CHAPTER 1

INTRODUCTION

A. Background of the Problem

English is language that is learned by the entire nation in the world. English used to have interaction and communication. English language learning in junior high school is directed at the mastery of communicative competence. Various activities that are created should be in order to train the four language skills such as listening, speaking, reading and writing which is integrated with three components of language such as pronunciation, vocabulary, and grammar.

Reading is one of the important skills that should be mastered by the students in order to gain more knowledge, facts, and certain information. The students need to master reading skill to comprehend reading material a as learning source. According to Widowati and Kurniasih, reading skill is important for students, because from reading students can gain more information for themselves in learning.[1] Reading is the most efficient way to gain new information about many aspects of ideas. Besides, reading become more crucial because it is the main element in teaching learning process.

Comprehension is something important in reading skill, the teacher tries to help students in reading text comprehension. Reading and comprehension have a very close relationship, because comprehension is the result of reading.

[1] Widowati, D. R., & Kurniasih, K. (2018). Critical Reading Skill and Its Implication To Speaking Ability in Multicultural Classroom. *A Journal of Culture English Language Teaching Literature & Linguistic, 5(2), 18.*

According to Duffy, comprehension is the essence of reading because the goal of written language is communication message. If we do not understand the message, we are not reading. In other words, the students should be able to construct the meaning of the reading material.

Reading comprehension is important to be mastered by the students because reading without comprehension is useless and do not give anything for the students. Reading cannot stand alone. It involves students ability to analyze a text through mastery of grammar and vocabulary. Students should have a good comprehension about grammar and vocabulary, because they are unable to comprehend the meaning of the text if they cannot understand the written text.

Teaching reading comprehension is not easy, the teacher needs a suitable learning strategy in teaching learning process. One of the strategy that can be used for teaching reading is applying Treasure Hunt Game. The simple definition of applying Treasure Hunt Game according to Lee is one of interesting game to make students having fun in reading process while the text by looking for the clue in different place.[2] The basic of this game is finding the clues and if they do not understand the meaning of clues, they cannot look for another clues. According to Lee Treasure hunt game has many variant depend on creativities the teacher to improve the students reading ability.[3]

To get the actual problems in reading comprehension, the researcher conducted a preliminary research on 04 November 2022 at the eighth grade of

[2] Lee. W.R. 1979. *Language Teaching and Contest.* New York: Oxford University.
[3] Lee. W.R. Ibid. 1979.

SMP Islam Al-ishlah Bukittinggi through observation for three meetings and interview with English teacher and the students. The researcher got some problems related to reading comprehension. First, the students had difficulty in determining the main idea, because students still have a limited vocabulary and make it difficult for students to understand the text, determine the main idea of a text and students have difficulty concentrate to comprehend English text because the class condition is quite noisy.

Second, the students have very limited in vocabulary and grammar ability. When the teacher the text advertisement with common vocabulary, but many students were still confused to understand the meaning of sentences. So, the students were not able to tell the meaning of whole text when they did not consult to the dictionary.

The last, the students get low in reading score. Based on the students test about reading, most of the students did not reach the KKM or Minimum Standard Score. Besides, the KKM for English subject at the eighth grade is 76. Thus, for the students who got score under 76, the teacher conducted a remedial and explained again to fixed their score and to make it clear for the students.

Based on the problems above, Treasure Hunt Game is one strategy of interesting game to make students having fun in reading process while the text by looking for the clue in different place. Thus, the researcher is interested to conduct a research with the title "The Effect of Applying Treasure Hunt Game

on Students Reading Comprehension at The Second Grade in SMP Islam Al-ishlah Bukittinggi".

B. Identification of the problem

According to the background of the problem above, the researcher found some problems that occurred to the students which can be identified in the research. These problems appeared as follows :

1. Students have difficulty in determining the main idea.
2. The students have limited of vocabulary and grammar.
3. The students have low score in reading.

C. Limitation of the problem

In this case, the researcher focuses on The Effect of Applying Treasure Hunt Game on students reading comprehension at the second grade in SMP Islam Al-ishlah Bukittinggi.

D. Formulation of problem

Based on the information of the problem above, the researcher needs to answer the research question:

1. Is there any significant effect of Applying treasure hunt game toward students reading comprehension ability in SMP Islam Al-ishlah Bukittinggi?
2. Is there any significant difference of students reading comprehension teach by applying treasure hunt game and the students who teach without by applying treasure hunt game in SMP Islam Al-ishlah Bukittinggi?

3. Is the students reading comprehension ability of applying treasure hunt game strategy better than the students who are not teach by applying treasure hunt game in SMP Islam A-lishlah Bukittinggi?

E. Purpose of the research

Based on formulation of the research, the purpose of the study is:

1. To find out whether there is a significant effect of applying treasure hunt game to teach English text at the second grade in SMP Islam Al-ishlah Bukittinggi.
2. To find out whether there is significant difference between students who teach of applying treasure hunt game and the students who teach without of applying treasure hunt game at the second grade in SMP Islam Al-ishlah Bulittinggi.
3. To find out whether the students who teach of applying treasure hunt game is better than students who teach without of applying treasure hunt game at the second grade in SMP Islam Al-ishlah Bukittinggi.

F. Significant of the problem

The result of this research is expected to be useful for the following :

1. For the reader

   This can provide useful information for the readers about the effect of applying treasure hunt game toward students reading comprehension ability.

2. For the students

   The students can developing their reading comprehension skill through applying treasure hunt game.

3. For the teacher

   The teacher can use the result of this research as sources of information in considering to applying treasure hunt game in their class.

4. For the next researcher

   This study is expected become the reference for the next researcher to increase students reading comprehension, and also can be used in teaching learning process in the future.

G. Definition of key terms

To avoid misunderstanding in this research, the researcher defines specific key term as follow:

1. Reading means the activity from reader to get the information of a text.
2. Reading Comprehension is a process for constructing understand about the meaning of the text by involving personal experience and prior knowledge to get the meaning of the text. In conclusion reading and comprehension cannot be separated because reading without comprehension is useless.
3. Treasure hunt game is one of interesting game to make students having fun in reading process while the text by looking for the clue in different place.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher will describes the general review that relate to Treasure Hunt Game, and reading comprehension.

A. Review of Related Theories

1. The Definition of Reading Comprehension

Reading is an active process to get the information as a goal in reading itself. In reading section, the readers unable to get the knowledge if they do not involve their thought to interpret the meaning of text. According to Shea and Robert that reading involves the active thinking during reading the text.[4] However, all the people can read the text but only some of them can get what the meaning contained in the text. In other word, the readers do not just read the written text but also should involve their thought to comprehend the meaning of text.

