayati (2016) says, “Charade game is a kind of game in which words are represented in pantomime. The idea is using physical rather than verbal language to convey meaning.” Nau (2000) said that Charade is a game of pantomime. In addition Glouberman (2003) claimed that Charade is a game using the face and the body to communicate. From all the definitions, it can be concluded that Charade game is a game which use face or body to act out words, actions, or feelings because it is using physical rather than verbal.

3. **Writing**
Brown (2001:337) clarifies, “Writing is a transaction with words whereby people free themselves from what they presently think, feel and perceive.” Then other expert said that writing is a tool of human communication to express ideas, thoughts, feeling, and etc in readable written form (Gelb, 1963:12).

4. Procedure Text

Procedure text tells about how to make or to do something (Scraper, et al. 2012:2). In addition, Pardiyono said that procedure text is a text that informs the procedure to do something, for examples are how to cook something (recipes), how to operate something (instructions), and so on (2016:8-9).

F. Graduating Paper Outline

This graduating paper is divided into five chapters and its organization is as follow:

Chapter I is Introduction, it deals with background of the research, problem of the research, objective of the research, significance of the research, definition of the keyword, and graduating paper outline.

Chapter II is the review of literature. This chapter contains four points. They are theoretical framework, the indicator of students’ fluency in writing skill, review of previous research and hypothesis. The researcher takes out some books and journals related to the research.
Chapter III is about the methodology. It concerns with research method, research setting, population and sample, variable, instrument of the research, evaluatin criteria, technique of collecting the data, and technique of data analysis.

Chapter IV is about the description and analysis of the data. It presents the data analysis that has been collected. It includes pre-test and post-test analysis, calculation and discussion.

Chapter V is closure. This chapter contains conclusion and suggestion based on the research findings. And the last part is containing references, appendices, and the curriculum vitae.
CHAPTER II
LITERATURE REVIEW

This chapter presents some points to be discussed and provides some theories related to the research. There are four points on this chapter, they are theoretical framework, the indicator of students’ fluency in writing skill, review of previous research and hypothesis. The supporting theories focused on general concept such as game, charade game, writing skill, and procedure text. While review of previous research discussed the previous research related to this research.

A. Theoretical Framework

1. Writing

   a. Definition Writing

      Writing is one of the four skills in language learning besides speaking, reading, and listening. Writing is a complex process which means that in writing, the learners, in this case is the students; have to consider many things in order to make a good writing. According to Gelb (1963:11-12), “Writing began at the time when a man learned how to communicate his thoughts and feelings by means of visible
signs, understandable not only to himself but also to all other persons more or less initiated into the particular system.” It means that writing is a tool of human communication to express ideas, thoughts, feeling, and etc in readable written form. Gelb also added, “writing is clearly a system of human intercommunication by means of conventional visible marks,…”.

Furthermore Brown (2001:337) asserted that writing is a transaction with words whereby people free themselves from what they presently think, feel and perceive. Moreover, Clarck (2014:5) says, “Writing is the making of letters or characters that constitute readable matter with the intent to convey meaning.”

From those definitions, it can be concluded that writing is an activity of producing language or words which have meaning. It can also be the way for human to express feeling, thoughts, idea and etc.

b. The Process of Writing

According to Clark (2014:16-18) process of writing includes:

1) Prewriting

Clark (2014:16) said that prewriting is the phase where all writing begins and at this stage, writer generates idea, brainstorm topics, web ideas together, or talk and think about ideas. Clark added the activities of this stage include:

a) Researching a chosen topic, using print and digital sources.

b) Analyzing the characteristics of the intended genre.
c) Examining sample writing pieces.
d) Discussing the topic with the teacher, a partner, or the class.
e) Brainstorming ideas about the topic.
f) Using webbing or other graphics to organize information.
g) Discussing the assessment tool.

2) Drafting

Clark (2014:17) stated that at the drafting stage of the writing process, students begin to put their ideas on paper. Students need to keep in mind the genre or format, audience, and purpose. For beginning writers, pictures and drawings may very well be part of the composition. Teachers should encourage students to write as much as they can on their own throughout the writing process. The activities at drafting are like:
a) Working fairly quickly.
b) Leaving blank spaces for missing words.
c) Guessing at spelling.
d) Focusing on simply putting ideas on paper.
e) Using notes or graphic organizers to stay focused.
f) Drafting a preliminary version of the writing assignment (story, letter, report, essay, etc.)

3) Revising/Editing

Clark (2014:17) declared that this stage consists of two parts. Those are revising and editing. Revising looks at the organization
and the structure of the writing. While editing looks at the mechanics of the writing. Students must understand to do both. There are strategies to do this stage, those are:

a) reading the writing aloud to make sure that it makes sense.
b) Adding missing information.
c) Deleting unnecessary, incorrect, or duplicate information
d) Proofreading for spelling, capitalization, grammar, and punctuation
e) Self-analysis by students.
f) Conferences with peers or the teacher.

4) Publishing

This stage is about presenting the writing of students, so the others can enjoy it. It can be a handwritten or typed on a computer (Clark, 2014:18).

5) Reflection

Clark (2014:18) said that reflection is a key element in the writing process. It encourages the writer to think about his or her writing, look at the writing from a different point of view, and see progress in the writing effort. Reflection also allows the writer to look back at brainstorming and the beginning of a writing project to see if the original goals were met.
Oshima and Hogue (2007:16-20) added that the steps of writing are pre-writing, organizing, writing, and polishing: revising and editing. They explain the steps as follow:

1) Pre-writing

“The first step is called pre-writing. Pre-writing is a way to get ideas. In this step, the writer chooses a topic and collect ideas to explain the topic” (Oshima and Hogue, 2007:16).

2) Organizing

Oshima and Hogue (2007:17) explain that the next step in writing process is organizing the ideas into the simple outline.

3) Writing

The next step is writing, as explain by Oshima and Hogue (2007:17) that in writing step the writer writes a rough draft, using the outline as a guide. Write them quickly without stopping to think about grammar, spelling, and punctuation. Just get the ideas down on paper. There will be so many errors and it will be fixed on the next step.

4) Polishing

Oshima and Hogue (2007:18) state that in this step, the writer revise and edit what have been written. Normally, this step consists of revising and editing. In revising, we focus on content
and organization of the text. While, editing we focus on smaller issues such as grammar, punctuation, and mechanics.

c. The Assessment Rubric of Writing Procedure Text

In giving the score of writing procedure text, the researcher used assessment rubric to measure the standard writing of students.

Here is the assessment rubric in writing procedure text:

Table 2.1 Assessment Rubric of Writing Procedure Text

<table>
<thead>
<tr>
<th>Score</th>
<th>Assessment Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Sentence contains correct steps of text organization, good grammatical structure, well developed body sentence and excellent detail that contribute the reader’s understanding; differing sentence patterns which is complex and interesting; using the correct word usage of subjects and verbs appropriately; showing mastery of spelling, punctuation, capitalization.</td>
</tr>
<tr>
<td>8</td>
<td>Sentence contains correct steps of text organization, well developed body sentence with details understanding; using clear understanding word usage of subjects and verb; showing a few mistakes in grammatical structure, spelling, punctuation and capitalization.</td>
</tr>
<tr>
<td>6</td>
<td>Sentence contains good enough steps of text organization, developed body sentence with details understanding; having some sentence variation, but writer is not yet crafting sentences; having quite a lot mistakes in spelling, grammatical structure, punctuation and capitalization.</td>
</tr>
<tr>
<td>4</td>
<td>Sentence do not develop the writer’s ideas, but writer tried to create understandable sentence; writing is dull with unclear pattern of sentence; showing misunderstanding the meaning of words and error in subjects and verbs; having many mistakes in spelling, punctuation and capitalization.</td>
</tr>
</tbody>
</table>
2. **Types of Text (Genre)**

According to Pardiyono (2016:2), genre is separated into 10 types. They are recount, spoof, anecdote, narrative, descriptive, procedure, explanation, report, exposition, and discussion.

Pardiyono (2016:5) states, “Recount text is a text that aims to retell or informs the reader about the past events.” The examples of this text are newspaper and events that happens in the past.

Spoof text is a text that has purpose to entertain and to amuse the readers. This text usually contains funny story that makes the readers laugh (Pardiyono, 2016:5-6).

The next type of text is anecdote. Anecdote text is a text that retails funny and unusual incident in fact or imagination. The purpose of anecdote text is to entertain the readers (britishcourse, 2017).

Narrative text is a text that tells about fiction story. The aim of this text is to entertain the reader (Pardiyono, 2016:7). The examples of narrative text are legend, fairy tale, folk tale, myth, and so on.
Pardiyono (2016:8) explains that descriptive text is a text that describes a particular things, place, person, and event. This text aims to describe what something is like.

The next is procedure text. Procedure text is a text that informs the procedure to do something, for examples are how to cook something (recipes), how to operate something (instructions), and so on (Pardiyono, 2016:8-9).

Furthermore, Pardiyono (2016:9) states that explanation text is a text that contains explanation of the process of a formation or an occurrence. The purpose is to explain how a phenomenon or an event forms or occurs.

Pardiyono explains that report text is text that defines an object. It contains about general knowledge about something. This text is almost like a descriptive text, but in report text the information is more general. In addition, Pardiyono writes, “An exposition text aims to expose arguments or opinions in response to a problem or event in order to judge or to persuade (2016:11).

The last text is discussion text. Pardiyono (2016:12) describes, “A discussion text is a text that has purpose to discuss an issue in two points of view. It aims to show the strength and weakness and to describe the positive points and negative points.”

3. Procedure Text
   a. Definition of Procedure Text
We usually find a lot of procedure text around us. Procedure text tells about how to make or to do something (Scraper, et al. 2012:2). For instance, a recipe from a cookbook, the rules to a board game, travel directions, and learning a new math skill by following the steps in a textbook. She added that Procedure Text usually includes one or more photographs, illustrations, or diagrams to help readers visualize, or see, how to do the steps.

In addition, Pardiyono said that procedure text is a text that informs the procedure to do something, for examples are how to cook something (recipes), how to operate something (instructions), and so on (2016:8-9).

From the explanations above, it can be concluded that procedure text is a text that inform us about how to do something, to make something and to get someplace that can be done in series of sequenced steps.

b. The Language Features of Procedure Text

Scraper, et al. (2012:2) claimed that there are 6 language features of procedure text, those are as follow:

1) The title clearly identifies the topic
2) Most sentences begin with verbs. The sentences are short and direct.
3) The directions are given as numbered steps or short paragraphs with sequence words.
4) Supplies and equipment are listed in the order in which they are used.

5) The introduction tells why the reader will want to make or do the activity or project.

6) The author includes photographs, illustrations, or diagrams to help explain the process.

While according to Pardiyono (2016:211-212) procedure text usually includes these following language features:

1) Using imperative sentence. It can be seen in the first word of the sentence which use verb

2) Procedure text usually use sequence markers, such as first, second, then, after that, and finally.

3) If the sentence is not begun with verb, usually it is begun with the use of “be”. For instance, be careful when brushing your teeth.

4) To make clearer the messages, the sentence usually add adverb. It can be preposition or conjunction. Preposition includes in, on, at, for, by, with, to into, along and others. While conjunction includes if, when, because, although, after, before stc.

c. **Generic Structure of Procedure Text**

   The English Camp (2013) stated there are three generic structure of procedure text, those are:

1) Goal, it is contain the purpose of the text. For instance, How to Make Spaghetti.
2) Material/Ingredient, it is contain of the materials that used in the process. For example, the material to cook omelette are egg, onion, vegetable oil and others.

3) Step, it is contain of the steps to make something in the goal.

d. Example of Procedure Text

Procedure text can be an instruction about doing a particular activity such as recipes, rules for game, science experiments, road safety rules or instruction about how to operate things such as how to operate an appliance, a machine, the photocopier and computer.

Here is the example of procedure text about recipe with its generic structure:

Aim/goal: How to Make a Sandwich

Materials:

1) 2 slices of bread
2) Peanut butter
3) A Banana
4) Honey

Steps:

1) Take two slices of bread
2) Spread peanut butter
3) Cut up a banana onto small slices and put then on one of the slices
4) Pour some honey over the bananas
5) Put the other slice of bread on top.

4. Game
   a. Definition of Game

   According to Wright et al. (2006:1) game is an activity which is entertaining and engaging, often challenging, and an activity which the learners play and usually interact with others. In addition, Greenall (1990:6) stated that the term ‘game’ is used whenever there is an element of competition between individual students or teams in a language activity.

   Furthermore Richards and Schmidt (210:239) claimed that game is an organized activity that usually has four properties. They are a particular task or objective, a set of rules, competition between players and the communication between players can be in oral or written. In addition games are often used as a fluency activity in communicative language teaching and humanistic methods.

   From the definitions above, the researcher can conclude that game is an activity that consist of competition which is fun and can be played individually or in team and the communication between individual or team can be done written and orally.

   b. Types of Game
Wright, et al. (2006:4-5) asserts there are eight types of game. They are:

1) Care and Share

According to Wright, et al. (2006:4) caring and sharing games include all those games in which the learner feels comfortable while sharing personal information with other learners. These games relate more to invitation than to challenge.

2) Move, Mine, Draw, Obey

The learner is expected to do something non-verbally in response to a read or a heard text (Wright, et al. 2006:5).

3) Identify: Discriminative, Guess, Speculate

Wright, et al. (2006:5) stated that in this kind of game, the learner is challenged to identify something which is difficult to identify or to hypothesise about something which is then compared with the facts.

4) Describe

The learner is challenged to describe something to another learner, by speaking or writing, so well that the other learner can do something, for example, draw a picture. The learner may describe something objectively or subjectively, communicating his or her own feelings and associations (Wright, et al. 2006:5).

5) Connect: Compare, Match, Group
The learner is challenged to connect, compare, match or group various items of information, perhaps pictures or texts, objectively or subjectively. He or she uses language to describe or comment on the pairs or groups of information (Wright, et al. 2006:5).

6) Order

According to Wright, et al. (2006:5) the learner is challenged to put various bits of information into an order of quality and importance, subjectively or objectively, or to put texts, pictures, objects, into a developmental sequence, also subjectively or objectively.

7) Remember

The learner tries to remember something and then communicate what he or she has remembered (Wright, et al. 2006:5).

8) Create

The learner is challenged or invited to make a story, write a poem or produce some other kind of material using their imagination (Wright, et al. 2006:5).

5. Charade Game

Hidayati (2016) says, “Charade game is a kind of game in which words are represented in pantomime. The idea is using physical rather than verbal language to convey meaning.”
Charade game is also called as Mime Game or Miming Game. Nau (2000) said that Charade is a game of pantomime. Teare (2006) in Rafinggi (2006) added that charade game is a technique miming the individual parts of a word. In addition, Glouberman (2003) calimed that Charade is a game using the face and the body to communicate. From the definitions above we can get the conclusion that Charade Game is a game to find the meaning of words behind the body language.