Next, reading comprehension is a process in constructing understanding about the meaning of the text. In reading activity, readers try to get information from the writer through the text. The students should have a good reading ability in order to get the idea and information from the text. Besides, the students also need to involve their background knowledge to understand and be able to interpret the meaning of text correctly. Nunan

[4] Mary Shea, Nancy Roberts, *Fives Strategy for Reading Comprehension*, (West Palm Beach: Learning Sciences International, 2016) p.10

said that reading is a process to build a meaning from the text through combine the readers background knowledge and information of the text.[5]

Furthermore, reading comprehension needs readers cognitive and linguistic abilities in processing the text. The cognitive abilities are needed when the students need to think in order to comprehend the meaning of the text. The students need to connect the information from the text with their prior knowledge. According to Shea and Robert that in reading section readers will consider how to relate the information from the text with their background knowledge and experiences.[6]

From the definitions above, it can be concluded that reading is an ability that involves complex process for getting understanding information from the text through guessing, predicting, deciphering and capable recognizing the relationship among ideas of the text by combining the readers knowledge background.

a) **The Types of Reading**

In reading a text, there are some types that used by the readers in order to obtain the information according to their needs. Clarke and Silbertein the four types of reading.[7] They are :

1) Skimming, is reading to get the general information and author's overall idea. In skimming, the students will read the passage and find the main idea or general meaning of text. As Brown said that

[5] David Nunan, *Practical English Language Teaching,* (New York: McGraw Hill, 2003), p.68
[6] Mary Shea, Nancy Roberts, *op. cit., p.10*
[7]Mark A. Clarke, Sandra Silbertain, *Toward a Realization of Psycholinguistic Princples in The ESL Reading Class,* (Language Learning, 1977) p.143

skimming is the process of rapid coverage of reading matter to determine its gist or main idea.[8]

2) Scanning, is reading to get the certain information and specific fact such as written number, capitalized, numeral, or phrase that containing key word.
3) Thorough reading, is reading to get the whole information by reading all the text in detail.
4) Critical reading, is to evaluate and reflect the information that they get from the text.

Based on the explanation above, we know that types of reading, there are skimming, scanning, thorough reading and crucial reading.

According to Brown there are several types of reading.[9] These are following:

1) Perceptive reading

   Reading with involve the components of large stretches of discourse such as letters, words, punctuation, and other graphemes symbols. Bottom-up processing is implied.

2) Selective reading

   Reading with involve the students ability to recognize of lexical, grammar, or discourse features of language. The tasks are used in this type are picture-cued tasks, matching, true/false, multiple

[8] H. Douglas Brown , *Language Assessment : Principle and Classroom Practices* , (New York : Longman 2004), p. 213
[9] Ibid, p. 189

choice, etc. bottom-up and top-down processing can be combined in this type.

3) Interactive reading

Reading with involves readers comprehension about the text. The genres that be used in this type are anecdotes, short narratives, and descriptions, excerpts from longer texts, questionnaires, memos, announcement, directions, recipes, etc. Top-down processing is suitable for this type, although the bottom-up processing can be used in other situation.

4) Extensive reading

This type of reading usually applies to text more than a page such as professional articles, essays, technical reports, short stories, and books. In this type, the text usually read outside of the classroom hour. The purposes of assessment usually are to tap into students global understanding of a text.

According to Patel and Jain there are several types of reading, they are:[10]

1) Reading Aloud

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words

[10] Patel and Jain, Preven. 2008. *English Language Teaching (Methods, Tool and Technique).* Jaipur India: Sunrise Publisher and Distributors.

pronunciation. If it is not cared, it will be very difficult at secondary level.

2) Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper. How to make reading interesting.

Teaching reading is very important skill because this is the stage where the knowledge of learners starts to flight. The selection of reading material should be authentic.

Based on the explanation above, we know that there are four types in reading. They are skimming, scanning, intensive reading and also critical reading. In addition, we also know the four types of reading such as perceptive reading, selective reading, interactive reading, and intensive reading. In perceptive reading, students are expected to recognize the letter, word, punctuation and symbols. In selective reading, the readers involve their ability to recognize the elements of a language. Interactive reading is a type of reading where the readers need to bring their knowledge to understand a text. In

intensive reading, the readers will read longer text with more time to get the whole information of the text.

b) **Aspects of Reading**

Every students has their own level of comprehension when reading a text, although they read for the same text. It can be seen from their ability to understand and get the information from the text. If the teacher want to know the students reading ability of reading low or not, there are some aspects that can indicate it, as Brown said that there are eight aspects in reading.[11] They are as follow :

1) Main idea (topic)
2) Expressions/idiom/phrases in context
3) Inference (implied detail)
4) Grammatical features
5) Detail (scanning for specifically stated detail)
6) Excluding fact not written (unstated detail)
7) Supporting idea
8) Vocabulary in the context.

According to the theory, reading must be focus on the topic of the text first. When the students can determine about the topic of text, then they can understanding the text. However, it is not enough they have to know the implied detail of the text too. Then, they can determine the

[11] Ibid, p. 206

grammatical features, detail, excluding fact not written, supporting idea, and what are the vocabularies in the context.

According to Nuttal, there are aspects of reading which the students should understand to comprehend a text well, they are : [12]

1) Determining main idea.
2) Finding specific information.
3) Reference.
4) Inference.
5) Vocabulary

Comprehension can be regarded as a condition where certainly exist. Beside a pleasure activity that can increase the reader's knowledge about the information from the text, in language class reading can also consolidate and extend the reader's knowledge and skill in language.

Based on the explanation above, it can be inferred that when the reader is reading a text, he/she becomes the most important thing in reading activity. Comprehension will make the reader able to determine the essence of the sentence or text and receive the main purpose of reading process. It is necessary for the readers because by comprehension the readers can get the aim of reading text.

[12] Nuttal, C. 1982. *Teaching Reading Skills in a Foreign Language.* London: Heinemam Educatinal Books.

According to Taringan, there are some aspects in reading:

1) Finding the main idea of the sentences, paragraph, or the text.
2) Choosing the important items.
3) Following the indicates.
4) Determining the reading element organization.
5) Finding the visual form of the written.
6) Drawing the conclusion.
7) Guessing meaning and the assumption the effect and also the conclusions.
8) Conclusion what had been reader it.
9) Distinguishing the fact of the opinions.
10) Getting information the several of the facilities.

Based on the explanation above, it can be concluded that reading is the receptive language process to get new ideas. From the text to the reader and the ideas give understanding or knowledge. And then, reading comprehension is the capability of the understanding what the reader read, and expect to readers needed to know aspects of reading.

c) **Teaching Reading**

In teaching reading, the teacher teaches and facilitates the students to have a good reading skill through many practice opportunities. In addition, teaching reading is a process to make students used to connect their background knowledge with the text they read. Besides, the students

are encouraged to participate in a variety of comprehension enhancing activities.

According to Sadoski, there are some typical procedures the teachers can apply to students as follows[13] :

1) Checking students ability and fluency through the oral reading of a selected passage in the book the students is currently reading.
2) Checking students comprehension through question answering, retelling, summarizing, etc.
3) Helping the students develop responses whether critical, appreciative, or applied.

From the theory above, we know that before teaches the students, the teacher have to know students ability first. Then the teachers can choose the reading text for the students. Next, teacher can confirm whether the students understand or not about the text. The teacher can ask the students to retell or make a conclusion about the text. The last is the teachers have to help students in building their positive response about text.

According Konare, there are six steps in teaching reading.[14] They are:

1) The teacher present new vocabulary, often on length.

[13] Mark Sadoski, *Conceptual Foundation of Teaching Reading,* (New York : The Guilford Press, 2004), P. 112
[14] Konare, B. 2004. *Teaching Reading in Classroom.* Chicago: America Library Assocoation.

2) The teacher read the text aloud to the class (who not yet seen it). (The teacher asks them what it is about).
3) The teacher read it aloud while the students follow it in their book. (The teacher may ask the one or two more questions).
4) Individual students read the text aloud (reading around the class). (The teacher interrupts to correct pronunciation).
5) The students read the text silent and try to remember as much as they can for the questions the teacher may ask afterwards.
6) The teacher asks oral question on the text (among which literal, direct reference w-h question predominate) and students answer orally.