According to Hidayati (2016), there are 8 procedures of doing Charade Game, those are:

a. The teacher explains the rules and demonstrates how charade Game works.

b. The teacher finds one of the students to select one of cards provided by the teacher. The card contains vocabulary and its meaning or its picture.

c. The student as the one player acts out something specific, such as pretending or describing to be doing a certain activity such as washing, cutting, folding, and so on.

d. The other students try to guess what the acting player is doing.

e. Then, the teacher groups the class into three. In turn, each members of groups as one player move forward in front of the class to act or mime what the vocabulary he or she gets in order to be guessed by the others.

f. Each members in teams try to guess what the player acts.
g. The quickest one guessing correctly the vocabulary collects a point for his or her group.

h. The group with the most points is the winner.

Glouberman (2003) notes some points that should be examined in the Charade Game:

a. Keeping from talking

b. Physical communication skills (body, face, gestures, etc)

c. Shared and nonshared cultural references

d. Learning to see things from the other person’s perspective

e. Emotion in communication: what to do when your partner frustrates you

f. Development of specific vocabulary

g. Effects of competition on effectiveness and enjoyment

B. The Indicator of Students’ Fluency in Writing

In writing skill, indicators are used to know the students’ outcome in their learning. According to Ritchey, et al. (2016:24) the indicators of students’ fluency in writing are:

<table>
<thead>
<tr>
<th>Category</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Types and Purposes</td>
<td>1 Students should be able to create a product where they talk about a book and provide an opinion about the book with supported reasons.</td>
</tr>
<tr>
<td></td>
<td>2 Students should be able to create informative/explanatory texts where</td>
</tr>
</tbody>
</table>

Table 2.3 The Indicator of Students’ Fluency in Writing
they are able to produce a topic and provide information on it.

3

Students should be able to describe or write a narrative event or sequence of events and discuss them with organization as well as react to what happened.

Production and Description of Writing

1

Students should answer questions and respond to suggestions made by their peers in order to build up their writing.

2

Students should be able to participate in research projects, explore books, and express opinions in writing.

Research to Build and Present Knowledge

1

Students should be able to participate in research projects including exploring books and expressing opinions use them in writing.

2

Students should be able to remember information from personal experiences or be able to gather information from a provided source in order to answer a question.

C. Review of Previous Research

In this study, the researcher takes review of related literature from other graduating paper and journal. The first title was from a journal that was written by Hidayati (2016). This research investigated about the effectiveness of teaching vocabulary by using Charade Game for the seventh graders of MTs Miftahul Khoirot Branjang in the academic year of 2014/2015. It was an experimental research. In the pre-test, the average score of experimental group was 59.70 and the average score of control group was 57.63. Then, the experimental group was taught by using charade game whereas the control
group was taught by using conventional method. The results from post-tests showed that the average score of experimental group was 87.26 whereas the average score of the control group was 79.26. After calculating by t-test, the result of the t-value is 3.05 and t-table is 2.006. Since the experimental group gets higher average scores (87.26 > 79.26), it can be concluded that teaching vocabulary using charade game results better achievement.

The second previous research was from a thesis conducted by Indiani (2012). It was to investigate the influence of using Charade Game on the students’ competence in English vocabulary for the fifth grade students of Kepongpongan 3 Elementary School, Cirebon Regency. After analysing the result, this research proved using Charade Game gave influence in students’ competence of vocabulary. The result of the students’ competence in English vocabulary before the application of charades game could be categorized as “not good” because by mean of score achieved was 4.4. And after the application of charades game, it could be categorized “sufficient” because by mean of score achieved is 6.7. And the influence of charades game on the students’ competence in English vocabulary is 2.04 by t 0.5. So, 2.04 < 11.29 (t values greater than t.table). It means that there is a positive and significant influence between charades game on the students’ competence in English vocabulary.

After that, a thesis by Yuniar (2016) that was about to find out the students’ vocabulary mastery in descriptive text after using Charade Game for the eight grade students of MTsN Model Brebes in Academic year of
2015/2016. It was a classroom action research and was conducted in two cycles. The researcher took base line data of students’ score at the eight smart grade in the first semester for the preliminary study. In the preliminary study, the students’ means score was 68.46. The result of this research showed the students’ vocabulary mastery in descriptive text increased. The students mean score in cycle 1 was 77.32 and the percentage of observation list was 68%. Then on the cycle 2, the students average score was 82.5 and the observation list percentage was 88%. From those result, it could be seen that using charade game can increase students’ vocabulary in descriptive text.

The next previous research was from a journal written by Sari and Chairani (2017). This research aimed to know the effectiveness of using Charade Game towards students’ vocabulary mastery for the fourth grade students of SD Unggulan Aisyiyah Bantul in the academic year of 2016/2017. This was a quasi experimental research. From the result of this research, it could be seen that the experimental group who was taught by using Charade Game got higher improvement. Their average score before the treatment was 57.67 but after the treatment they got 81.77. While for the control group that was not taught using Charade game gained average score 52.25 on their pre-test and 70.16 on their post-test.

After that a previous research by Ningati (2017) which investigated about the use of mime game to improve students’ writing skill. The method was classroom action research. This research was conducted at the eighth students of SMP N 1 Ngemplak. The result of this research showed that
students gained improvement in writing skill. It could be seen from the pre-test and post-test score on the first and second cycle. On the first cycle, the students pre-test score was 63.90 while their post-test was 71.3. then, on the second cycle, the students gained score 78 on the post-test.

The next previous research was a thesis conducted by Yuriza (2014). The researcher conducted this research was to know the effect of using Adverb Charade Game toward the speaking interest of the second year students at SMP Negeri 20 Pekanbaru. The method used in this research was quasi experimental. The finding of this research indicated there were significant difference between using and without using adverb charade game toward students’ speaking interest of the second year at SMP Negeri 20 Pekanbaru by considering Xcalculated that was higher than Xtable in significance level of 5% and 1%. It means that Ha is accepted and Ho is rejected.

Then, a journal from Safitri, Wijaya and Husin (2015) that was a quantitative research. This research was about to find out the effectiveness of using Gussing Game to improve students’ writing skill for the seventh grade students of MTs N 01 Pontianak in the academic year of 2014/2015. The method of this research was pre-experimental. The researcher found that using guessing game significantly improved students writing skill. It could be seen from the pre-test and post-test score. In the pre-test, students gain 50.47 as the average while the mean of post-test was 79.53. and the effect size is 1.47 that was categorized as strong effect.
The last one was a thesis conducted by Septiana (2018) which investigated the influence of using Charade Game towards students’ vocabulary mastery at the first semester of the eighth grade students of SMP N 1 Pesawaran in the academic year of 2017/2018. The method of this research was quasi experimental. From the data analysis of this research, it was found that the result of T-test was 0.000. This result is consulted to the score of the value significant generated Sig. (p-value) = 0.000 < α = 0.05. Therefore, H₀ is rejected and Hₐ is accepted. In other words, from this research it is known that charades game can improve the students’ vocabulary mastery. It can be concluded that there is a significant influence of using charades game towards students’ vocabulary mastery.

D. Hypothesis

As quoted by Setyosari (2010:123) Tuckman (1999) explains that hypothesis is an expectation about events, based on generalization of the assumed relationship between variables. It means that hypothesis needs as a result approximation of the study. In addition, hypothesis is defined as a temporary answer to the formula research problem (Sugiyono, 2010:84). There are two statistic hypothesis states in this research:

Hₐ: Charade Game is effective to teach writing procedure text

H₀: Charade Game is not effective to teach writing procedure text
The two above hypotheses are interpreted to know which one is accepted and rejected after acquiring the result of computing the data (Sugiyono, 2010: 232). The decision of hypothesis was gotten from the comparison of t-test with t-table:

- If $t_{\text{test}} > t_{\text{table}}$: $H_a$ is accepted
- If $t_{\text{test}} < t_{\text{table}}$: $H_a$ is rejected

CHAPTER III

METHODOLOGY OF RESEARCH

This chapter describes the methodology aspects of the research. It includes research method, research setting, population and sample, variable, instrument of the research, technique of collecting the data, and technique of analysing the data.

A. Research Design

The researcher uses a quasi-experimental research as the framework of this research. As quoted by Kuntjoyo (2009:48) Nursalam (2003) stated that quasi experimental is to find out the connection of cause and effect involving experiment and control group, but the group was chosen unrandomly. Campbell, Cook, and Shadish (2002:14) claimed in
quasi-experiments, the cause is manipulable and occurs before the effect is measured. However, quasi-experimental design features usually create less compelling support for counterfactual inferences.

In this research, the researcher uses pre-test and post-test to obtain the data. According to Kuntjojo (2009:48) the design of quasi experimental research is as follow:

Table 3.1 Design of Quasi Experimental Research

<table>
<thead>
<tr>
<th>Experiment Group</th>
<th>O₁</th>
<th>X</th>
<th>O₂</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>O₁</td>
<td>-</td>
<td>O₂</td>
</tr>
</tbody>
</table>

As can be seen from the diagram above, there are two groups in this design; one group is the experiment group that received a treatment (X₁), that is Charade Game Game. Whereas second group is the control group, it does not receive any treatment. Here, the two groups receive pre-test (O₁) to obtain first data. Finally, both of the groups are given post-test (O₂) to obtain second data. The effectiveness of Charade Game and the relative improvement of the two groups can be seen from the gain score that is the post-test minus the pre-test score of the two groups.

B. Research Setting

1. Place of the Research

The research is conducted at MTs SA Pancasila Salatiga. It is located at Jl. Fatmawati No 11 Blotongan Salatiga.

2. Time Schedule of the Research
Researcher will do the research on the month of May up to August in the academic year of 2018/2019. Here the researcher shows the time schedule on the table bellow:

**Table 3.2 Time Schedule of the Research**

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>May 26\textsuperscript{th} 2018</td>
<td>Pre-survey</td>
</tr>
<tr>
<td>2</td>
<td>August 3\textsuperscript{rd} 2018</td>
<td>Pre-test for Experiment Group</td>
</tr>
<tr>
<td>3</td>
<td>August 6\textsuperscript{th} 2018</td>
<td>Pre-test for Control Group</td>
</tr>
<tr>
<td>4</td>
<td>August 22\textsuperscript{nd} 2018</td>
<td>Treatment for Experiment Group</td>
</tr>
<tr>
<td>5</td>
<td>August 27\textsuperscript{th} 2018</td>
<td>Treatment for Control Group</td>
</tr>
<tr>
<td>10</td>
<td>August 29\textsuperscript{th} 2018</td>
<td>Post-test for Experiment Group</td>
</tr>
<tr>
<td>11</td>
<td>August 27\textsuperscript{th} 2018</td>
<td>Post-test for Control Group</td>
</tr>
</tbody>
</table>

C. Population and Sample

1. Population

According Arikunto (2002:108) population is the whole research subject. While Darmawan (2013:137) stated that population is the data resource on a certain research that has much and wide number. In this Research, the population includes all the students at the 9\textsuperscript{th} grade at MTs SA Pancasila Salatiga in the academic year of 2018/2019. There are two classes, those are 9A and 9B. 9A contains 25 students while 9B has 33 students. So the number of population is 58.

2. Sample

Arikunto (2002:109) asserted that sample is the representative of the whole population that being examined. This research used sampling technique named saturation sample. Martono (2011:79) says,
“Saturation sample is technique of sampling where all of population becoming the sample.” Since it is a quasi experimental research, the researcher needs two classes to be the sample. By chance there are just two classes at MTs SA Pancasila. So the researcher uses all those classes to be the sample. In this case, both class 9A and 9B are the sample where 9A is as experiment group and 9B as the control group.

D. Variable

Creswell (2008:49-50) stated that a variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied. While according to Hadi as cited in Arikunto (2002:94) claimed that variable is a various object of the research. The variables of this research are as follow:

1. **Dependent Variable**

   Dependent variables are those that depend on the independent variables; they are the outcomes or results of the influence of the independent variables. Other names for dependent variables are criterion, outcome, and effect variables (Creswell, 2008:50). The dependent variable in this research was the students’ writing skill in procedure text of the ninth grade students.

2. **Independent Variable**
Creswell (2008:50) stated that independent variables are those that (probably) cause, influence, or affect outcomes. So the independent variable of this research is the use of Charade Game.

E. Instrument of the Research

Arikunto (1998:137) stated that instrument is an important element to find out the result of research, so the writer has to prepare it. The researcher used test for the instrument of this research.

Test is group of questions or exercises and other tools that being used to measure the skill, intelligence, ability or talent that the individual or group had (Arikunto, 2002:198). In this research, the researcher used written test as the instrument.

There are two tests named pre-test and post-test. Both pre-test and post-test are given to the experiment group and control group. Pre-test is conducted before the treatment to know about the students’ achievement in writing procedure text. Then, post-test is conducted after the treatment. It is given to both experiment group and control group. This is taken as measurement tool to measure students’ writing achievement of procedure text before and after the treatment was conducted.

There are 26 questions both on the pre-test test and post-test. Those are divided into four numbers. Number one consists of five items and is about missing word. Number two consists of eight items and is about matching sentence and picture. Number three is about arranging sentences,
and number four consists of six items and is about conducting the step of making procedure text.

F. Evaluation Criteria

In addition, the researcher ranged the criteria of students’ writing skill in procedure text on both experiment group and control group classified into six categories as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Classification</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>85 - 100</td>
<td>Excellent</td>
<td>The students’ answers are mostly correct, 85% of correct answers</td>
</tr>
<tr>
<td>2</td>
<td>75 - 84</td>
<td>Very Good</td>
<td>The students answer 75% of correct answers</td>
</tr>
<tr>
<td>3</td>
<td>65 - 74</td>
<td>Good</td>
<td>The students answer 65% of correct answer</td>
</tr>
<tr>
<td>4</td>
<td>55 - 64</td>
<td>Fair</td>
<td>The students answer 55% of correct answer</td>
</tr>
<tr>
<td>5</td>
<td>45 - 54</td>
<td>Enough</td>
<td>The students answer 45% of correct answer</td>
</tr>
<tr>
<td>6</td>
<td>&lt; 45</td>
<td>Poor</td>
<td>The students’ answers are mostly incorrect, less of 45% of correct answers</td>
</tr>
</tbody>
</table>

G. Technique of Collecting The Data

The researcher obtains the data from:

1. Test

Arikunto (2002:198) stated that test is group of questions or exercises and other tool that being used to measure the skill,
intelligence, ability or talent that the individual or group had. There are
two kinds of test in which the researcher apply, those are

a. Pre-test

The function of this test is to know the students’ skill in writing before the treatment. Pre-test is conducted for both experiment group and control group. This instrument consist of four part of items. First part is missing word on a text. The students are asked to fill the missing word with the most appropriate word given on a table. The second part is about matching a sentence with the correct picture given. The third is arranging jumbled sentence into correct text. And the last, students are asked to make a procedure text based on the clue given in the question.

b. Post-test

This test is used to know how far the students’ writing skill before and after the treatment. The question of post test had the same point with the pre-test.