The researcher concludes the teaching reading in classroom as stated by Konare that the teacher have to guide the students in teaching learning process such as the teacher introduces the topic, the students ask to predict the material, teacher have to answer questions with students to know their knowledge on the text and the teacher have to give feedback to students.

d) **Principle of Teaching Reading**

Teaching reading is a complex process. Because teachers require developing an extensive knowledge based and draw on a repertoire of strategies for working toward students struggling. Vogt in Subadiyono states that the teacher must guide students in teaching reading steps so

that students easily understand the contents of the text they are reading. There are five steps in teaching reading as follow:[15]

1) Survey

   This survey is conducted by the teacher by guiding students and the teacher the students how to read.

2) Question

   Teachers require students to create question basedon the reading text.

3) Predict

   Students are expected to predict the answers based on the questions have been reading.

4) Read

   Students are suggested to do reading activity either in pair or in groups.

5) Summarize

   Students are asked to make a summary notes that have already understood.

In conclusion, teaching reading is an activity which a teacher must guide students in reading so that students' reading skill can be improved.

Nunan also states that there are three principles in teaching reading at the classroom, as follow:[16]

[15] Subadiyono, *Teaching Reading.* (Indonesia:2014) Hal. 107-108

1) Explanation the readers background knowledge.

   The teacher must explain students background knowledge because it will relate students reading comprehension. According to Carrel and Connor background knowledge will influence reading comprehension.[17] It clearly defined that, explaining students background knowledge will improve students comprehension in reading texts.

2) Building a strong vocabulary

   To get success in teaching reading at the school, the teachers must build the reading fundamental that is vocabulary. Which the teacher will easily transfer the reading material.

3) Teaching for comprehension

   Teacher requires considering applicable teaching reading strategy in order to get the students learning comprehension.

According to Harmer, there are six principles in teaching reading.[18] They are:

1) Encourage students to read, it as often and as much a possible. The more students read, it better for them. Everything we do should encourage them to read a lot. It is a good idea to discuss this principle with students.

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[16] David Nunan, *Practical English Language Teaching,* McGraw Hill, 2003 p. 75-78
[17] David Nunan, *Practical English Language Teaching,* McGraw Hill, 2003 p. 74
[18] Jeremy Harmer, *How to Teach English*, (England : Pearson Education Limited, 2007), p.101

2) Students need to be engaged with what they are reading. Outside normal lesson time, when students are reading extensively they should be involved in joyful reading. We should try to help them get as much pleasure from it as possible. But during the lesson time, the teacher also should ensure that students are engaged with the topic of reading.
3) Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction. The teacher must give the students to respond to that massage in some way. It is especially important that they should be allowed to show their feelings about the topic.
4) Prediction is a major factor in reading. The teacher should give students clues, so that they also have a chance to predict what is coming. The students can predict the information of the text through cover and back cover copy.
5) Match the task to the topic of reading text. The teacher needs to choose the suitable task with the topic that students read, the right kind of questions, appropriate activities before during and after reading, and useful study exploitation.
6) Good teacher integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation and using a range of activities to bring the text to life.

According to the principles above, we know that the teacher has a crucial role in teaching reading. In order to make students become master in reading, the teacher should encourage students to read a lot, involve students with topic of the text, give the chance to students to respond and involve their feelings, train students' comprehension by predict a text through the cover or title, give the suitable tasks that relate to the text they read, and bring the students' comprehension into the real life.

e) **Reading Assessment**

After teacher reading process, the teacher should know students comprehension. Teacher will be able to know about students' comprehension by conduct an assessment. Assessment is an activity in collecting the data to obtain the information about the students' ability in comprehend the learning material. As Afflerbach said that reading assessment helps the teacher to understand the strengths and need of each students.[19] In other word, by conduct an assessment, the teacher will know about students ability and their lacks. In addition, the teacher can evaluate the strategy in teaching reading.

There are some assessment for reading according to Brown[20]:

1) Perceptive reading
    a. Reading Aloud

[19] Peter Afflerbach, *Understanding and Using Reading Assessment,* (USA : Advance Uncorrected Copy, 2018), p. 15
[20] H. Douglas Brown, *op. cit.*, p. 190

The students see separate letters, words, and short sentences and read aloud. Because the assessment is for reading comprehension, any recognizable oral approximation of the respone is considered correct

b. Written response

The students task is to reproduce the probe in writing. If an error occurs, the teacher should determine its source. What might be assumed to be a writing error, for example may actually be a reading error, and vice versa.

c. Multiple Choice

Multiple choice response are not only a matter choosing one of four or five possible answers. Other formats some of which are especially useful at the low levels of reading, include same/different, circle the answer, true/false, choose the letter, and matching.

d. Pictured-Cued Items

The students are shown a picture, such as the one on the next page, along with a written text and are given one of a number of possible tasks to perform. With the same picture, the students read sentences and then point the correct part of the picture.

2) Selective Reading

a. Multiple Choice (for Form-Focused Criteria)

Multiple choice format is the most popular method of testing a reading knowledge of vocabulary and grammar, mainly for reasons of practicality because it is easy to administer and can be scored quickly. The most straightforward multiple choice items may have little context, but might serve as a vocabulary or grammar check.

b. Matching Task

At this selective level of reading, the students task is simply to respond correctly, which makes matching an appropriate format. The most frequently appearing criterion in matching procedures is vocabulary.

c. Gap Filling Tasks

Many of the multiple choice tasks that can be converted into gap filling or "fill in the blank" items in which the students response is to write a word or phrase. An extension of simple gap filling task is to create sentence completion items where students read part of a sentence and then complete it by writing a phrase.

3) Interactive Reading

a. Cloze Tasks

In written language, a sentence with a word left out should have enough context that a reader can close that gap with a calculated guess, using linguistic expectancies, background

experience, and some strategic competence. Cloze tests were developed for native language readers and defended as an appropriate language of reading ability.

b. Impromptu Reading Plus Comprehension Questions

Notice that many of the questions are consistent with strategies of effective reading: skimming for main idea, scanning for details, guessing word meanings from context, inference, using discourse markers, etc.

c. Short-Answer Tasks

In short answer task the reading passage is presented, and the students read the questions that must be answered in a sentence or two.

d. Editing (Longer Texts)

The test designer can draw up specifications for a number of grammatical and rhetorical categories that match the content of the courses. Content validity is there by supported, and along with it the face validity of a task in which students are willing to invest.

In addition, Chain, Jane, and Elbro says that there are some assessments for reading comprehension:[21] The various assessments of reading comprehension have different formats and demands. Some, as indicated above, may require comprehension of only sentences or short passages,

[21] Cain, K. 2014. *Understanding and Teaching Reading Comprehension:* a handbook. London: Routledge. P. 32

where as others require understanding of longer narratives, factual texts, or even poems. Whatever the type of test, these include: open- ended questions, true/false responses, multiple choice responses, and cloze tasks. Each of these is considered below:

1) True/false judgments
2) Multiple choice
3) Cloze tasks

Based on Schumm, said that comprehension process involves an understanding of words and how these words are used to create meaning.[22] In order to help the readers comprehend the text, treasure hunt game type of cooperative learning was implemented. According with the theories previously presented, the present study aims to investigate whether was significant difference and increase of students' reading comprehension after being taught through treasure hunt game type of cooperative learning. From the cases, the researcher used treasure hunt game type of cooperative to increase students' reading comprehension at the second grade of SMP. In this research, the researcher will used multiple choices test.

2. The Nature of Treasure Hunt Game

Dealing with the importance of game to be applied in a language classroom mentioned above, the researcher is interested to conduct a research on applying one of the games called Treasure Hunt Game.

[22] Schumm, J. S. 2006. *Reading Assessment and Instruction for All Learners*. United States of America: Guilford Press.

The further explanation is presented in the following sections:

a. Definition of Treasure Hunt Game

Treasure Hunt Game is game for intermediate and advanced level. Usually, the treasure hunt game played in pairs or groups. On the anther word, a treasure hunt game is one of many different types of games which can have one or more players who try to find hidden articles, locations or places by using a series of clues. Treasure hunt games may be an indoor or outdoor activity. Outdoors they can be played in a garden or the treasure could be located anywhere around the world.

This game can be used be used to reading practice. The researcher chooses this game because the game is suitable to improve reading comprehension. As we know, that game can make the students interested and get motivation to learn English lesson especially reading.
(*Oxford Advanced Leaener's Dictionary*, states a game in which players search for hidden objects by following a trail of clues.

According to Lee, Treasure Hunt Game is one of interesting game to make students having fun in reading process while the text by looking for the clue in different place.[23] The basic of this game is finding the clues and if they do not understand the meaning of clues, they cannot look for another clues. Treasure hunt game has many variant depend on creativities the teacher to improve the students reading ability.

[23] Lee. W.R. 1979. *Language Teaching and Contest.* New York: Oxford University.

Treasure hunt game is used as a game to be played at children's parties. The game could include searching for items, following clues as a group or splitting into teams to race to a prize. A common game at Easter is the egg hunt, where players search for concealed chocolate eggs.

A treasure hunt game is a favorite game among second language learners. It allows them to work cooperatively in a group effort to find the items required. The following steps are taken in procedure a treasure hunt game.

1. Divide the class into groups of from three to six members.
2. Give an identical list of treasure to each group.
3. Read the items aloud for children or less proficient students to make sure they understand the vocabulary.
4. A time limit should be given.
5. Say "go" to indicate when the groups can begin their search.
6. At the end of the time limit, or when the first group returns, everyone gets together to check each item, giving points (five points are suggested) for each completed item points are taken away for uncompleted ones.

From the procedure above, it can be concluded that using treasure hunt game in teaching reading comprehension is effective in junior high school, because it can make students improve vocabulary and their reading comprehension.

a. The Procedure in Treasure Hunt Game

There are some procedures of Applying Treasure Hunt Game that can be implemented in teaching reading according to Lee[24]:

1) The players must be able to read clues and find another clues until they understand and know where the things hidden.
2) To make easy and not change of clues between one group and another, we can make different clues for example: putting the clues not only in the same place, but also giving number to every clue, taking the different color in envelopes and making different clues.
3) To make treasure hunt game interesting and various, hide a small object in one place.

According Bellanca, stated that the steps / activities that need to be carried out in the strategy treasure hunt game, are as follows:[25]

1. Introduce plan a treasure hunt to grade students.
2. From groups consisting of 3-6 students. Give each group a text and markers. Ask the students to give examples and their meaning.
3. Explain that teachers have hidden profession around the room. Each group had to find 10 profession.
4. Instructed each group started hunting. Give 10 minutes.

[24] Lee. W.R. 1979. *Language Teaching and Contest.* New York: Oxford University.
[25] Bellanca. 2011.p.33 incited neng aan anengsih, *The Implementation of Treasure Hunt Games in Learning English Vocabulary at the Frist Grade of SMP N 1 Waled*.

5. After time runs out, calling each group and assign them to make a presentation on the hunt text. They must show what it finds, explain the profession of each object, and explains these profession.
6. Once the ideas in the show instructed each students to complete the sentence "I have been studying" in the notebook respectively.

According to Nurlina there are five steps in playing the treasure hunt game are as follows:[26]

1. Teachers divide students in several groups.
2. Each group is provided with several sentences containing clues.
3. Each group should guess the clues in a sequence according to the number in each clue.
4. Each group explains the answer of the clue in front of the class.
5. The fastest group that find the treasure will be the winner of the game.

From the three expert above, these kinds of procedures in applying treasure hunt game can be used by the teacher to teaching reading comprehension. It is can help students to activating their prior knowledge in students reading comprehension.

Based on the explanation about theory procedure of applying treasure hunt game above. The researcher will use the this strategy in recount text

[26] Nurlina, I., Hikmah, N., Chamidah, N., Ristanta, A., Ayu W, R. A., Mastingah, R., Rusliyanti, N. (2013). Cooperative learning type treasure clue.

material at 8 grade. The researcher choose this theory from Nurlina cause this theory is simple to use for students at level junior high school than theory from two experts above.

b. Advantages of Treasure Hunt Game

According to Dwiana, there are some advantages using treasure hunt game especially for teaching reading as follows:[27]

1. Treasure hunt game is strengthens students confidence level in exploring more available resources around them and existing technology.
2. The activity of reading skill with the treasure hunt game technique provides students with a place to develop and expand their guessing and searching skill.
3. The learning exercises given to students do not feel like a burden but rather refers to the creation of an active atmosphere where students are given space to discuss because it is not only for hunting clues about descriptions but also includes material in the form of generic structures and language features from descriptive texts.

[27] Dwiana. (2020). The implementation of Treasure Hunt Strategy to Improve Reading Comprehension Among the Eighth Grader at MTS Ma'arif 01 Punggurin the Academic Year of 2019/2020. *Undergraduate thesis. IAIN Metro*. Retrieved November 25th, 2021 from https;//repository.metrouniv.ac.id/id/eprint/1496

4. From the treasure hunt game strategy, there is a moral message that can be learned by students, namely nothing impossible to find the way of answering difficult things.
5. Treasure hunt game strategy tests the extent to which students ingenuity in finding creative ways or innovations beyond the teachers instruction where the experience of learning to comprehend texts is very valuable.

According to Marlene, there are some advantages treasure hunt game : [28]

1) Treasure hunt game is a game that suitable for all ages.
2) Influences students to be more active and active.
3) Improve student's vocabulary mastery, communication, and cooperating skill, encourage students to think, interact, and communicate.

From the advantages above, it can be concluded that using treasure hunt game in teaching reading comprehension is effective enough particularly in junior high school, because it can make students improve their reading comprehension.

3. Recount Text

a. The definition of Recount Text

Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

[28] Marlene , F. *Treasure Hunt,* (America: Celtic Marketing, 2015) p.05

Recount text is a text which retells event or experiences in the past.

So based on explanation above the conclusion about recount text is a text which retells events or experiences in the past.

b. The Purpose of Recount Text

The purpose of recount text is only one, to retell past experience.

c. The Generic structure

Recount text has three structures, namely orientation, events, and re-orientation. Here is the explanation:

1) Orientation

   It gives the readers the background information needed to understand the text, such as who was involved where it happened, and when it happened.

2) Events

   A series of events, ordered in a chronological sequence.

3) Re-orientation

   A personal comment about the event or what happened in the end.

d. The Characteristic of Recount Text

Recount text has 5 special characteristics:

1) Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
2) Using temporal sequence, e.g. On Saturday, On Monday.
3) Focus on specific participant, e.g. I (the writer).

4) Using the conjunctions, such as: then, before, after, etc.

5) Using action verb, e.g. went, stayed.