2. Documentation

Documentation is about looking for the data about things or variables of the research such as note, transcript, book, news, magazine, agenda and other (Arikunto, 2002:206). Documentation had benefit to prove the students’ whole activities. The researcher will take photos as the documentation and they can be seen on the appendices.
H. Technique of Data Analysis

The steps of analysing data are:

1. Scoring the Students’ test

   The researcher scores the result of students’ pre-test and post-test. There were 4 number questions in both test. The scoring is as follow:

   **Table 3.4 Students’ Test Scoring**

<table>
<thead>
<tr>
<th></th>
<th>Number 1</th>
<th>Number 2</th>
<th>Number 3</th>
<th>Number 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 questions</td>
<td>10</td>
<td>16</td>
<td>14</td>
<td>60</td>
</tr>
<tr>
<td>Score per no</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total score</td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

2. Calculating the Result of Test

   After the students’ test is scored, the researcher calculates the data using t-test to determine whether there is significant difference before and after the treatment for both experiment and control group. Here are some terms as Sudijono (2010:305-307) explains:

   a. Calculating the mean (M) from each group using the following formula:

   \[
   M = \frac{\Sigma x}{N}
   \]

   M= mean

   \(\Sigma x\)= total score

   N= Number of students

   b. Calculating the standard deviation difference (SDD)
\[ SD_D = \sqrt{ \frac{\Sigma D^2}{N} - \left( \frac{\Sigma D}{N} \right)^2 } \]

SD\(_D\) = Standart Deviation

N = number of students

D = difference between pre-test and post-test

c. Calculating mean of difference (MD)

\[ MD = \frac{\Sigma D}{N} \]

MD = mean of difference

\[ \Sigma D = \text{total of difference pre-test and post-test} \]

d. Calculating the standard error of mean difference (SE\(_{MD}\))

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

SE\(_{MD}\) = standard error of mean difference

SD\(_D\) = standard deviation

N = number of students

e. Calculating t-test (to)

\[ t_o = \frac{MD}{SE_{MD}} \]

\( t_o \) = t-value of observation

MD = mean of difference

SE\(_{MD}\) = standard error of mean difference

f. Comparing t-test (to) with t-table (tt)

Criteria of accepted hypothesis describes as follow:
\( t_0 > t_t \) = reject null hypothesis \((h_0)\) and accept alternate hypothesis \((h_a)\).

\( t_0 < t_t \) = accept null hypothesis \((h_0)\)

g. Calculating the effect size

The use of calculating the size measure in this research is to know whether the effect is strong or weak (Muijs, 2004:136). The formula for this effect size is as follows:

\[
d = \frac{(\text{Mean of Post-test} - \text{Mean of Pre-test})}{\text{Pooled Standard Deviation}}
\]

Whereas, the Pooled standard deviation = (Standard deviation of group 1 + Standard deviation of group 2) / 2.

There are some guidelines for determining whether the effect size is strong. Cohen as cited by Muijs (2004: 139) suggested the following:

<table>
<thead>
<tr>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 0.20</td>
<td>Weak effect</td>
</tr>
<tr>
<td>0.21 - 0.50</td>
<td>Modest effect</td>
</tr>
<tr>
<td>0.51 - 1.00</td>
<td>Moderate effect</td>
</tr>
<tr>
<td>&gt;1.0</td>
<td>Strong effect</td>
</tr>
</tbody>
</table>
CHAPTER IV

DATA ANALYSIS

This chapter deals with the discussion of data analysis, result of the research and discussion of research finding.

A. Profile of the Students’ Writing skill in Procedure Text Before and After the Treatment for Both Experiment and Control Group

1. Students’ Profile Before the Treatment

Students’ profile before the treatment could be seen from the pre-test score. It was given to both experiment and control group. The researcher took IX B as the experiment group and IX A as the control...
group. To clarify the activity in pre test section, the researcher set the procedure in class as follows:

a. The researcher as the teacher started the class with greeting
b. The teacher checked the attendance list of students’ presence.
c. The teacher shared the test sheet to the students.
d. The teacher explained the rules of each number of questions for the students before doing the test.
e. The students submitted their test sheet as soon as they finished it
f. The teacher scored the pre-test.

There were four number of questions in this test. First number consisted of five questions and students were asked to fill the missing word in a procedure text about making mango juice. The second number consisted of eight questions. It was about matching a sentence with the appropriate picture. The sentences were about the step of making instant noodle. The third number consisted of seven questions and it was about unarranged sentences in which the students should be able to put the sentences correctly in order. And the last one consisted of six questions. On this questions, students were asked to make step of procedure text according to the goal and materials given. And the scoring was as follow:

<table>
<thead>
<tr>
<th>Table 4.1 Guideline of Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Number of questions</td>
</tr>
<tr>
<td>Score per number</td>
</tr>
<tr>
<td>Total score</td>
</tr>
</tbody>
</table>
From the table above, it could be seen that each number had different score. The first number, for the correct answer scored two points. So if the students could answer all the questions, they will get ten points. The second and third number also scored two points with 16 points and 14 for all correct answer. And the last number scored five points with the total correct answer would 60. Thus the researcher arranged the formula as follow:

\[ TS = N1 + N2 + N3 + N4 \]

TS = Total Score

N = Number of question

After the pre-test was done, the researcher checked and gave score for the test. Then, the researcher could display the result of pre-test for experiment control group as follows:

**Table 4.2 Pre-test Result of Experiment Group**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AWA</td>
<td>56</td>
</tr>
<tr>
<td>2</td>
<td>ALS</td>
<td>58</td>
</tr>
<tr>
<td>3</td>
<td>AS</td>
<td>46</td>
</tr>
<tr>
<td>4</td>
<td>AH</td>
<td>76</td>
</tr>
<tr>
<td>5</td>
<td>DLY</td>
<td>48</td>
</tr>
<tr>
<td>6</td>
<td>ETD</td>
<td>76</td>
</tr>
<tr>
<td>7</td>
<td>EHS</td>
<td>44</td>
</tr>
<tr>
<td>8</td>
<td>FAN</td>
<td>44</td>
</tr>
<tr>
<td>9</td>
<td>FA</td>
<td>72</td>
</tr>
<tr>
<td>10</td>
<td>FQ</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>FAK</td>
<td>72</td>
</tr>
</tbody>
</table>
Based on the table above, there were 33 students had done the pretest. The highest score of experiment group was 90 while the lowest was 40. And the mean of experiment group’s pre-test score was 66.06.

Then, the researcher did the same step by displaying the pre-test result of control group. The distribution table are as follows:

**Table 4.3 Pre-test Result of Control Group**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AASY</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2</td>
<td>AMR</td>
<td>74</td>
</tr>
<tr>
<td>3</td>
<td>AM</td>
<td>90</td>
</tr>
<tr>
<td>4</td>
<td>AFR</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>AIU</td>
<td>78</td>
</tr>
<tr>
<td>6</td>
<td>AA</td>
<td>52</td>
</tr>
<tr>
<td>7</td>
<td>DY</td>
<td>66</td>
</tr>
<tr>
<td>8</td>
<td>FSS</td>
<td>78</td>
</tr>
<tr>
<td>9</td>
<td>FFR</td>
<td>54</td>
</tr>
<tr>
<td>10</td>
<td>FKY</td>
<td>42</td>
</tr>
<tr>
<td>11</td>
<td>JDR</td>
<td>46</td>
</tr>
<tr>
<td>12</td>
<td>MN</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>MA</td>
<td>78</td>
</tr>
<tr>
<td>14</td>
<td>MDF</td>
<td>68</td>
</tr>
<tr>
<td>15</td>
<td>MF</td>
<td>66</td>
</tr>
<tr>
<td>16</td>
<td>MFR</td>
<td>60</td>
</tr>
<tr>
<td>17</td>
<td>MKM</td>
<td>70</td>
</tr>
<tr>
<td>18</td>
<td>MNM</td>
<td>62</td>
</tr>
<tr>
<td>19</td>
<td>MPNJS</td>
<td>74</td>
</tr>
<tr>
<td>20</td>
<td>RAY</td>
<td>60</td>
</tr>
<tr>
<td>21</td>
<td>RMY</td>
<td>78</td>
</tr>
<tr>
<td>22</td>
<td>ZAM</td>
<td>60</td>
</tr>
<tr>
<td>23</td>
<td>TPAB</td>
<td>70</td>
</tr>
<tr>
<td>24</td>
<td>ASNA</td>
<td>68</td>
</tr>
<tr>
<td>25</td>
<td>HK</td>
<td>54</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total ()</td>
<td>1644</td>
</tr>
<tr>
<td>N = 25</td>
<td></td>
</tr>
<tr>
<td>Mean (M)</td>
<td>65.76</td>
</tr>
</tbody>
</table>

Based on the table above, there were 25 students had done the pretest. The highest score of control group was 90 while the lowest was 42. And the mean of experiment group’s pre-test score was 65.76.

By knowing the students’ score, the researcher could evaluate the students’ performance based on the evaluation criteria as explained in the previous chapter. Here are the interpretations:
### Table 4.4 Interpretation of Experiment Group’s Pre-test

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Classification</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Excellent</td>
<td>The students’ answers are mostly correct, 85% of correct answers</td>
</tr>
<tr>
<td>7</td>
<td>Very Good</td>
<td>The students answer 75% of correct answers</td>
</tr>
<tr>
<td>9</td>
<td>Good</td>
<td>The students answer 65% of correct answer</td>
</tr>
<tr>
<td>6</td>
<td>Fair</td>
<td>The students answer 55% of correct answer</td>
</tr>
<tr>
<td>5</td>
<td>Enough</td>
<td>The students answer 45% of correct answer</td>
</tr>
<tr>
<td>3</td>
<td>Poor</td>
<td>The students’ answers are mostly incorrect, less of 45% of correct answers</td>
</tr>
</tbody>
</table>

### Table 4.5 Interpretation of Control Group’s Pre-test

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Classification</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Excellent</td>
<td>The students’ answers are mostly correct, 85% of correct answers</td>
</tr>
<tr>
<td>5</td>
<td>Very Good</td>
<td>The students answer 75% of correct answers</td>
</tr>
<tr>
<td>7</td>
<td>Good</td>
<td>The students answer 65% of correct answer</td>
</tr>
<tr>
<td>6</td>
<td>Fair</td>
<td>The students answer 55% of correct answer</td>
</tr>
<tr>
<td>5</td>
<td>Enough</td>
<td>The students answer 45% of correct answer</td>
</tr>
<tr>
<td>1</td>
<td>Poor</td>
<td>The students’ answers are mostly incorrect, less of 45% of correct answers</td>
</tr>
</tbody>
</table>

2. **Students’ Profile After the Treatment**
Before the researcher present the students’ profile after the treatment. The researcher would like to show the procedure of the treatment itself. Here, the treatment was only applied for the experiment group (9 B Class). While the control group was taught without any treatment being applied. The treatment here refers to Charade Game. The teaching procedures of treatment conducted by the researcher for the experiment group are as follow:

1) The researcher as the teacher asked students to open their English material book and instructed them to open on page about procedure text.

2) Before explaining about procedure text itself, the teacher appointed several students and asked them to gave their opinion about procedure text.

3) The teacher explain the material of procedure text started from the definition, generic structure, social function, and language feature. After that, the teacher gave some examples of procedure text. Then the teacher and students analyzed the generic structure and language feature of the text and translated it into bahasa.

4) The students played Charade Game. The way to play the game was as follow:

   a) The teacher devided class into 3 goups named lalala, yeyeye, and hahaha group and the teacher asked one
students to came forward to be the one who presented a picture through body language.

b) The teacher gave a flashcard to the students that had came forward. The flashcard was about noun and verb. The students are allowed to open dictionary.

c) The one had come forward started to interpreted the noun and verb through body language and each group tried to guess the meaning behind her body language.

d) The group which had most correct answer got reward

e) After the game finished, the teacher and students reviewed all the noun and verb then asked them about the meaning of those nouns and verbs.

f) Class was divided into groups which consisted of 4-5 students per group.

g) The teacher gave flashcard anymore, but the flashcard was about the steps of making a procedure text (fried egg) and she started to presented the flashcard through body language.

h) Each group tried to guess the sentence behind her body language but the sentence should be written in the whiteboard.

i) Each group was asked to rewrite all the sentences that have been written in the board and they might give correction to
the sentences which had wrong language feature in the procedure text.

After the students had finished the treatment, the researcher gave the post-test. It was for both experiment and control group. The distribution table of the post-test result for experiment group could be seen as follows:

**Table 4.6 Post-test Result of Experiment Group**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AWA</td>
<td>78</td>
</tr>
<tr>
<td>2</td>
<td>ALS</td>
<td>86</td>
</tr>
<tr>
<td>3</td>
<td>AS</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>AH</td>
<td>88</td>
</tr>
<tr>
<td>5</td>
<td>DLY</td>
<td>74</td>
</tr>
<tr>
<td>6</td>
<td>ETD</td>
<td>98</td>
</tr>
<tr>
<td>7</td>
<td>EHS</td>
<td>82</td>
</tr>
<tr>
<td>8</td>
<td>FAN</td>
<td>68</td>
</tr>
<tr>
<td>9</td>
<td>FA</td>
<td>88</td>
</tr>
<tr>
<td>10</td>
<td>FQ</td>
<td>90</td>
</tr>
<tr>
<td>11</td>
<td>FAK</td>
<td>98</td>
</tr>
<tr>
<td>12</td>
<td>HAA</td>
<td>94</td>
</tr>
<tr>
<td>13</td>
<td>IN</td>
<td>86</td>
</tr>
<tr>
<td>14</td>
<td>IS</td>
<td>88</td>
</tr>
<tr>
<td>15</td>
<td>JA</td>
<td>90</td>
</tr>
<tr>
<td>16</td>
<td>KSA</td>
<td>88</td>
</tr>
<tr>
<td>17</td>
<td>KA</td>
<td>84</td>
</tr>
<tr>
<td>18</td>
<td>LH</td>
<td>94</td>
</tr>
<tr>
<td>19</td>
<td>MA</td>
<td>98</td>
</tr>
<tr>
<td>20</td>
<td>MKR</td>
<td>96</td>
</tr>
<tr>
<td>21</td>
<td>NUC</td>
<td>86</td>
</tr>
<tr>
<td>22</td>
<td>NM</td>
<td>60</td>
</tr>
<tr>
<td>23</td>
<td>PC</td>
<td>92</td>
</tr>
<tr>
<td>24</td>
<td>RSM</td>
<td>82</td>
</tr>
</tbody>
</table>
Based on the table above, there were 33 students had done the post-test. The highest score of experiment group was 98 while the lowest was 60. And the mean of experiment group’s post-test score was 85.45.