B. Review of Related Studies

In this chapter, the researcher will give some similar studies. There are some researchers who conducted the similar research related to Joyful Learning Strategy. The first research was conducted by Rina Wulandari entitled *"Using Treasure Hunt Game to Improve the Seven*

th Grade students Comprehension in Reading Descriptive Text at SMPN 2 Gondang Tulungagung". The subject of this research was the grade 8 students of junior high school in Tulungagung. This research used classroom action research (CAR). The result of the research indicated that there was a significant positive effect of applying treasure hunt game on students reading comprehension skill.[29]

The second research was written by Neng Aan Anengsih entitled *"The Implementation of Treasure Hunt Game in Learning English Vocabulary at The First Grade of SMPN 1 Waled"*. The subject of this research was the grade 7 students of junior high school in SMPN 1 Waled. This research used Pre-experimental. The result of the research indicated that there was a significant positive effect of applying treasure hunt game on students vocabulary mastery.[30]

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[29] Rina Wulandari. *Using Treasure Hunt Game to Improve the Seventh Grade students Comprehension in Reading Descriptive Text at SMPN 2 Gondang Tulungagung*.(Faculty of Tarbiyah. IAIN Tulungagung. 2016)

[30] Neng Aan Anengsih. *The Implementation of Treasure Hunt Game in Learning English Vocabulary at The First Grade of SMPN 1 Waled*. (Faculty of Tarbiyah. IAIN Syekh Nurjati Cirebon. 2017)

The third study was done by Mike Amalia entitled *"The Effect of Treasure Hunt Game on Students Reading Comprehension of Descriptive Text"*. The subject of this research was at the eighth grade students of SMPN 2 Kota Solok. This research used Quasi experimental design.[31]The result of this research showed that there was a positive effect of applying treasure hunt game on students reading comprehension.

Based on the previous studies, the researcher will conduct this researcher by entitled " The Effect of Applying Treasure Hunt Game on Students Reading Comprehension at the Second Grade in SMP Islam Al-ishlah Bukittinggi". The researcher wanted to know whether the teaching reading activities by using treasure hunt game can improve second grade students reading comprehension in SMP Islam Al-ishlah Bukittinggi.

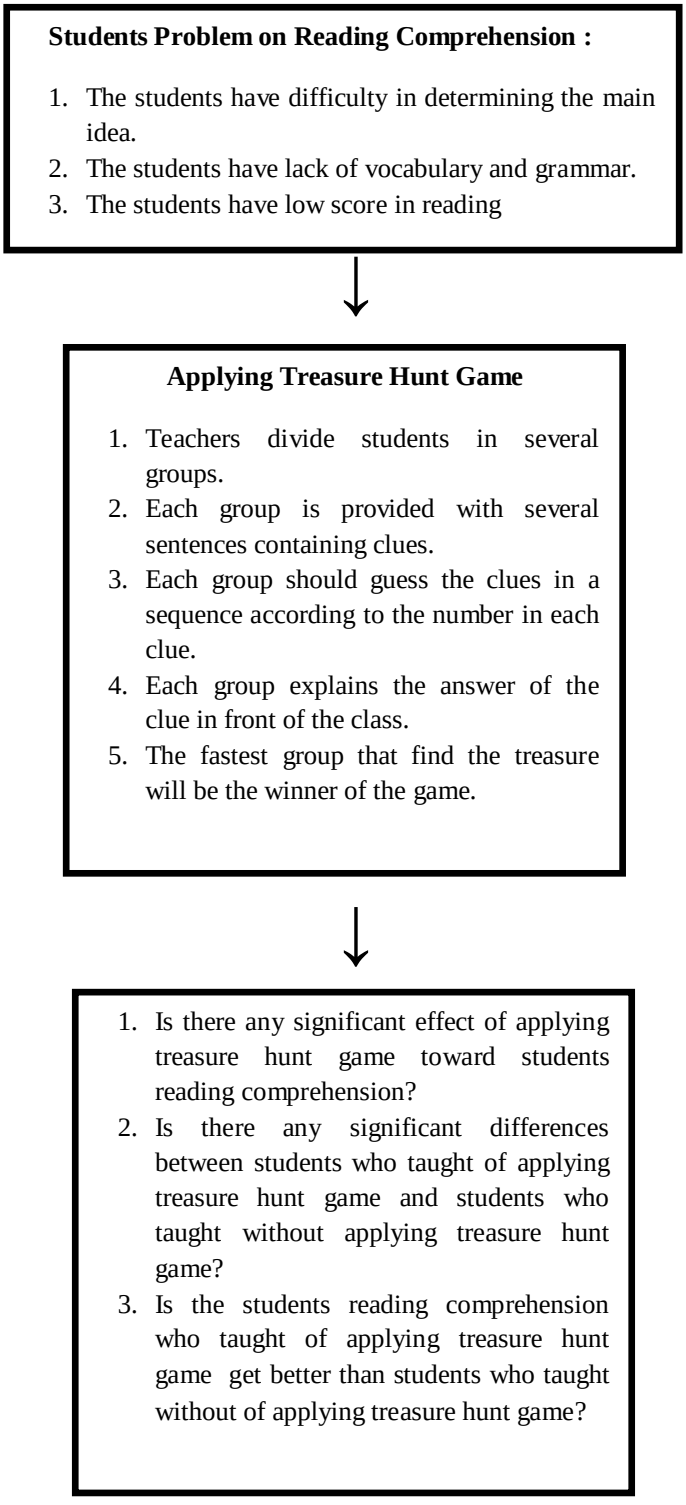
Based on finding above, this research has similarity with the previous research. First, this research use treasure hunt game as a research strategy. Second, the design of the research is experimental research. Besides, this research has differences between the previous studies. Next, the instrument that previous research use the multiple choice for the test. Then, the previous researcher did the researcher the research in junior high school and elementary school while in this research researcher will do research at the second grade SMP Islam Al-ishlah Bukittinggi. This research is different from those research because in this research will use quasi experimental design and focus on the effect of applying treasure hunt game on students

[31] Mike Amelia. *The Effect of Treasure Hunt Game on Students Reading Comprehension of Descriptive Text*. (Faculty of Tarbiyah. UIN Jember. 2020)

reading comprehension at the second grade in SMP Islam Al-ishlah Bukittinggi.

C. Conceptual Framework

In this research, the researcher makes a concept of the research as follows:



D. Hypothesis

According to Sugiyono, hypothesis defined as a prediction about the result of research. Based on the theories and the conceptual framework, the researcher formulated the hypothesis as follows :

1. Ha : There is significant effect of applying treasure hunt game on students reading comprehension.

   Ho : There is no significant effect of applying treasure hunt game on students reading comprehension.

2. Ha : There is significant difference between applying and without of applying treasure hunt game on students reading comprehension.

   Ho : There is no significant difference between applying and without of applying treasure hunt game on students reading comprehension.

3. Ha : The students reading comprehension that is teach of applying treasure hunt game is better than the students who are teach without of applying treasure hunt game.

   Ho : The students reading comprehension that is teach of applying treasure hunt game is better than the students who are teach without of applying treasure hunt game.

CHAPTER III

RESEARCH METHOD

A. Design of The Research

The design of this research is experimental research. Experimental research is used to determine the cause and effect relationship between the variables. Creswell states that experimental research is group comparison studies, the researcher would determine whether one activity or materials make a difference in result of students. The researcher evaluates by giving the material for one group and other group does not.[32] In other words, this research consists of two groups, one group treated with applying treasure hunt game on reading comprehension, it is called as experimental class and other group do not it can called as control class. The researcher evaluate by each class whether there is students difference result.

There are several types of experimental research. The researcher decides to use quasi-experimental research. According to Creswell, quasi-experimental includes assignments, but not random assignment of participants to groups.[33] The design of quasi-experimental research focus on nonequivalent control group design which the pretest-posttest control group design requires at least two groups, that are experimental and control. The experimental group would be treated by applying treasure hunt game on reading comprehension and

[32] John W. Creswell, *Eduacational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (University of Nebraska Lincoln:Pearson, 2012), p. 21
[33] *Ibid*,p. 309

control group treated without applying treasure hunt game in the same English material.

Table 1. Research Design

Group	Test	Treatment	Test
Experimental	T^1	X	T^2
Control class	T^1	-	T^2

Where :

X = The treatment that will give to experiment class by applying treasure hunt game.

T^1 = Pre-test

T^2 = Post-test

- = No treatment

Based on the explanation, it can be concluded that the researcher used quasi experimental design. It means that pre-test and post-test involves into two groups that are experimental class and control class. Experimental class would given a new or unusual treatment and control class would be give usual treatment as previously. Based on this research, the experimental class would treated by applying treasure hunt game on reading comprehension, while control class would treated without applying treasure hunt game. Although these classes would treated differently but the material, the length of time, pre-test, and post-test would the same.

B. Population and Sample

1. Population

Population and sample cannot be separated in quantitative design. They are important elements in the research. According to Sugiyono, "Population is generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and then draw the conclusion".[34] In addition, Creswell stated that population is a group of individuals who have the same characteristic.[35] It can be concluded that population is entire research object that have same characteristic and some of them would be used as a source of data in the research.

The population of this research was all of the eighth grade students of SMP Islam Al-ishlah Bukittinggi academic year 2022/2023. The number of the students would be shown in the table below :

Table 2. Total Population of the eighth grade students of SMP Islam Al-ishlah Bukittinggi

No	Class	Students
1	VIII A	30
2	VIII B	30
3	VIII C	29
4	VIII D	26
5	VIII E	27
6	VIII F	24

[34] Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D,*(Bandung: Alfabeta,2013), p. 80

[35] John W. Creswell, *Educational Research,* (Boston: Pearson, 2012), p. 142

Total		166

Sources Administration Staff of SMP Islam Alishlah Bukittinggi

From the table above, the population of this research is 166 students.

2. Sample

Sample is part of the population that be used for gathering the data needs by the researcher. A sample should representative all of the population. As Gay said that a good sample should representative of the population from which it was selected.[36] It can be concluded that sample is the important element in the research, because from the sample, researcher get the information that representative all the population.

There are some sampling techniques that can be used to determine the sample. Based on this research, the researcher would used purposive sampling technique. According to Sugiyono, purposive sampling is sampling technique with certain considerations.[37] The sample of this research would two classes of the eighth grade of SMP Islam Al-ishlah Bukittinggi that are VIII E and VIII F because of some consideration and some purposes. The first consideration, these classes are taught by the same teacher. The second consideration, this class have the same characteristic and levels.

The choose as the experimental or the control class from these classes, the researcher the steps below as suggest by Arifmiboy[38]:

a. Collect the mark or score of students English subject test result.

b. Test the normality of the data

[36] L.R Gay, G.E Mills, P.W Airasian, *op. cit.*, p. 131
[37] *Ibid*,p. 142
[38] Arifmiboy, *Statistik Pendidikan*, Bukittinggi: IAIN Bukittinggi, p. 56

The purpose of testing the normality of the data is to know whether the data spreads out normally or not. Liliefors test is use to the normality of the data. It could be done in these steps bellow :

1) Arrange the data from the lowest to the highest.
2) Find each frequency score.
3) Find the up frequency cumulative (Fk(a))
4) Find the empiric proportion (Sn(Xi)) with the pattern Sn(Xi) = Fk(a)/n
5) Find the mean score ($\bar{x}$), standard deviation (S), and the variant (S^2).

   $\bar{x} = \frac{\sum f.Xi}{n}$

   $S = \frac{\sqrt{\sum f(Xi-\bar{X})^2}}{n-1}$

   $S^2 = \frac{\sum(Xi-\bar{X})2}{n-1}$

   Note: $\bar{x}$ = Mean score

   $\sum(Xi - \bar{x})^2$ = Total score of frequency times the result of double score minus mean

   n = Total of frequency

   S = Standard deviation

   S^2 = Variant

6) Find the score of Zi by using this formula: Zi = $\frac{Xi-\bar{X}}{S}$
7) Find the score of P(Zi) by consulting the score of Zi with Z table
8) Find Sn(Xi) – P(Zi)
9) Find the absolute score of Sn(Xi) – P(Zi)

10) Determine the higher score of absolute mark Sn(Xi) –P(ZI). It was named with Lo (Liliefors)
11) Test the Lo score with Liliefors table with the certain degrees of freedom (∝): 0,05
12) Take the conclusion, if the $L_{tab} >$ Lo, it would conclude that the data distributed normally with the degrees of freedom in (∝) 5%

c. Test the homogeneity of the data

The purpose of homogeneity test is to know the samples was homogenous or not, so the researcher used the F test. The homogeneity test by using F test could be done by following steps bellow as suggest by Arifmiboy[39]:

1) Use the formula: $F_{hit} = \frac{S1^1}{S2^2}$
2) Consult with F table which ∝ (0,05)

   F_{tab} right = F∝ (V_1, V_2)

   F_{tab} left = $\frac{1}{F\propto(V2,V1)}$

   Note: F = Homogeneity data

   $S1^1$ = Highest Variant

   $S2^2$ = Lowest Variant

   ∝ = Level of Significant

   V1 = High total sample minus 1

   V2 = Low total sample minus 1

[39] *Ibid*, p.64

3) If the range of score of F_{hit} left and F_{tab} right, it would concluded that both of the class is homogeneity.

C. Instrumentation

Instrumentation is the whole process of collecting data by using the instrument. In experimental research, the instrument that would used by the researcher is the test. In this research the kind of test the researcher used is multiple choices with 20 questions. The test is used to measure the knowledge, skill, feeling, intelligent, or attitude of an individual or group. There are two kinds of test, that are :

a. Pre-test

Pre-test is used to measure on some attribute or characteristic that would assessed for participants in an experimental research before giving the treatment.

b. Post-test

Post-test is used to measure on some attribute or characteristic that would assessed for participants in an experimental research after giving the treatment.

Based on this research, the researcher gave pre-test and post-test to identify the effect of applying treasure hunt game in experimental class. However the researcher gave conventional learning strategy in control class. The pre-test is used to know the students reading comprehension at the beginning and post-test used to know the development of the students reading comprehension after applying treasure strategy of teaching reading.

To analyze the test, the researcher should consider the validity and reliability, as explain as:

a. Validity

Validity concerns with a test that measure what supposed to be measured. A test is true if it measures accurately what is intended to be measured. According to Brown, a valid test is a test that can measure what should measured.[40] It means that the researcher should consider the purpose of test and choose the appropriate validity that would used in order the test can be evaluate based on lesson objective. In this research, the researcher used expert validity to determine the validity. In expert validity, the researcher would know whether the test valid or not, the researcher consult with the expert or lecture to validate the items of test and get more information about how to create a good test. Validity that the researcher used was expert validity, so the validity from expert was valid. The researcher also knew whether the instrumentation valid or not through consulted with the expert. The validators were the lectures of UIN Sjech M. Djamil Djambek Bukittinggi.

b. Reliability

A good test should have high validity and reliability. Reliability is the degree consistency of a measure. In this research, to test the reliability of instrument the researcher used internal consistency reliability, because in this reliability only conduct once test. So that the problems that arise

[40] H, Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*, (California: Longman University Press, 2003), p.387

during repetition can be avoided. According to Sugiyono, internal consistency reliability is conducted just for once, then the data analyzed by certain technique.[41]

This test is also arranged by following some ways that are suggested by Hughes, in order to make the test more reliable, they are:

1) Students should not be give a choice and the range over which possible answer might very will be restricted.
2) The test is provide clear and explicit instruction. The format and testing technique are familiar for students.
3) The identification students who do the test are only by number (students register number) not name.[42] in addition test is used to analyzing students scores to make the scores more reliable.