Meanwhile, the distribution table of the post-test result for control group was as follows:

**Table 4.7 Post-test Result of Control Group**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AASY</td>
<td>92</td>
</tr>
<tr>
<td>2</td>
<td>AMR</td>
<td>96</td>
</tr>
<tr>
<td>3</td>
<td>AM</td>
<td>92</td>
</tr>
<tr>
<td>4</td>
<td>AFR</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>AIU</td>
<td>96</td>
</tr>
<tr>
<td>6</td>
<td>AA</td>
<td>90</td>
</tr>
<tr>
<td>7</td>
<td>DY</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>FSS</td>
<td>92</td>
</tr>
<tr>
<td>9</td>
<td>FFR</td>
<td>70</td>
</tr>
<tr>
<td>10</td>
<td>FKY</td>
<td>56</td>
</tr>
<tr>
<td>11</td>
<td>JDR</td>
<td>50</td>
</tr>
<tr>
<td>12</td>
<td>MN</td>
<td>84</td>
</tr>
<tr>
<td>13</td>
<td>MA</td>
<td>78</td>
</tr>
</tbody>
</table>
Based on the table above, there were 25 students had done the post-test. The highest score of experiment group was 96 while the lowest was 50. And the mean of experiment group’s post-test score was 82.4.

By knowing the students’ score, the researcher could evaluate the students’ performance based on the evaluation criteria as explained in the previous chapter. Here are the interpretations:

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Classification</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Excellent</td>
<td>The students’ answers are mostly correct, 85% of correct answers</td>
</tr>
<tr>
<td>6</td>
<td>Very Good</td>
<td>The students answer 75% of correct answers</td>
</tr>
<tr>
<td>5</td>
<td>Good</td>
<td>The students answer 65% of correct answer</td>
</tr>
<tr>
<td>1</td>
<td>Fair</td>
<td>The students answer 55% of correct answer</td>
</tr>
<tr>
<td></td>
<td>Enough</td>
<td>The students answer 45% of correct answer</td>
</tr>
</tbody>
</table>

**Table 4.8 Interpretation of Experiment Group’s Post-test**
The students’ answers are mostly incorrect, less of 45% of correct answers

From the table above, it showed that from 33 students, more than half of them are at excellent level. There were 21 students there. Then there were 6 students at very good level and 5 at good level. And the last, there was 1 student at fair level. There were no students at the enough and poor level.

Meanwhile, the interpretation of post-test score of control group could be seen as follows:

**Table 4.9 Interpretation of Control Group’s Post-test**

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Classification</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Excellent</td>
<td>The students’ answers are mostly correct, 85% of correct answers</td>
</tr>
<tr>
<td>8</td>
<td>Very Good</td>
<td>The students answer 75% of correct answers</td>
</tr>
<tr>
<td>4</td>
<td>Good</td>
<td>The students answer 65% of correct answer</td>
</tr>
<tr>
<td>2</td>
<td>Fair</td>
<td>The students answer 55% of correct answer</td>
</tr>
<tr>
<td>1</td>
<td>Enough</td>
<td>The students answer 45% of correct answer</td>
</tr>
<tr>
<td>-</td>
<td>Poor</td>
<td>The students’ answers are mostly incorrect, less of 45% of correct answers</td>
</tr>
</tbody>
</table>

The table showed that from the 25 students, most of them were at excellent level by the number of 10. Then there were 8 students at very
good level, 4 students at good level, 2 students at fair level and there was 1 student at anough level.

To sum up, the interpretation of the students’ writing skill in procedure text for both experiment and control group could be seen in the chart below:

Based on the chart above, the number of students’ performance result on post-test increased at excellent category. The students who occupied very good, good, fair, enough, and poor category decreased on the post-test result. There was no student occupied poor and enough level anymore.

Meanwhile, here is the chart of the students’ writing skill in procedure text for control group:
Based on the chart above, the number of students’ performance result on post-test increased at very good and excellent category. The students who occupied good, fair, enough, and poor category decreased on the post-test result. However there was students occupied enough level.

B. The Effectiveness of Charade Game to Teach Writing Procedure Text.

In this research, the researcher used t-test to analyze, to calculate, and to compare score result for both experiment and control group. The researcher displayed the result for both experiment and control group and the formula used was as follows

1. Experiment Group

Before the researcher applied the formula to calculate the value of t-test ($t_o$), the researcher showed the result of pre and post-test to see the difference between pre-test score and post-test score and it could be seen in the table below:

Table 4.10 Result of Pre-test and Post-test of Experiment Group
<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test (X)</th>
<th>Post-test (Y)</th>
<th>D = (X-Y)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AWA</td>
<td>56</td>
<td>78</td>
<td>-12</td>
<td>144</td>
</tr>
<tr>
<td>2</td>
<td>ALS</td>
<td>58</td>
<td>86</td>
<td>-18</td>
<td>324</td>
</tr>
<tr>
<td>3</td>
<td>AS</td>
<td>46</td>
<td>70</td>
<td>-24</td>
<td>576</td>
</tr>
<tr>
<td>4</td>
<td>AH</td>
<td>76</td>
<td>88</td>
<td>-12</td>
<td>144</td>
</tr>
<tr>
<td>5</td>
<td>DLY</td>
<td>48</td>
<td>74</td>
<td>-26</td>
<td>676</td>
</tr>
<tr>
<td>6</td>
<td>ETD</td>
<td>76</td>
<td>98</td>
<td>-22</td>
<td>324</td>
</tr>
<tr>
<td>7</td>
<td>EHS</td>
<td>44</td>
<td>82</td>
<td>-38</td>
<td>1444</td>
</tr>
<tr>
<td>8</td>
<td>FAN</td>
<td>44</td>
<td>68</td>
<td>-24</td>
<td>576</td>
</tr>
<tr>
<td>9</td>
<td>FA</td>
<td>72</td>
<td>88</td>
<td>-16</td>
<td>256</td>
</tr>
<tr>
<td>10</td>
<td>FQ</td>
<td>60</td>
<td>90</td>
<td>-30</td>
<td>900</td>
</tr>
<tr>
<td>11</td>
<td>FAK</td>
<td>72</td>
<td>98</td>
<td>-18</td>
<td>324</td>
</tr>
<tr>
<td>12</td>
<td>HAA</td>
<td>90</td>
<td>94</td>
<td>-4</td>
<td>14</td>
</tr>
<tr>
<td>13</td>
<td>IN</td>
<td>78</td>
<td>86</td>
<td>-8</td>
<td>64</td>
</tr>
<tr>
<td>14</td>
<td>IS</td>
<td>54</td>
<td>88</td>
<td>-34</td>
<td>1156</td>
</tr>
<tr>
<td>15</td>
<td>JA</td>
<td>72</td>
<td>90</td>
<td>-18</td>
<td>324</td>
</tr>
<tr>
<td>16</td>
<td>KSA</td>
<td>72</td>
<td>88</td>
<td>-16</td>
<td>256</td>
</tr>
<tr>
<td>17</td>
<td>KA</td>
<td>72</td>
<td>84</td>
<td>-12</td>
<td>144</td>
</tr>
<tr>
<td>18</td>
<td>LH</td>
<td>80</td>
<td>94</td>
<td>-14</td>
<td>196</td>
</tr>
<tr>
<td>19</td>
<td>MA</td>
<td>66</td>
<td>98</td>
<td>-32</td>
<td>1024</td>
</tr>
<tr>
<td>20</td>
<td>MKR</td>
<td>86</td>
<td>96</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>21</td>
<td>NUC</td>
<td>78</td>
<td>86</td>
<td>-8</td>
<td>64</td>
</tr>
<tr>
<td>22</td>
<td>NM</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>23</td>
<td>PC</td>
<td>80</td>
<td>92</td>
<td>-12</td>
<td>144</td>
</tr>
<tr>
<td>24</td>
<td>RSM</td>
<td>60</td>
<td>82</td>
<td>-22</td>
<td>484</td>
</tr>
<tr>
<td>25</td>
<td>SFAH</td>
<td>66</td>
<td>86</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>26</td>
<td>SYR</td>
<td>80</td>
<td>96</td>
<td>-16</td>
<td>256</td>
</tr>
<tr>
<td>27</td>
<td>SIS</td>
<td>50</td>
<td>72</td>
<td>-22</td>
<td>484</td>
</tr>
<tr>
<td>28</td>
<td>SAA</td>
<td>50</td>
<td>66</td>
<td>-16</td>
<td>256</td>
</tr>
<tr>
<td>29</td>
<td>SSW</td>
<td>62</td>
<td>82</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>30</td>
<td>UDM</td>
<td>40</td>
<td>76</td>
<td>-36</td>
<td>1296</td>
</tr>
<tr>
<td>31</td>
<td>UK</td>
<td>74</td>
<td>98</td>
<td>-24</td>
<td>576</td>
</tr>
<tr>
<td>32</td>
<td>VK</td>
<td>72</td>
<td>92</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>33</td>
<td>EK</td>
<td>86</td>
<td>94</td>
<td>-8</td>
<td>64</td>
</tr>
</tbody>
</table>

Total Score 2180 2819 \( \Sigma D = -612 \) \( \Sigma D^2 = 13950 \)

N = 33
| Mean | 66.06 | 85.45 |

a. Standard Deviation (SD)

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

\[ SD_D = \sqrt{\frac{13950}{33} - \left( \frac{-612}{33} \right)^2} \]

\[ SD_D = \sqrt{422.72 - 18.54^2} \]

\[ SD_D = \sqrt{422.72 - 343.73} \]

\[ SD_D = \sqrt{78.99} \]

\[ SD_D = 8.88 \]

b. Mean of Difference

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

\[ M_D = \frac{612}{33} \]

\[ M_D = 18.54 \]

c. Standard Error of Mean Difference

\[ SEMD = \frac{SDD}{\sqrt{N-1}} \]

\[ SEMD = \frac{8.88}{\sqrt{33-1}} \]

\[ SEMD = \frac{8.88}{\sqrt{32}} \]

\[ SEMD = \frac{8.88}{5.65} \]
\[ S_{EMD} = 1.57 \]

d. T-test \((t_o)\)

\[ T_o = \frac{MD}{SEMD} \]

\[ T_o = \frac{18.54}{1.57} \]

\[ T_o = 11.8 \]

e. Interpretation to t-test \((t_o)\)

1) Calculation of \(df\)

\[ df = N - 1 \]

\[ = 33 - 1 \]

\[ = 32 \]

2) Consulting \(df\) with t-table

With \(df = 32\), the value of t-table \((t_i)\) with level of significance of 5\% is 2.03.

3) Comparing t-table \((t_i)\) with t-test \((t_o)\)

\[ t_i = 2.03 \]

\[ t_o = 11.8 \]

\[ t_i > t_o, \text{ it means } Ha \text{ is accepted and } Ho \text{ is rejected. So Charade game is effective to teach writing procedure text.} \]

4) Calculating the size effect
d = (Mean of Post-test – Mean of Pre-test ) / Pooled Standard Deviation

To know the standard deviation, the researcher used SPSS application and here is the result:

<table>
<thead>
<tr>
<th></th>
<th>pre_test</th>
<th>post_test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>66,0606</td>
<td>85,4545</td>
</tr>
<tr>
<td>N</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>13,74304</td>
<td>10,13993</td>
</tr>
</tbody>
</table>

Pooled standard deviation = $\frac{13.74 + 10.13}{2} = 11.93$

$d = \frac{85.45 - 66.06}{11.93} = 1.62$

According to the criteria, the result effect size level of this study is 1.62. As the criterion that had been mentioned in chapter III, it proved that there was a strong effect on implementing charade game towards students’ writing skill in procedure text. This also showed Charade Game is effective to teach writing procedure text.

5) Conclusion

If $t_o$ was greater than $t_c$, null hypothesis ($h_o$) was rejected. Based on the t-test calculation above, the research of experiment group showed that $t_c$ with the level of significance of 5% was 2.03 and $t_o$ was 11.8. The result is 11.8 > 2.03. It means that $t_o$ was higher than $t_c$. The researcher could conclude that Charade Game is
effective to teach writing procedure text. In addition, the effect size 1.62 showed that charade game gave strong effect on students’ writing skill in procedure text.

2. **Control Group**

The researcher did the same steps in control group, displaying the result of pre- and post-test score first, then finding the difference score between pre-test score and post-test score. It could be seen in this table below:

*Table 4. 12 Result of Pre-test and Post-test of Control Group*

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test (X)</th>
<th>Post-test (Y)</th>
<th>D = (X-Y)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AASY</td>
<td>76</td>
<td>92</td>
<td>-16</td>
<td>256</td>
</tr>
<tr>
<td>2</td>
<td>AMR</td>
<td>74</td>
<td>96</td>
<td>-22</td>
<td>484</td>
</tr>
<tr>
<td>3</td>
<td>AM</td>
<td>90</td>
<td>92</td>
<td>-2</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>AFR</td>
<td>50</td>
<td>60</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>AIU</td>
<td>78</td>
<td>96</td>
<td>-18</td>
<td>324</td>
</tr>
<tr>
<td>6</td>
<td>AA</td>
<td>52</td>
<td>90</td>
<td>-38</td>
<td>1444</td>
</tr>
<tr>
<td>7</td>
<td>DY</td>
<td>66</td>
<td>70</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>8</td>
<td>FSS</td>
<td>78</td>
<td>92</td>
<td>-14</td>
<td>196</td>
</tr>
<tr>
<td>9</td>
<td>FFR</td>
<td>54</td>
<td>70</td>
<td>-16</td>
<td>256</td>
</tr>
<tr>
<td>10</td>
<td>FKY</td>
<td>42</td>
<td>56</td>
<td>-14</td>
<td>196</td>
</tr>
<tr>
<td>11</td>
<td>JDR</td>
<td>46</td>
<td>50</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>12</td>
<td>MN</td>
<td>70</td>
<td>84</td>
<td>-14</td>
<td>196</td>
</tr>
<tr>
<td>13</td>
<td>MA</td>
<td>78</td>
<td>78</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>MDF</td>
<td>68</td>
<td>80</td>
<td>-12</td>
<td>144</td>
</tr>
<tr>
<td>15</td>
<td>MF</td>
<td>66</td>
<td>66</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>MFR</td>
<td>60</td>
<td>80</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>17</td>
<td>MKM</td>
<td>70</td>
<td>86</td>
<td>-16</td>
<td>256</td>
</tr>
<tr>
<td>18</td>
<td>MNM</td>
<td>62</td>
<td>84</td>
<td>-22</td>
<td>484</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>19</td>
<td>MPNJS</td>
<td>74</td>
<td>92</td>
<td>-18</td>
<td>324</td>
</tr>
<tr>
<td>20</td>
<td>RAY</td>
<td>60</td>
<td>84</td>
<td>-24</td>
<td>576</td>
</tr>
<tr>
<td>21</td>
<td>RMY</td>
<td>78</td>
<td>82</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>22</td>
<td>ZAM</td>
<td>60</td>
<td>84</td>
<td>-24</td>
<td>576</td>
</tr>
<tr>
<td>23</td>
<td>TPAB</td>
<td>70</td>
<td>74</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>24</td>
<td>ASNA</td>
<td>68</td>
<td>88</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>25</td>
<td>HK</td>
<td>54</td>
<td>88</td>
<td>-34</td>
<td>1156</td>
</tr>
<tr>
<td></td>
<td>Total score</td>
<td>1644</td>
<td>2014</td>
<td>ΣD=-370</td>
<td>ΣD²=7836</td>
</tr>
<tr>
<td></td>
<td>N= 25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>65.76</td>
<td>80.56</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Standard Deviation (SD)

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

\[ SD = \sqrt{\frac{7836}{25}} - \left( \frac{-370}{25} \right)^2 \]

\[ SD = \sqrt{313.44} - 14.8^2 \]

\[ SD = \sqrt{313.44} - 219.04 \]

\[ SD = \sqrt{94.4} \]

\[ SD = 9.71 \]

b. Mean of Difference

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

\[ MD = \frac{370}{25} \]
\( M_D = 14.8 \)

c. Standard Error of Mean Difference

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

\[
SE_{MD} = \frac{9.71}{\sqrt{25-1}}
\]

\[
SE_{MD} = \frac{9.71}{\sqrt{24}}
\]

\[
SE_{MD} = \frac{9.71}{4.89}
\]

\[ SE_{MD} = 1.98 \]

d. T-test \((t_o)\)

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

\[
T_o = \frac{14.8}{1.98}
\]

\[ T_o = 7.47 \]

e. Interpretation to t-test \((t_o)\)

1) Calculation of \( df \)

\[ df = N - 1 \]

\[ = 25 - 1 \]

\[ = 24 \]

2) Consulting \( df \) with t-table

With \( df = 24 \), the value of t-table \((t_i)\) with level of signification of 5% is 2.06.
3) Comparing t-table ($t_i$) with t-test ($t_0$)

\[ t_i = 2.06 \]
\[ t_0 = 7.47 \]

$t_0$ is higher than $t_i$ with significant level of 5%.