In addition, in order to know the reliability of the instrument test, researcher consulted and asked the expert as a rater. The researcher consulted with the English teacher of SMP Islam Al-Ishlah Bukittinggi and some lectures of UIN Sjech M. Djamil Djambek Bukittinggi.

D. Technique of Data Collection

In line with the research design above, the data is take from the students test. The test is give to the students at VIII E and VIII F class of SMP Islam

[41] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2015), p.185

[42] Arthur Hughes, *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 1990), p. 91

Al-ishlah Bukittinggi. The test administered to all of students in control experiments class.

The researcher give two kinds of test to the students that are pre-test and post-test which consist of same question items. Pre-test used before give the treatment, than post-test would gave after the treatment.

There are some procedures to collect the data in this research, they are:

a. Pre-test

The researcher give pre-test which have validate by the experts in experimental and control class before giving the treatment. The researcher do some following steps:

a) Give the question that are in instrumentation to the students
b) Collect the students' scores
c) Analyze the students' scores

b. Treatment

In both experimental and control class, the researcher would gave different treatment in teaching.

a) Experimental class

The researcher applied treasure hunt game in teaching reading through lesson material in syllabus program in the learning process.

b) Control class

The researcher used conventional strategy or without applying treasure hunt game through lesson material in syllabus program in the learning process.

c) Post-test

After giving the treatment, the researcher gave post-test as the comparison and the evaluation of student's scores and after treatment is done.

The researcher do the following instructions:

a) Accumulating the items and the answer sheet to the students
b) Setting the time limitation for students to complete the test
c) Gathering students answer sheet
d) Analyzing and scoring students answer sheet.

The result of the post-test used to find out the effect of applying treasure hunt game on reading comprehension.

E. Technique of Data Analysis

The researcher used the t-test in analyzing the data. To find out how the effect of applying treasure hunt game on students reading comprehension, the researcher used statistical calculation of t-test to determine the final calculation t_o (t observation) applied treasure hunt game have effect on students reading comprehension or not. The t-test is a kind of statistical calculation used to examine the truth or false of null hypothesis that stated no significant differences between the result of two samples from a same population. The researcher use the formula of t-test as suggested by Gay.

$$t = \frac{\bar{X}\,1 - \bar{X}\,2 - d_o}{\sqrt{\frac{S1^2}{n} + \frac{S2^2}{m}}}$$

Note: x_1 = The average score from the first data

x_2 = The average score from the second data

d_o = Always zero

S_1 = The standard deviation of the variable X

S_2 = The standard deviation of the variable Y

n = Total students of variable X

m = Total students variable Y

With the assumption of hypothesis would be two tails test for first and second hypothesis and one tail test for the third hypothesis as:

The result of the test is use as the data of this research. The researcher examine and analyze the students test score one by one. The maximum score would be 100 and minimum score is 0 where researcher found the average of each students score in test. In short, each students would be score be dividing score correct answers with total items the time to one hundred. Then, the researcher compare the result of the pre-test and post-test that gained by the experimental groups in order to find out whether the applying treasure hunt game can give significant effect or not in developing the students reading comprehension. To answer the second and third formulation of the problem, researcher compare the post-test that gained by both of experimental and control class to prove that by applying treasure hunt game would be better than conventional technique.

To find out whether the value to obtained indicate a significant difference between mean score of two groups, it would be compared to the value of t in the table at the level of significant 0,05. The condition is the alternative hypothesis (Ha) will be accepted. The researcher processed all data using SPSS.

F. Testing the hypothesis

In this research, the researcher tested the hypothesis by using t-test to compare the different of the mean score between two classes. There are some hypotheses that would be tested. First, pre-test and post-test scores of experimental and control class that would be analyzing whether there is or no significant effect of students reading comprehension by applying treasure hunt game. Second, to see the difference significant different between students reading comprehension post-test score in two classes. Third, it is same with the second step, but the difference is in graphic of two tailed tests or one tailed test.

The researcher used the formulation of t-test that suggested by Gay, as description:

$$t= \frac{X1-X2}{\sqrt{\left(\frac{SS1+SS2}{n1+n2-2}\right)\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

t= The value of t-calculated

x_1 = Mean score of post-test the experimental class

x_2 = Mean score of post-test the control class

SS_1 = Sum of square of the experimental class

SS_2 = Sum of square of the control class

n_1 = Sample side of the experimental class

n_2 = Sample side of the control class

Based on the explanation above, there are several steps to analyze the data that are, testing normality of the data, homogeneity of the data, and the testing the hypothesis of the data. T-test would be compared between t-obtained to the value of "t" in the table at the level of significance 0,05. In addition, hypothesis would be accepted if t-obtained >t-table. While, the null hypothesis (Ho) would be accepted if t-obtained<t-table.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the researcher wants to describe about the result of analysis from the data that has been collected to answer the research question; is there any significant effect of Applying Treasure Hunt Game on students reading comprehension at the second grade in SMP Islam Al-Ishlah Bukittinggi. The findings of the research were intended to explain whether there was any significant effect of applying Treasure Hunt Game on students reading comprehension at the second grade SMP Islam Al-Ishlah Bukittinggi.

1. Description of the Data

The data of this research was gotten based on the research that had been done at the second grade students of SMP Islam Al-Ishlah Bukittinggi. The data was gained by giving pretest and posttest for the sample class. Pretest was given before the treatment, and posttest was given after the treatment. The data of this research was the students answer sheets in reading comprehension test. The kind of reading tests was multiple choices.

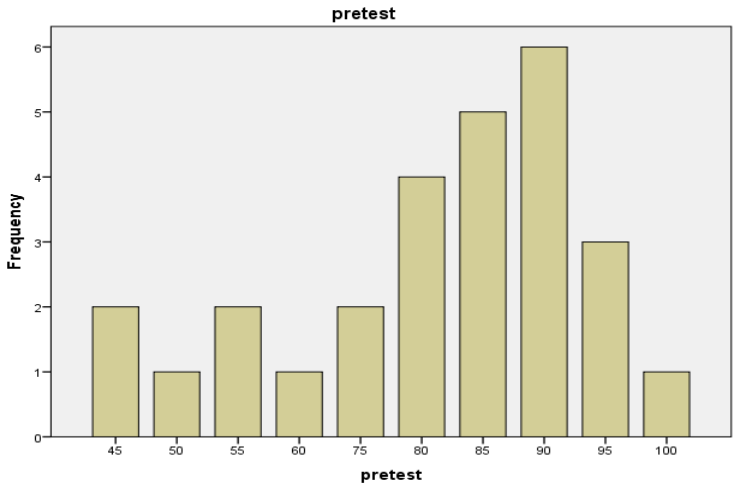
a. Pre-test control class

Pretest was given to the students as sample at the beginning of the class or meeting. There were 20 items of multiple choices.

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pretest control	27	45	100	2130	78.89	16.192	262.179
Valid N (listwise)	27						

From the calculation by using SPSS, it showed that the number of all scores pre-test was 2130, number of students were 27 students. Mean score was 78.89, standard deviation was 16.192, variant was 262.179,. The highest score of pre-test was 100, and the lowest score was 45.