4) Calculating the size effect

\[ d = \frac{\text{Mean of Post-test} - \text{Mean of Pre-test}}{\text{Pooled Standard Deviation}} \]

To know the standard deviation, the researcher used SPSS application and here is the result:

**Table 4.13 Standard Deviation of Control Group**

<table>
<thead>
<tr>
<th></th>
<th>pre_test</th>
<th>post_test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>65.7600</td>
<td>80.5600</td>
</tr>
<tr>
<td>N</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>11.68075</td>
<td>12.45686</td>
</tr>
</tbody>
</table>

Pooled standard deviation = \( \frac{11.68 + 12.45}{2} = 12.06 \)

\[ d = \frac{80.56-65.76}{12.06} = 1.22 \]

According to the criteria, the result effect size level of this study is 1.22. As the criterion that had been mentioned in chapter III, it showed a strong effect too.

5) Conclusion

Based on the t-test calculation above, t-table with $n = 24$ is 2.06. The result of control group showed that $t_i$ with the level significance of 5% was 2.06 and $t_0$ was 7.47. The result is $7.47 >$
2.06. It means that $t_o$ was higher than $t_t$. The researcher could conclude that the students’ writing skill in procedure text also got improvement in control group. In addition, the effect size 1.22 showed that even though the class did not teach by using game, it gave strong effect on students’ writing skill in procedure text.

To make clearer, the researcher sum up the answer of the two research questions in a table bellow:

<table>
<thead>
<tr>
<th></th>
<th>Experiment Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test Mean</td>
<td>66.06</td>
<td>65.76</td>
</tr>
<tr>
<td>Post-test Mean</td>
<td>85.45</td>
<td>80.56</td>
</tr>
<tr>
<td>Improvement</td>
<td>29.35%</td>
<td>22.5%</td>
</tr>
<tr>
<td>T-test</td>
<td>11.8</td>
<td>7.47</td>
</tr>
<tr>
<td>T-table</td>
<td>2.03</td>
<td>2.00</td>
</tr>
<tr>
<td>Effect Size</td>
<td>1.62 (Strong)</td>
<td>1.22 (Strong)</td>
</tr>
</tbody>
</table>

From table above, it could be seen that both groups that were taught with or without charade game got improvement. Since the improvement of experiment group is higher than the Control group, it can be concluded that charade game is more effective to be applied in class. From the effect size itself, it could be seen that whether applying charade game or not, it gave strong effect to the students’ writing skill in procedure text. Since the effect size of experiment group is higher than the control group’s, the researcher concluded that charade game is effective teach writing procedure text.
C. Discussion

From the result above, the researcher wants to convey that Charade Game can improve students’ writing skill in procedure text and it was supported by the previous researches. First, the researcher takes a previous study which was conducted by Yuriza (2014). In this research, the researcher see that using Charade Game is appropriate to improve students’ speaking skill. The second previous study was conducted by Hidayati (2016). The researcher found that using Charade Game could improve students vocabulary mastery. And the last was a previous study from Safitri, Wijaya and Husin (2015). From their research, the researcher concluded that using game that was kind of guessing game can improve students’ writing skill.
CHAPTER V

CLOSURE

This chapter consists of two points, those are conclusion and suggestion. After completing this research, the researcher provides some conclusions and suggestions for the the research.

A. Conclusion

Based on the data analysis, the conclusion was presented as follows:

1. Profile of the Students’ Writing Skill in Procedure Text Before and After Implementing Charade Game

   The calculation showed the result of pre- and post-test mean for experiment group. The mean of pre-test is 66.06 while the mean of post-test was 85.45. The mean of post-test is higher than the mean of pre-test.
The difference between the students’ pre- and post-test mean taught by Charade Game is 19.39.

The calculation also exposed the result of pre- and post-test mean for control group. The mean of pre-test is 65.76 while the mean of post-test is 80.56. The mean of post-test is also higher than the mean of pre-test. The difference between the students’ pre- and post-test mean is 14.6.

2. The Effectiveness of Charade Game to Teach Writing Procedure Text

The result shows the calculation of t-test for experiment group. The hypotheses are tested by t-test formula by comparing the pre- and post-test score. T-test \((t_o)\) is 11.8. Meanwhile, the critical value for rejecting the null hypothesis at significance level of 5% to t-table \((t)\) with degree of freedom \((df)\) 32 is 2.03. It can be said that \(t_o\) is higher than \(t\) \((11.8 > 2.03)\). Therefore, accepted. It means that charade game is effective to improve students’ writing skill in procedure text. The improvement of students’ writing skill in percentage was 29.35%. Then, the effect size of experiment group was 1.62, which means by applying charade game, it gives strong effect to the students’ writing skill in procedure text. Therefore, Charade Game is effective to teach writing procedure text.

The calculation of t-test for control group is also tested by T-test formula by comparing the pre- and post-test score. T-test \((t_o)\) is 7.47. Meanwhile, the critical value for rejecting the null hypothesis at significance level of 5% to t-table \((t)\) with degree of freedom \((df)\) 24 is 2.06. It can be said that \(t_o\) is higher than \(t\) \((7.47 > 2.06)\). It means that the
students’ writing skill in procedure text in control group also get improvement and their improvement in percentage was 22.5%.

To sum up, Charade Game is effective in improving students’ writing skill in procedure text because the value of t-test ($t_o$) is higher than t-table ($t_t$). Therefore, the research confirms the alternate hypothesis ($h_a$) that states Charade Game is effective to be applied in teaching writing procedure text. Finally, Charade Game is effective to be applied in teaching writing procedure text

**B. Suggestion**

Based on the research findings, the researcher would like to propose some suggestions, which are addressed to teachers, students, and other researchers.

1. **For the teachers**

   The teachers can use Charade Game to improve students’ writing skill in procedure text. Using this game in teaching-learning process had so much fun and is really interesting for the students. Moreover, Charade Game is really easy to be applied and it can motivate the students in learning English especially for writing subject.

2. **For the Students**
The students can apply and practice Charade Game by following the steps because it will help them to solve their problems in writing and to improve their writing skill.

3. For the Other Researchers

The result of the research only confirms the hypotheses, but it does not prove that something is absolutely true at all time. Moreover, the research needs improvement of thought for further studies. In addition, the finding of the research hopefully will be employed as starting point of the future research on similar topics.
REFERENCES


theenglishcamp.blogspot.com/2013/10/procedure-text.html?m=1  accessed on May 2\textsuperscript{nd} 2018

www.britishcourse.com/anecdote-text/ accessed on May 2\textsuperscript{nd} 2018
CURRICULUM VITAE

I. Personal Identity

Name: Fatchul Lutfah
Place, Date of Birth: Wonosobo, September 27th 1996
Mobile: 083 822 026 164
Email address: Lutfah270996@gmail.com
Twitter: @fatchullutfahm
Home address: Kalilawang RT 04 RW 02, Sitiharjo, Garung, Wonosobo.
Sex: Female
Marital Status: Unmarried
Hobbies: Music, reading and sport.

II. Educational Background

- TK Pertiwi Sitiharjo, graduated in 2002
- SD N Sitiharjo, Graduated in 2008
- SMP N 1 Mojotengah, Graduated in 2011
- MAN 2 Wonosobo, Graduated in 2014
- English Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga, graduated in 2019
LIST OF APPENDICES

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3. Lesson Plan for Control Group
4. Students’ Pre-test Score for Experiment Group
5. Students’ Post-test Score for Experiment Group
6. Students’ Pre-test Score for Control Group
7. Students’ Post-test Score for Control Group
8. Keyword for The Pre-test and Post-test
9. Certification for Graduating Paper Counselor
10. Letter for Research Permission
11. Consultation Sheet of Graduating Paper
12. Proof of Conducted Research
13. Satuan Kredit Kegiatan (SKK)
14. List of T-table
15. Interview Report
16. Research Documentation
17. Declaration and Permission for Publication
### 1. Syllabus of Ninth-year Student of Junior High School

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
</tr>
</thead>
</table>
| 3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, mendalam, pendek dan sederhana, sesuai dengan konteks penggunaannya. | • Fungsi sosial Mendapatkan hasil terbaik secara efektif dan efisien, menghindari kerusakan, kecelakaan, dan pemborosan.  
• Struktur Teks Dapat mencakup - nama makanan, minuman, - alat, mesin, bahan, aparatus yang diperlukan, - cara memasak, menggunakan dalam bentuk langkah-langkah kerja secara berurutan.  
• Unsur Kebahasaan - Kosa kata khusus terkait dengan produk, - Frasa nominal untuk menyebut benda - kata sambung first, next, then, finally, - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.  
• Topik Resep makanan/minuman, manual peralatan yang terkait dengan kehidupan peserta didik yang dapat menumbuhkan perilaku yang termuat di KI. | - Didaktekan beberapa resep makanan/minuman oleh guru menulis dengan tangan beberapa resep di buku catatan masing-masing sambil mengucapkan setiap kata dengan ucapan dan tekanan kata yang benar.  
- Dengan menggunakan tabel, menganalisis struktur nomina yang digunakan untuk menyebutkan benda-benda.  
- Dengan cara yang sama menganalisis struktur kalimat yang menyebutkan langkah kerja.  
- Mencermati manual, dan berlatih membacakan dengan suara lantang, dengan ucapan dan tekanan kata yang benar.  
- Menyalin resep makanan/minuman dari buku resep dengan ditulis tangan dan kemudian ditempel di dinding kelas atau majalah dinding.  
- Melakukan refleksi tentang proses dan hasil belajarnya. |
| 4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual. | • Topik Resep makanan/minuman, manual peralatan yang terkait dengan kehidupan peserta didik yang dapat menumbuhkan perilaku yang termuat di KI. | - Didektekan beberapa resep makanan/minuman oleh guru menulis dengan tangan beberapa resep di buku catatan masing-masing sambil mengucapkan setiap kata dengan ucapan dan tekanan kata yang benar.  
- Dengan menggunakan tabel, menganalisis struktur nomina yang digunakan untuk menyebutkan benda-benda.  
- Dengan cara yang sama menganalisis struktur kalimat yang menyebutkan langkah kerja.  
- Mencermati manual, dan berlatih membacakan dengan suara lantang, dengan ucapan dan tekanan kata yang benar.  
- Menyalin resep makanan/minuman dari buku resep dengan ditulis tangan dan kemudian ditempel di dinding kelas atau majalah dinding.  
- Melakukan refleksi tentang proses dan hasil belajarnya. |
2. Lesson Plan for Experiment Group

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

EXPERIMENT GROUP

Satuan Pendidikan : MTs SA Pancasila Salatiga
Kelas/ Semester : IX B (Experiment Group)/ Ganjil
Mata Pelajaran : Bahasa Inggris
Fokus Keahlian : Writing
Topik : Procedure Text
Alokasi Waktu : 3x45 menit
Tahun : 2018/2019

A. Kompetensi Inti

Menghayati dan mengamalkan ajaran agama yang dianutnya. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, 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 menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahuinya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kekearaaan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural dan 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.

B. Tujuan Pembelajaran:
Setelah mempelajari Procedure text, diakhir pembelajaran peserta didik dapat:
1. Melengkapi teks sederhana dalam bentuk procedure.
2. Menyocokkan teks sederhana dalam bentuk procedure sesuai dengan gambar yang telah ada.
3. Menyusun teks pendek sederhana dalam bentuk procedure dengan baik dan benar.
4. Menyusun teks sederhana dalam bentuk procedure dengan langkah yang benar.

C. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
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<th>Indikator Pencapaian Kompetensi</th>
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<tbody>
<tr>
<td>3. 4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/ minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya</td>
<td>3.4.1. Mengidentifikasi fungsi sosial <em>procedure text</em> terkait resep.</td>
</tr>
<tr>
<td>3.4.2. Mengidentifikasi struktur sosial <em>procedure text</em> terkait resep.</td>
<td></td>
</tr>
<tr>
<td>3.4.3. Mengidentifikasi unsur kebahasaan <em>procedure text</em> terkait resep lisan dan tulis sesuai dengan konteks penggunannya.</td>
<td></td>
</tr>
<tr>
<td>4.4. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep</td>
<td>4.4.1. Menyusun teks <em>procedure</em> lisan dan tulis, pendek dan sederhana, tentang resep, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan</td>
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D. Materi Pembelajaran

Procedure Text

1. A procedure text tells how to make or do something. Examples include: a recipe from a cookbook; the rules to a board game; travel directions; and learning a new math skill by following the steps in a textbook. Its social function is to describe how something is done through sequences of step.

2. Generic Structure
   a. Goal  : Showing the purpose.
   b. Material  : Telling the needed material.
   c. Step  : Describing the steps to achieve the purpose.

3. Language Feature
   a. Using temporal conjunction.
   b. Using action verb.
   c. Using imperative sentence.
   d. Using simple present tense.

4. Text

   How to Make Pancake

   Materials:
   3 – 4 spoonful of flour
   2 eggs
   250 ml of milk
   1 stick of butter
   1 mixing bowl
   2 table spoons
   2 cups
   1 small pan
Steps:
1. Put the flour in the bowl.
2. Put milk in a cup.
3. Make sure it's 250 ml of milk.
4. Put the milk in the bowl.
5. Break the 2 eggs into the bowl.
6. Mix it with a spoon.
7. Heat up the pan and put the butter
8. Put the mix in the pan.
9. Let the pancake mix cook about 5 minutes
10. Flip pancake over when the top is brown.
11. Your pancake is ready to serve

E. Pendekatan/ Metode Pembelajaran
   Pendekatan : Scientific
   Metode : Diskusi

F. Media Pembelajaran
   a. Charade Game
   b. Modul pengayaan Bahasa Inggris untuk SMP/ Mts kelas IX

G. Sumber Belajar
   Modul pengayaan Bahasa Inggris untuk SMP/ Mts kelas IX

H. Langkah-langkah Pembelajaran
   1. Kegiatan Pendahuluan (10 menit)
      a. Guru membuka pelajaran dengan mengucap salam kemudian menyapa siswa dengan menggunakan bahasa inggris.
      b. Guru meminta salah satu siswa untuk memimpin doa.
      c. Guru meminta siswa yang bertugas untuk memimpin kelas menyanyikan lagu Indonesia Raya sebagai bagian Cinta Tanah Air.
      d. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin.
e. Guru memberi stimulus kepada siswa sehingga siswa memperoleh gambaran tentang materi apa yang akan dipelajari.
f. Guru menginformasikan tujuan pembelajaran.

2. Kegiatan Inti (115 menit)

a. Mengamati
   - Guru menjelaskan kepada siswa tentang **pengertian** dan **generic structure** dari *procedure text*.
   - Guru memberi bernagai contoh *procedure text*.
   - Guru bersama siswa menganalisis *generic structure* dan berbagai verb pada contoh tersebut.

b. Menanya
   - Guru dan siswa bertanya jawab mengenai materi *procedure text* mulai dari pengertian, fungsi sosial *generic structure* hingga contoh.

c. Mengeksplorasi
   - Guru memberikan ice breaker kepada siswa berupa Charade Game, dengan instruksi sebagai berikut:
     1. Guru membagi kelas menjadi tiga grup yakni grup lalala, yeyeye, dan hahaha.
     2. Guru meminta satu siswa kedepan untuk mempresentasikan sebuah gambar melalui *body language*.
     3. Guru memberikan flashcard tentang kata benda dan kata kerja yang biasanya digunakan dalam membuat resep. Dan satu siswa yang bertugas mulai mempresentasikan gambar tersebut melalui *body language*.
     5. Kelompok dengan jawaban terbanyak mendapat *reward*.
     6. Guru bersama siswa mereview kosa kata yang telah dipresentasikan dengan menanyai arti dari kata tersebut.
     8. Guru kembali memberikan flascard kepada satu siswa tadi yang berisi tentang langkah/ *step* dalam membuat suatu *procedure text*. Dan satu siswa bertugas untuk mempresentasikan langkah tersebut menggunakan *body language*.
d. Mengasosiasi
   Dari semua jawaban yang telah tertebak di papan tulis, secara
   berkelompok siswa diminta untuk menuliskan ulang kalimat-kalimat
   tersebut dan melakukan koreksi apabila kalimat yang tertulis dirasa
   masih belum sesuai dengan ciri bahasa dari teks prosedur.

e. Mengkomunikasikan
   Setiap kelompok membacakan hasil diskusinya didepan kelas.

3. Kegiatan Penutup (10 menit)
   a. Guru dengan siswa menyimpulkan materi pembelajaran.
   b. Guru menutup pembelajaran dengan mengucapkan salam dan salam
      perpisahan kepada siswa.

I. instrumen dan teknik penilaian

Jenis soal test : test tulis
Bentuk penilaian : individu
Instrument penilaian:
   a. Pre-test : terlampir
   b. Post-test : terlampir

1. Skor Penilaian

<table>
<thead>
<tr>
<th>Nomor 1</th>
<th>Nomor 2</th>
<th>Nomor 3</th>
<th>Nomor 4</th>
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</thead>
<tbody>
<tr>
<td>5 pertanyaan</td>
<td>8 pertanyaan</td>
<td>7 pertanyaan</td>
<td>6 pertanyaan</td>
</tr>
<tr>
<td>Skor per nomor</td>
<td>10</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>Skor total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Rubrik Penilaian

<table>
<thead>
<tr>
<th>Score</th>
<th>Assessment Rubric for Question Number 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Sentence contains correct steps of text organization, good grammatical structure, well developed body sentence and excellent detail that contribute the reader’s understanding; differing sentence patterns which is complex and intersting;</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>8</td>
<td>Sentence contains correct steps of text organization, well developed body sentence with details understanding; using clear understanding word usage of subjects and verb; showing a few mistakes in grammatical structure, spelling, punctuation and capitalization.</td>
</tr>
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<td>2</td>
<td>If there are only keywords in worksheet, worse-ordered steps of text organization, unclear understanding of ideas, having many mistakes in spelling, punctuation and capitalization.</td>
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**Categorization of scoring**

<table>
<thead>
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</tr>
<tr>
<td>Enough</td>
<td>45-54</td>
</tr>
<tr>
<td>Pour</td>
<td>Under 45</td>
</tr>
</tbody>
</table>
Mengetahui
Guru Mapel

Salatiga, 5 Agustus 2018

Mahasiswa Peneliti

Yulfa Fitria, S. Pd. I.

Fatchul Lutfah

Kepala Sekolah

Nur Fadhilah, S. Pd. I
3. Lesson Plan for Control Group

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CONTROL GROUP

Satuan Pendidikan : MTs SA Pancasila Salatiga
Kelas/ Semester : IX A (Control Group)/ Ganjil
Mata Pelajaran : Bahasa Inggris
Fokus Keahlian : Writing
Topik : Procedure Text
Alokasi Waktu : 3 x 45 menit
Tahun : 2018/2019

A. Kompetensi Inti

Menghayati dan mengamalkan ajaran agama yang dianutnya. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, 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 menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan fakultual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahuannya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, keneearaan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural dan pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
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| 4.4. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep | 4.4.1. Menyusun teks Procedure lisan dan tulis, pendek dan sederhana, tentang resep, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan |
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10. Flip pancake over when the top is brown.
11. Your pancake its ready to be serve

5. **Pendekatan/ Metode Pembelajaran**
   
Pendekatan : *Scientific*
Metode : *Diskusi*

6. **Media Pembelajaran**
   
Modul pengayaan Bahasa Inggris untuk SMP/ Mts kelas IX

7. **Sumber Belajar**
   
Modul pengayaan Bahasa Inggris untuk SMP/ Mts kelas IX

8. **Langkah-langkah Pembelajaran**
   
1. Kegiatan Pendahuluan (10 menit)
   a. Guru membuka pelajaran dengan mengucap salam kemudian menyapa siswa dengan menggunakan bahasa inggris.
   b. Guru meminta salah satu siswa untuk memimpin doa.
   c. Guru meminta siswa yang bertugas untuk memimpin kelas menyanyikan lagu Indonesia Raya sebagai bagian Cinta Tanah Air.
   d. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin.
   e. Guru memberi stimulus kepada siswa sehingga siswa memperoleh gambaran tentang materi apa yang akan dipelajari.
   f. Guru menginformasikan tujuan pembelajaran.
2. Kegiatan Inti (115 menit)
   a. Mengamati
      • Guru menjelaskan kepada siswa tentang pengertian, fungsi sosial, *language feature* dan *generic structure* dari *procedure text*.
      • Guru memberi berbagai contoh *procedure text*.
      • Guru bersama siswa menganalisis *generic structure* dan berbagai verb pada contoh tersebut.
   b. Menanya
      • Guru dan siswa bertanya jawab mengenai materi *procedure text* mulai dari pengertian, struktur teks hingga contoh.
   c. Mengeksplorasi
      • Guru meminta siswa untuk membuat teks *procedure* (how to make ice milk and how to make fried egg), kemudian satu per satu siswa menuliskan step dari teks prosedur tersebut di papan tulis.
   d. Mengasosiasikan
      • Setelah semua teks prosedur tertulis di papan tulis, guru membentuk kelas menjadi beberapa kelompok dan memberi instruksi kepada siswa untuk melakukan koreksi pada teks prosedur yang telah tertulis di papan tulis hingga sesuai dengan *language feature* dari teks prosedur itu sendiri.
   e. Mengkomunikasikan
      • Setiap kelompok diminta untuk membacakan hasil diskusi didepan kelas.

3. Kegiatan Penutup (10 menit)
   a. Guru dengan siswa menyimpulkan materi pembelajaran.
   b. Guru menutup pembelajaran dengan mengucapkan salam dan salam perpisahan kepada siswa.

g. Instrumen dan teknik penilaian

   Jenis soal tes : tes tulis
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Rubrik penilaian untuk soal nomor 4

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</tr>
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<td>Enough</td>
<td>45-54</td>
</tr>
<tr>
<td>Pour</td>
<td>Under 45</td>
</tr>
</tbody>
</table>

Salatiga, 5th Agustus 2018

Mengetahui
Guru Mapel

Mahasiswa Peneliti

Yulfa Fitria, S. Pd. I.

Fatchul Lutfah

Kepala Sekolah

Nur Fadhillah, S. Pd. I.
4. Students’ Pre-test Score for Experiment Group

PRE-TEST: EXPERIMENTAL GROUP

Name: Luluk Hidayah
Number: 18

1. Complete the text below with the most appropriate words on the column!

<table>
<thead>
<tr>
<th>Spoon</th>
<th>Press</th>
<th>Slice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put</td>
<td>Peel</td>
<td>Pour</td>
</tr>
</tbody>
</table>

First, wash the mango clean. Second, Peel…… (1) the mango’s skin. Third, Slice…… (2) the mango into small pieces. Fourth, put the all pieces into blender. Then add two Put…… (3) of sugar and a glass of water into the blender. Next, Press…… (4) the “on” button on the blender. After that, wait for two minutes and press the “off” button. Then, Pour…… (5) the juice into the glass. Finally the mango juice is ready.

2. Match the picture with the most appropriate sentence!

1. Then Pour the seasoning into the plate.
2. After that Open the seasoning package.
3. Second, cook the water in the pan untill boil up.
4. Finally the instant noodle is ready.
5. Then add the noodle into the pan.
6. First of all turn on the stove.
7. Pour the noodle and water in the pan into the plate.
8. Third, Open the instant noodle package.
3. Arrange the sentences bellow into good procedure text step!

Then, stir the materials in glass.
After that, add some ice.
Now, your ice milk is ready to serve.
First of all, prepare a glass, milk, hot water, ice and sugar.
Next, add a spoon of sugar to the glass.
Second, open the milk package and pour it into the glass.
After that pour hot water into the glass.

The answer:
1. First of all, Prepare a glass, milk, hot water, ice and sugar.
2. Second, open the milk package and pour it into the glass.
3. Next, add a spoon of sugar to the glass.
4. After that pour hot water into the glass.
5. After that add some ice.
6. Then, stir the materials in glass.
7. Now, your ice milk is ready to serve.

4. Make a procedure text based on the goal and material given bellow!

Goal: How to make a cup of tea
Material:
1. Tea
2. Sugar
3. Hot water
4. Spoon
5. A cup

Step:
8. First of all, Prepare A cup, Spoon, Hot Water, Sugar, Tea.
8. Second, add a spoon of sugar.
8. Next, open the tea package and pour it into a cup.
8. After that Pour Hot water into the cup.
8. Then Stir the materials in cup.
8. Now, your a cup of tea is ready to serve.
PRE-TEST: EXPERIMENT GROUP

Name: Rhaba Licki Yohya
Roll no: 5

1. Complete the text bellow with the most appropriate words on the column!

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</tbody>
</table>

First, wash the mango cleanly. Second, **Peel** (1) the mango’s skin. Third, **Put** (2) the mango into small pieces. Fourth, put all pieces into blender. Then add two **Spoon** (3) of sugar and a glass of water into the blender. Next, **Peel** (4) the “on” button on the blender. After that, wait for two minutes and press the “off” button. Then, **Slice** (5) the juice into the glass. Finally, the mango juice is ready.

2. Match the picture with the most appropriate sentence!

1. Then **Pour** the seasoning into the plate
2. After that **Open** the seasoning package.
3. Second, **cook** the water in the pan until build up.
4. **Finally** the instant noodle is ready.
5. Then **add** the noodle into the pan.
6. **First of all** turn on the stove.
7. **Pour** the noodle and water in the pan into the plate.
8. **Third**, **Open** the instant noodle package.
3. Arrange the sentences below into a good procedure text step!

Then, stir the materials in glass.
After that, add some ice.
Now, your ice milk is ready to serve.
First of all, prepare a glass, milk, hot water, ice and sugar.
Next, add a spoon of sugar to the glass.
Second, open the milk package and pour it into the glass.
After that, pour hot water into the glass.

The answer:

1. First of all, prepare a glass, milk, hot water, ice and sugar.
2. Second, open the milk package and pour it into the glass.
3. After that, pour hot water into the glass.
4. Next, add a spoon of sugar to the glass.
5. After that, add some ice.
6. Then, stir the materials in glass.

Now, your ice milk is ready to serve.

4. Make a procedure text based on the goal and material given below!

Goal: How to make a cup of tea
Material:
1. Tea
2. Sugar
3. Hot water
4. Spoon
5. A cup

Step:

1. First of all, prepare a glass, tea, hot water, sugar, spoon, and a cup.
2. Second, open the tea package and pour it into the glass.
3. After that, pour hot water into the glass.
4. Next, add a spoon of sugar to the glass.
5. After that, add some ice.
6. Now, your ice tea is ready to serve.
5. Students’ Post-test Score for Experiment Group

POST-TEST: CONTROL GROUP

Name: Luluk Hidayan
Number: ........................................

1. Complete the text below with the most appropriate words on the column!

<table>
<thead>
<tr>
<th>Seasoning</th>
<th>Boil</th>
<th>Slice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open</td>
<td>Mix</td>
<td>Wait</td>
</tr>
</tbody>
</table>

First, ........(1) two glasses of water in a pan. Then, ..........(2) the package of Indomie fried noodles. While waiting for the water to boil, pour the ........(3): chili sauce, soya sauce and oil into a bowl. After the water is boiled, add the noodle into the pan and ........(4) for five minutes. Next, throw away the water. After that, ........(5) the noodles with the seasoning in the bowl. Now, your noodles are ready.

2. Match the picture with the most appropriate sentence!

1. First of all turn on the stove
2. Next, put a pan on the stove.
3. After that pour a few oil to the frying pan.
4. Then, while waiting for the oil is ready, break the egg and add it to the bowl.
5. After that add some salt to the bowl.
6. Next, mix all materials in bowl.
7. Pour the mixture to the pan and fry the mixture about three minutes.
8. Now, the fried egg is ready to serve.
3. Arrange the sentences below into good procedure text step!

Then pour a glass of water to the blender and turn on the blender.
Second, slice the apple into small pieces.
After that, add the slices and two spoon of sugar to the blender.
First of all peel the apple.
After that, prepare a blender.
Turn off the blender and pour the juice into a glass.
Finally your juice is ready to serve.

The answer:
1. First of all peel the apple
2. Second, slice the apple into small pieces
3. After that prepare a blender
4. After that, add the slices and two spoon of sugar to the blender
5. Then pour hot water to the blender and turn on the blender
6. Turn off the blender and pour the juice into a glass
7. Finally your juice is ready to serve

4. Make a procedure text based on the goal and material given below!

Goal: How to make ice coffee
Material:
1. Coffee
2. Sugar
3. Hot water
4. Ice
5. A glass
6. Spoon

Step:
1. First of all prepare coffee, sugar, hot water, ice, spoon and a glass
2. Second, pour a coffee and add two spoon of sugar into glass.
3. Third, pour hot water into the glass.
5. After that add ice into glass.
6. Finally your ice coffee is ready to serve.
1. Complete the text below with the most appropriate words on the column!

<table>
<thead>
<tr>
<th></th>
<th>Seasoning</th>
<th>Boil</th>
<th>Slice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open</td>
<td>Mix</td>
<td>Wait</td>
<td></td>
</tr>
</tbody>
</table>

First, **boil** (1) two glasses of water in a pan. Then, **open** (2) the package of Indomie fried noodles. While waiting for the water to boil, pour the **seasoning** (3) chili sauce, soy sauce and oil into a bowl. After the water is boiled, add the noodle into the pan and **slice** (4) for five minutes.

Next, throw away the water. After that, **mix** (5) the noodles with the seasoning in the bowl.

Now, your noodles are ready.

2. Match the picture with the most appropriate sentence!

1. First of all turn on the stove.
2. Next, put a pan on the stove.
3. After that, pour a few oil to the frying pan.
4. Then, while waiting for the oil is ready, break the egg and add it to the bowl.
5. After that, add a few salt to the bowl.
6. Next, mix all materials in bowl.
7. Pour the mixture to the pan and fry the mixture about three minutes.
8. Now, the fried egg is ready to serve.
3. Arrange the sentences below into good procedure text step!

- Then pour a glass of water to the blender and turn on the blender
- Second, slice the apple into small pieces
- After that, add the slices and two spoon of sugar to the blender
- First of all peel the apple
- After that, prepare a blender
- Turn off the blender and pour the juice into a glass
- Finally your juice is ready to serve

The answer:
1. First of all peel the apple
2. Second, slice the apple into small pieces
3. After that, add the slices and two spoon of sugar to the blender
4. Then pour a glass of water to the blender and turn on the blender
5. After that, prepare a blender
6. Turn off the blender and pour the juice into a glass
7. Finally your juice is ready to serve

4. Make a procedure text based on the goal and material given below!

**Goal:** How to make ice coffee

**Material:**

1. Coffee
2. Sugar
3. Hot water
4. Ice
5. A glass
6. Spoon

**Steps:**

1. First of all prepare coffee, sugar, hot water, ice, a glass, spoon
2. Second, slice the coffee to glass
3. Then, add sugar to glass
4. Add water to glass
5. Add ice to glass
6. Finally, the ice coffee is ready to serve.
6. Students’ Pre-test Score for Control Group

PRE-TEST: CONTROL GROUP

Name: Ahmed Izzuddin U
Number: 95

1. Complete the text below with the most appropriate words on the column!

<table>
<thead>
<tr>
<th>Spoon</th>
<th>Press</th>
<th>Slice</th>
<th>Put</th>
<th>Peel</th>
<th>Pour</th>
</tr>
</thead>
</table>

First, wash the mango cleanly. Second, ... the mango’s skin. Third, ... the mango into small pieces. Fourth, put the all pieces into blender. Then add two ... of sugar and a glass of water into the blender. Next, ... the “on” button on the blender. After that, wait for two minutes and press the “off” button. Then, ... (5) the juice into the glass. Finally the mango juice is ready.

2. Match the picture with the most appropriate sentence!

1. Then Pour the seasoning into the plate.
2. After that Open the seasoning package.
3. Second, cook the water in the pan until boil up.
4. Finally the instant noodle is ready
5. Then add the noodle into the pan.
6. First of all turn on the stove.
7. Pour the noodle and water in the pan into the plate.
8. Third, Open the instant noodle package.
3. Arrange the sentences below into a good procedure text step!

Then, stir the materials in glass.

After that, add some ice.

Now, your ice milk is ready to serve.

First of all, prepare a glass, milk, hot water, ice and sugar.

Next, add a spoon of sugar to the glass.

Second, open the milk package and pour it into the glass.

After that pour hot water into the glass.

The answer:

1. First, prepare a glass, milk, hot water, ice, and sugar.
2. Second, open the milk package and pour it into the glass.
3. Next, add a spoon of sugar to the glass.
4. After that, pour hot water into the glass.
5. Then, stir the materials in glass.
6. After that, add some ice.
7. Now, pour the milk in a glass to serve.

4. Make a procedure text based on the goal and material given below!

Goal: How to make a cup of tea

Material:

1. Tea
2. Sugar
3. Hot water
4. Spoon
5. A cup

Step:

1. First, prepare tea, sugar, hot water, spoon, a cup.
2. Second, place the glass.
3. After that, add two spoon of sugar into glass.
4. Pour your hot water into glass.
5. Stir the materials in glass.
6. Finally, your tea is ready to drink.
PRE-TEST: CONTROL GROUP

Name: Alhadi Ali
Number: 91

1. Complete the text below with the most appropriate words on the column!

<table>
<thead>
<tr>
<th>Spoon</th>
<th>Press</th>
<th>Slice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put</td>
<td>Peel</td>
<td>Pour</td>
</tr>
</tbody>
</table>

First, wash the mango cleanly. Second, [.....] (1) the mango's skin. Third, [.....] (2) the mango into small pieces. Fourth, put all pieces into blender. Then add two [.....] (3) of sugar and a glass of water into the blender. Next, [.....] (4) the "on" button on the blender. After that, wait for two minutes and press the "off" button. Then, [.....] (5) the juice into the glass. Finally, the mango juice is ready.

2. Match the picture with the most appropriate sentence!

1. Then [Pour] the seasoning into the plate.
2. After that [Open] the seasoning package.
3. Second, cook the water in the pan until boil up.
4. Finally the instant noodle is ready
5. Then add the noodle into the pan.
6. First of all turn on the stove.
7. [Pour] the noodle and water in the pan into the plate.
8. Third, [Open] the instant noodle package.
3. Arrange the sentences bellow into good procedure text step!
Then, stir the materials in glass.
After that, add some ice.
Now, your ice milk is ready to serve.
First of all, prepare a glass, milk, hot water, ice and sugar.
Next, add a spoon of sugar to the glass.
Second, open the milk package and pour it into the glass.
After that pour hot water into the glass.
The answer:
1. First of all, prepare a glass, milk, hot water, ice and sugar.
2. Second, open the milk package and pour it into the glass.
3. Next, add a spoon of sugar to the glass.
4. After that, pour hot water into the glass.
5. Then, stir the materials in glass.
6. Note that add some ice.
7. Next, your ice milk is ready to drink.

4. Make a procedure text based on the goal and material given bellow!
Goal: How to make a cup of tea
Material:
1. Tea
2. Sugar
3. Hot water
4. Spoon
5. A cup

Step:
A1. First, prepare a glass, milk, hot water, tea and a cup.
B2. Second, open a spoon all sugar to the cup.
C3. Then, add a spoon of sugar in the cup.
A4. Pour all materials in the cup.
A5. Then, add tea in the cup.
A6. Note, your tea is ready.
7. Students’ Post-test Score for Control Group

**POST-TEST: CONTROL GROUP**

Name: ..........................................
Number: ..........................................

1. Complete the text below with the most appropriate words on the column!

<table>
<thead>
<tr>
<th>Seasoning</th>
<th>Boil</th>
<th>Slice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open</td>
<td>Mix</td>
<td>Wait</td>
</tr>
</tbody>
</table>

First, ........................................(1) two glasses of water in a pan. Then, ........................................(2) the package of Indomie fried noodles. While waiting for the water to boil, pour the ........................................(3): chili sauce, soya sauce and oil into a bowl. After the water is boiled, add the noodle into the pan and ........................................(4) for five minutes. Next, throw away the water. After that, ........................................(5) the noodles with the seasoning in the bowl. Now, your noodles are ready.

2. Match the picture with the most appropriate sentence!

4. First of all, turn on the stove.
5. Next, pour a few oil to the frying pan.
6. Then, while waiting for the oil is ready, break the egg and add it to the bowl.
7. After that, add few salt to the bowl.
8. Next, mix all materials in bowl.
9. Pour the mixture to the pan and fry the mixture about three minutes.
10. Finally, the fried egg is ready to serve.
3. Arrange the sentences below into good procedure text steps!
   Then pour a glass of water to the blender and turn on the blender
   Second, slice the apple into small pieces.
   After that, add the slices and two spoon of sugar to the blender.
   First of all peel the apple.
   After that, prepare a blender.
   Turn off the blender and pour the juice into a glass.
   Finally your juice is ready to serve.

The answer:
1. First of all peel the apple
2. Second, slice the apple into small pieces
3. After that, prepare the blender
4. After that, add the slices and two spoon of sugar to the blender
5. Turn off the blender and pour the juice into a glass
6. Finally your juice is ready to serve

4. Make a procedure text based on the goal and material given below!
   Goal: How to make ice coffee
   Material:
   1. Coffee
   2. Sugar
   3. Hot water
   4. Ice
   5. A glass
   6. Spoon

Step:
1. First of all put ice coffee in a glass and stir
2. Second, put ice coffee in a glass and stir
3. Third, put ice coffee in a glass and stir
4. Then, pour hot water in the glass
5. After that, pour hot water in the glass and add some ice
6. Then, the ice coffee is ready to serve
POST-TEST: CONTROL GROUP

Name: [Name]
Number: [Number]

1. Complete the text below with the most appropriate words on the column!

<table>
<thead>
<tr>
<th>Seasoning</th>
<th>Boil</th>
<th>Slice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open</td>
<td>Mix</td>
<td>Wait</td>
</tr>
</tbody>
</table>

First, **Boil** (1) two glasses of water in a pan. Then, **Open** (2) the package of Indomie fried noodles. While waiting for the water to boil, pour the **Mix** (3): chili sauce, soy sauce and oil into a bowl. After the water is boiled, add the noodle into the pan and **Wait** (4) for five minutes. Next, throw away the water. After that, **Mix** (5) the noodles with the seasoning in the bowl. Now, your noodles are ready.

2. Match the picture with the most appropriate sentence!

1. First of all turn on the stove
2. Next, put a pan on the stove.
3. After that pour a few oil to the frying pan.
4. Then, While waiting for the oil is ready, break the egg and add it to the bowl.
5. After that Add few salt to the bowl.
6. Next, Mix all materials in bowl.
7. Pour the mixture to the pan and fry the mixture about three minutes.
8. Now, the fried egg is ready to serve.
3. Arrange the sentences below into good procedure text step!

Then pour a glass of water to the blender and turn on the blender
Second, slice the apple into small pieces.
After that, add the slices and two spoon of sugar to the blender.
First of all peel the apple.
After that, prepare a blender.
Turn off the blender and pour the juice into a glass.
Finally your juice is ready to serve.

The answer:
1. First, at all peel the apple
2. Second, slice the apple into small pieces
3. After that, prepare a blender
4. After that, add the slices and two spoon of sugar into the blender
5. Then pour a glass of water to the blender and turn on the blender
6. Turn off the blender and pour to the juice into a glass
7. Finally, your juice is ready to serve

4. Make a procedure text based on the goal and material given below!

Goal: How to make ice coffee

Material:
1. Coffee
2. Sugar
3. Hot water
4. Ice
5. A glass
6. Spoon

Step:
1. First, at all prepare coffee, sugar, hot water, ice, a glass, spoon.
2. Second, pour coffee into glass.
3. Third, pour two spoon of sugar into glass.
4. Fourth, stir well ice, stir material in glass and add some ice.
5. Fifth, finally, ice coffee is ready to serve.
8. **Keyword for The Pre-test and Post-test**

**PRE-TEST**

Name : ........................................

Roll no : ........................................

1. Complete the text below with the most appropriate words on the column!

<table>
<thead>
<tr>
<th>Spoon</th>
<th>Press</th>
<th>Slice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put</td>
<td>Peel</td>
<td>Pour</td>
</tr>
</tbody>
</table>

First, wash the mango clean. Second, (PEEL) (1) the mango's skin. Third, (SLICE) (2) the mango into small pieces. Fourth, put all pieces into blender. Then add two (SPOON) (3) of sugar and a glass of water into the blender. Next, (PRESS) (4) the "on" button on the blender. After that, wait for two minutes and press the "off" button. Then, (POUR) (5) the juice into the glass. Finally the mango juice is ready.

2. Match the picture with the most appropriate sentence!

1. Then Pour the seasoning into the plate.
2. After that Open the seasoning package.
3. Second, cook the water in the pan until it boils.
4. Finally the instant noodle is ready.
5. Then add the noodle into the pan.
6. First of all turn on the stove.
7. Pour the noodle and water into the pan into the plate.
8. Third, Open the instant noodle package.
3. Arrange the sentences below into good procedure text step!

Then, stir the materials in glass.
After that, add some ice.
Now, your ice milk is ready to serve.
First of all, prepare a glass, milk, hot water, ice and sugar.
Next, add a spoon of sugar to the glass.
Second, open the milk package and pour it into the glass.
After that pour hot water into the glass.

The answer:
1. First of all, prepare a glass, milk, hot water, ice and sugar
2. Second, open the milk package and pour it to the glass
3. Next, add a spoon of sugar, milk, hot water, ice and sugar
4. After that pour hot water into the glass
5. Then, stir the materials in glass
6. After that, add some ice
7. Now, your ice milk is ready

4. Make a procedure text based on the goal and material given below!

Goal: How to make a cup of tea

Material:
1. Tea
2. Sugar
3. Hot water
4. Spoon
5. A cup

Step:
1. .............................................................
2. .............................................................
3. .............................................................
4. .............................................................
5. .............................................................
6. .............................................................

THE ANSWER DEPENDS ON THE STUDENTS' ESSAY
POST-TEST

Name : ........................................
Number : ......................................

1. Complete the text below with the most appropriate words on the column!

<table>
<thead>
<tr>
<th>Seasoning</th>
<th>Boil</th>
<th>Slice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open</td>
<td>Mix</td>
<td>Wait</td>
</tr>
</tbody>
</table>

First, **(BOIL)1** two glasses of water in a pan. Then, **(OPEN)2** the package of Indomie fried noodles. While waiting for the water to boil, pour the **(SEASONING)3**; chili sauce, soya sauce and oil into a bowl. After the water is boiled, add the noodle into the pan and **(WAIT)4** for five minutes. Next, throw away the water. After that, **(MIX)5** the noodles with the seasoning in the bowl. Now, your noodles are ready.

2. Match the picture with the most appropriate sentence!

1. First of all turn on the stove
2. Next, put a pan on the stove.
3. After that pour a few oil to the frying pan.
4. Then, While waiting for the oil is ready, break the egg and add it to the bowl.
5. After that Add few salt to the bowl.
6. Next, Mix all materials in bowl.
7. Pour the mixture to the pan and fry the mixture about three minutes.
8. Now, the fried egg is ready to serve.
3. Arrange the sentences below into a good procedure text step!

Then pour a glass of water into the blender and turn on the blender.
Second, slice the apple into small pieces.
After that, add the slices and two spoon of sugar to the blender.
First of all peel the apple.
After that, prepare a blender.
Turn off the blender and pour the juice into a glass.
Finally your juice is ready to serve.

The answer:
1. First of all peel the apple.
2. Second, slice the apple into small pieces.
3. After that, prepare a blender.
4. After that, add the slices and two spoon of sugar to the blender.
5. Then pour a glass of water into the blender and turn on the blender.
6. Turn off the blender and pour the juice into a glass.
7. Finally your juice is ready to serve.

4. Make a procedure text based on the goal and material given below!

Goal: How to make ice coffee

Material:
1. Coffee
2. Sugar
3. Hot water
4. Ice
5. A glass
6. Spoon

Step:

1. ..........................................................  
2. ..........................................................  
3. ..........................................................  
4. ..........................................................  
5. ..........................................................  
6. ..........................................................  

THE ANSWER
DEPENDS ON
THE STUDENTS' ESSAY
9. Certification for Graduating Paper Counselor
Nomor : B-059 /ln.21/D1.1/PP.07.3/ 05/2018
Lamp. : Proposal Skripsi
Hal : Pembimbing Skripsi

Salatiga, 11 Mei 2018

Kepada
Yth. Mashihatul Umami, S. Pd., M. A.
Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa:
Nama : Fatchul Lutfah
NIM : 113-14-038
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan ilmu Keguruan
Judul Skripsi : THE EFFECTIVENESS OF USING CHARADE GAME TO IMPROVE STUDENTS' WRITING SKILL IN PROCEDURE TEXT

Apabila dipandang perlu, Saudara diminta mengoreksi tema skripsi di atas. Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

A.n. Dekan
Walik Dekan Bidang Akademik

Tembusan:
1. Yth. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Arsip Akademik

10. Letter for Research Permission
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Lingkar Selatan KM 2, Telepon: (0288) 6031564, Kode Pos: 55719 Salatiga
Website: http://tarbiyah.iainsalatiga.ac.id e-mail: tarbiyah@iainsalatiga.ac.id

Nomor : Bi-1679/Ts.21/D1.1/PTN.03.1/07/2018
Salatiga, 18 Juli 2018

Lamp : Proposal Penelitian
Hal : Permohonan Izin Penelitian

Kepada
Yth. H. Kepala MTs SA Pancasila Salatiga
Di Tempat

Assalamualaikum Wr. Wh.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama : Fatchul Lutfah
NIM : 113-14-038
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

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

Adapun judul skripsinya adalah:
THE EFFECTIVENESS OF USING CHARADE GAME TO IMPROVE STUDENTS’ WRITING SKILL IN PROCEDURE TEXT

Dosen Pembimbing : Maslilatul Umami, S.Pd. I., M. A.


Demikian, atas pemberian izin Bapak/ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wh.

A/n: Dekan
   Fakultas Tarbiyah dan Ilmu Keguruan
   IAIN Salatiga

Tembusan: 1. Mahasiswa yang bersangkutan

11. Consultation Sheet of Graduating Paper
**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa : Fatchul Lutfah  
NIM : 113-14-038  
Dosen Pembimbing : Mashiha Umami, S. Pd. I., M. A.  
Judul Skripsi pada surat pensuji kan pembimbing skripsi :

**THE EFFECTIVENESS OF USING CHARADE GAME TO IMPROVE STUDENTS' WRITING SKILL IN PROCEDURE TEXT**

<table>
<thead>
<tr>
<th>No.</th>
<th>Tanggal</th>
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<tr>
<td>1.</td>
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<td>Judul Skripsi</td>
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<td>Revisi background of the research dan problem of the research</td>
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<td>6.</td>
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<td>BAB II</td>
<td>Perbaiki cara mengajak sambalan, komentar indicator of success in writing skill</td>
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<td>7.</td>
<td>10 Juli 2018</td>
<td>BAB II</td>
<td>ACC BAB II, lanjut BAB III</td>
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<td>8.</td>
<td>17 Juli 2018</td>
<td>BAB III</td>
<td>Revisi</td>
<td>24</td>
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<tr>
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Dosen Pembimbing,  
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Masashiha Umami, S. Pd. I., M. A.  
NIP. 19660513 200312 2 003

**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 : Fatchul Lutfah
NIM : 113-14-038
Dosen Pembimbing : Mashlihatul Umami, S. Pd. I., M. A.

Judul Skripsi pada surat penunjukan pembimbing skripsi : THE EFFECTIVENESS OF USING CHARADE GAME TO IMPROVE STUDENTS’ WRITING SKILL IN PROCEDURE TEXT

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Mashlihatul Umami, S. Pd. I., M. A.
NIP. 198005132003122003

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.
12. Proof of Conducted Research

YAYASAN DARUL MUHLASIN
MADRASAH TSANAWIYAH SATU ATAP (MTs - SA)
"PANCASILA"
NSM: 121233730003
Alamat: Klumpit RT 01 RW 06BtonganSidorejoSalatigaTelp. (0298) 340344

SURAT KETERANGAN
Nomer: 250/MTs.Panc/VIII/2018

Assalamu’alaikum warahmatullahi wa barakatuh.

Yang bertanda tangan dibawah ini:
Nama : Nur Fadhilah, S. Pd. I
Jabatan : Kepala Sekolah
Unit : MTs SA Pancasila Salatiga

Menerangkan yang tersebut dibawah in:
Nama : Fatchul Lutfah
NIM : 113-14-038
Mahasiswa : IAIN Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Benar-benar melaksanakan observasi di MTs SA Pancasila Salatiga pada 19 Juli 2018 sampai dengan 29 Agustus 2018 dengan judul skripsi “The Effectiveness of Using Charade Game to Improve Students’ Writing Skill in Procedure Text”

Demikian surat keterangan ini kami baat untuk menjadi periksa dan digunakan seprannya, serta kami ucapkan terimakasih.

Wassalamu’alaikum warahmatullahi wa barakatuh.

Salatiga, 29 Agustus 2018

[Signature]
Nur Fadhilah, S. Pd. I
### 13. Satuan Kredit Kegiatan (SKK)

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Salatiga, 03 September 2018
Mengetahui
Wakil Dekan Bidang Administrasi Umum, Perencanaan dan Keuangan

[Signature]

Drs. Fachrurrohim, S.Ag., M.Pd.
NIP: 19710309 200003 1 001
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15. Interview Report

Tanggal : 26th of May 2018
Narasumber : Yulfa Fitria, S.Pd.I
Kedudukan : Guru Bahasa Inggris kelas IX MTs SA Pancasila

Q : Kurikulum apakah yang digunakan untuk kelas IX pada mata pelajaran Bahasa Inggris di MTs SA Pancasila?
A : Kurikulum 2013

Q : Berapakah KKM Mata Pelajaran Bahasa Inggris di MTs SA Pancasila?
A : 75

Q : Skill apa yang dirasa ibu paling sulit bagi para siswa?
A : Speaking dan Writing

Q : Kendala apa saja yang anda hadapi disaat mengajar, khususnya untuk writing?

Q : Media apa saja yang biasanya anda gunakan saat mengajar?

Q : Apakah anda pernah mencoba menggunakan game saat mengajar?
A : Game paling saya coba diawal untuk ngeboost semangat mereka untuk belajar.
Q : Bagaimana pendapat anda apabila saya menggunakan Charade Game saat mengajar?
A : Ya menurut saya cukup menarik ya mbak. Game tersebut kan mengharuskan siswa berperan aktif di kelas, jadi saya pikir siswa bisa lebih semangat mengikuti pembelajaran biar tidak ngantuk lagi di kelas. Kalau siswanya sudah termotivasi untuk belajar kan pastinya juga mereka bakal bisa lebih fokus belajar.

Tanggal : 26th of May 2018
Narasumber : JA
Kedudukan : Siswi kelas IX MTs SA Pancasila

Q : Kamu suka pelajaran Bahasa Inggris? Kenapa?
A : Tidak terlalu suka karena Bahasa Inggris sulit.
Q : Dari 4 skill Bahasa Inggris menurut kamu yang paling susah skill apa?
A : Speaking sama writing.
Q : Menurutmu hal yang susah dari skill writing itu apa?
A : Ya kalau disuruh guru untuk membuat teks itu saya merasa sulit karena masih bingung merangkai kata-katanya pun kosakata yang saya miliki terbatas jadi sangat sulit bagi saya untuk menulis bahasa inggris.
Q : Kemudian kalau di Pesantren kamu sering mengulas pembelajaran yang sudah guru jelaskan di kelas?
A : Hehe jarang kak paling kalau ada PR saya belajar sama temen-temen. Di pesantren kan padat banget jadwalnya jadi saya nggak sempat belajar.
Q : Pembelajaran Bahasa Inggris di kelasmu seperti apa?
Q : Apakah gurumu sering menggunakan game saat pembelajaran?
A : Nggak sering sih, tapi pernah. Entah berapa kali saya lupa.
Tanggal : 26th of May 2018
Narasumber : SYR
Kedudukan : Siswi kelas IX MTs SA Pancasila

Q : Kamu suka pelajaran Bahasa Inggris? Kenapa?
A : Lumayan suka karena saya pingin lancar bahasa inggris aja jadi saya lumayan suka bahasa inggris.

Q : Dari 4 skill Bahasa Inggris menurut kamu yang paling susah skill apa?
A : kalo menurut saya sih sepaking sam awriting sama-sama susah soalnya saya harus nata kalimat waktu speaking sama writing dan itu menurut saya hal yang susah.

Q : Menurutmu hal yang susah dari skill writing itu apa?

Q : Kemudian kalau di Pesantren kamu sering mengulas pembelajaran yang sudah guru jelaskan di kelas?
A : Kadang kak, kalau bener-bener ada waktu senggang dan nggak capek saya belajar. Di pesantren kan juga jadwalnya juga padet dari pagi sampai malam, jadi kalo nggak capek ya saya belajar.

Q : Pembelajaran Bahasa Inggris di kelasmu seperti apa?
A : Ya biasa saja. Sama seperti pelajaran lainnya.

Q : Apakah guruumu sering menggunakan game saat pembelajaran?
A : Jarang seingat saya.
Tanggal : 26th of May 2018
Narasumber : FAN
Kedudukan : Siswi kelas IX MTs SA Pancasila

Q : Kamu suka pelajaran Bahasa Inggris? Kenapa?
A : Tidak karena sangat susah. Dari semua mata pelajaran, jujur saya akui pelajaran yang paling susah itu bahasa inggris.

Q : Dari 4 skill Bahasa Inggris menurut kamu yang paling susah skill apa?
A : Susah semua apalagi writing. Guru sering sekali menyuruh kita buat nulis dalam bahasa inggris dan itu sangat sulit, sungguh.

Q : Menurutmu hal yang susah dari skill writing itu apa?

Q : Kemudian kalau di Pesantren kamu sering mengulas pembelajaran yang sudah guru jelaskan di kelas:

Q : Pembelajaran Bahasa Inggris di kelasmu seperti apa?

Q : Apakah guruumu sering menggunakan game saat pembelajaran?
A : Paling buat awalan pelajaran aja sih kak itupun jarang, nggak selalu setiap mau pelajaran guru nya ngasih game.

Tanggal : 26th of May 2018
Narasumber : AASY
Kedudukan : Siswa kelas IX MTs SA Pancasila
Q : Kamu suka pelajaran Bahasa Inggris? Kenapa?
A : Suka, nggah tahu alasannya, suka aja.
Q : Dari 4 skill Bahasa Inggris menurut kamu yang paling susah skill apa?
A : Dari semua tugas yang sudah diberikan guru sih menurut saya yang paling susah itu writing.
Q : Menurutmu hal yang susah dari skill writing itu apa?
A : Susahnya writing bagi saya sih di grammarnya.
Q : Kemudian kalau di Pesantren kamu sering mengulas pembelajaran yang sudah guru jelaskan di kelas?
A : Kadang.
Q : Pembelajaran Bahasa Inggris di kelasmu seperti apa?
A : Sama saja seperti pelajarannya lainnya.
Q : Apakah gurumu sering menggunakan game saat pembelajaran?
A : Jarang.

Tanggal : 26th of May 2018
Narasumber : MF
Kedudukan : Siswa kelas IX MTs SA Pancasila
A : Ya seperti itu. Guru menjelaskan, kadang juga bertanya sama siswa tapi yang ditanya cuman siswa yang pintar saja hhee.

Q : Kemudian kalau di Pesantren kamu sering mengulas pembelajaran yang sudah guru jelaskan di kelas?
A : Tidak pernah kak. Saya belajar kalau mau ulangan saja.

Q : Apakah gurumu sering menggunakan game saat pembelajaran?
A : Jarang.

Tanggal : 26th of May 2018
Narasumber : AIU
Kedudukan : Siswa kelas IX MTs SA Pancasila

Q : Kamu suka pelajaran Bahasa Inggris?
A : Biasa saja, tidak suka tapi juga tidak benci.

Q : Dari 4 skill Bahasa Inggris menurut kamu yang paling susah skill apa?
A : Menurut saya writing.

Q : Menurutmu hal yang susah dari skill writing itu apa?

Q : Kemudian kalau di Pesantren kamu sering mengulas pembelajaran yang sudah guru jelaskan di kelas?
A : Kadang saya mengulas.

Q : Pembelajaran Bahasa Inggris di kelasmu seperti apa?

Q : Apakah gurumu sering menggunakan game saat pembelajaran?
A : Jarang.
16. Research Documentation

PRE-TEST

The experiment class was doing pre-tes

The control class was doing post-tes

TREATMENT

- The treatment in Experiment Class
- The treatment in Control Class

POST-TEST

The experiment class was doing post-tes

The experiment class was doing post-tes
DECLARATION AND PERMISSION FOR PUBLICATION

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

I myself who have marked bellow:

Name : Fatchul Lutfah
NIM : 113-14-038
Faculty : Teacher Training and Education Faculty

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Salatiga, January 11th 2019

The Writer

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