From the chart above, it can be seen that the scores was varied from 45-100. There are 2 student (7,4%) that had the

lowest score 45, and 1 students (3,7%) that got the score 50, 2 students(7,4%) got score 55, 1 student (3,7%) got score 60, 2 student (7,4%) got score 75, 4 student (14,8%) got score 80, 5 student (18,5%) got score 85, 6 students (22,2%) got score 90 and 3 student (11,1%) got score 95 and 1students (3,7%) highest score 100.

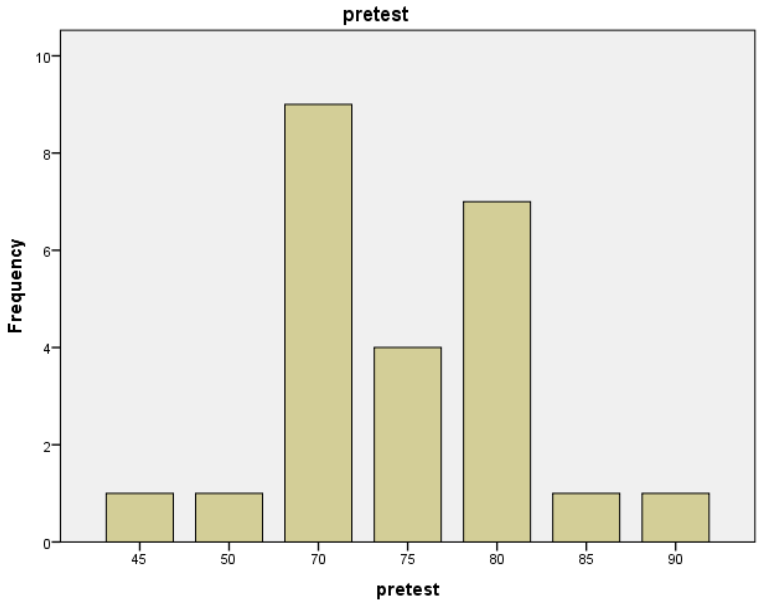
The pre-test score can be seen in appendix 1.

b. Pre-test experiment class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pretest experimental	24	20	90	1330	55.42	21.106	445.471
Valid N (listwise)	24						

From the calculation by using SPSS, it showed that the number of all scores pre-test was 1330, number of students were 24 students. Mean score was 55.42, standard deviation was 21.106, variant was 445.471. The highest score of pre-test was 90, and the lowest score was 20.



From the chart above, it can be seen that the scores was varied from 45-90. There are 1 student (4,1%) that had the lowest score 45, and 1 students (4,1%) that got the score 50, 9 students(37,5%) got score 70, 7 student (29,1%) got score 80, 1 student (4,1%) got score 85, 1 student (4,1%) got highest score 90.

The pre-test score can be seen in appendix 1.

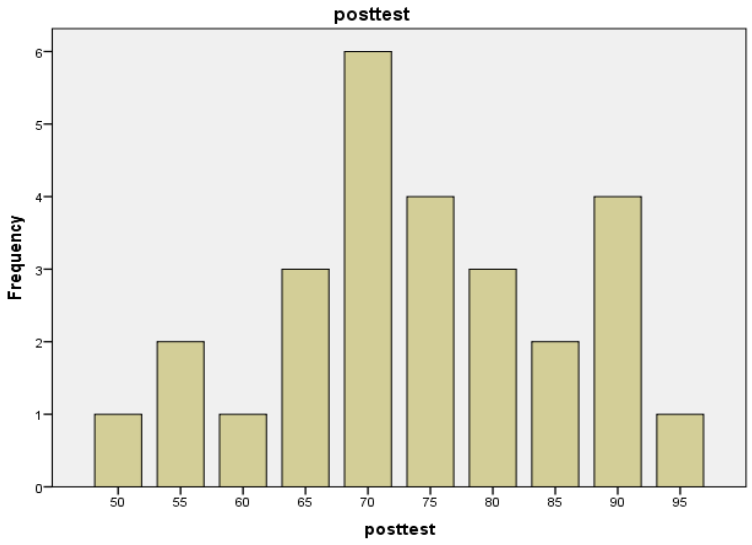
c. Post-test control class

The post-test was done at the end of meeting. The post-test also had 20 items of multiple choices test. The questions between pretest and posttest were different but with the same characteristic and design.

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Posttest control	27	50	95	2000	74.07	11.851	140.456
Valid N (listwise)	27						

From the calculation with SPSS, it showed that the number of all scores post-test was 2000, number of students were 27 students, mean scores was 74.07, standard deviation was 11.851, variant was 140.456. the highest score of post-test was 95, and the lowest score was 50.



From the chart above, it can be seen that the scores was varied from 50-95. There are 1 student (3,7%) that had the lowest score 50, and 2 students (7,4%) that got the score 55, 1 students (3,7%) got score 60, 3 student (11,1%) got score 65, 6 students (22,2%) got score 70, 4 student (14,8%) got score 75, 3 students (11,1%) got score 80, 2 students (7,4%)

got score 85, 4 students (14,8%) got score 90, 1 students (3,7%) got highest score 95.

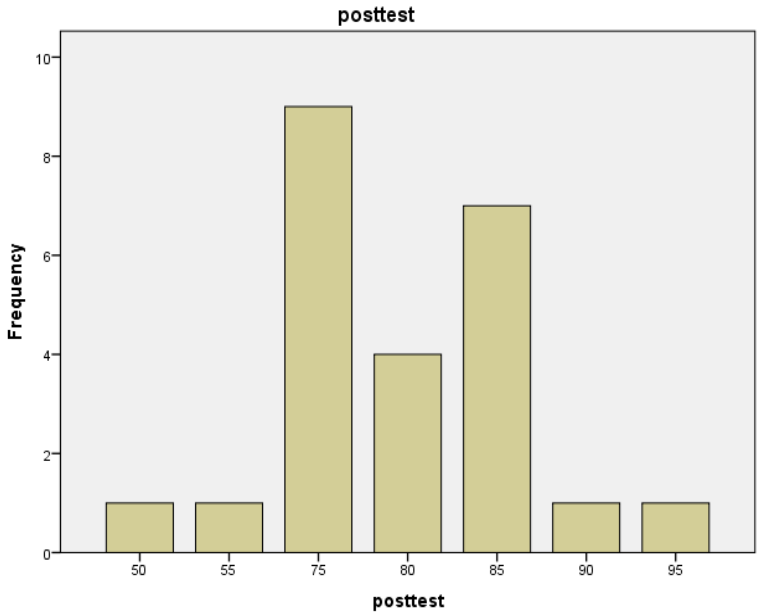
The pre-test score can be seen in appendix 1.

d. Post-test experiment class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Posttest experimental	24	50	95	1880	78.33	9.743	94.928
Valid N (listwise)	24						

From the calculation with SPSS, it showed that the number of all scores post-test was 1880, number of students were 24 students, mean scores was 78.33, standard deviation was 9.743, variant was 94.928. the highest score of post-test was 95, and the lowest score was 50.



From the chart above, it can be seen that the scores was varied from 50-95. There are 1 student (4,1%) that had the lowest score 50, and 1 students (4,1%) that got the score 55, 9 students (37,5%) got score 75, 4 student (16,6%) got score 80, 7 students (29,1%) got score 85, 1 student (4,1%) got score 90, 1 student (4,1%) got highest score 95.

The pre-test score can be seen in appendix 1.

2. Analysis of the data

In this section, the researcher provided the analysis of the data pre-test, and post-test. This section covered normality of pre-test and post-test, homogeneity of the data, and the testing of hypothesis.

a. The normality test

1) Pre-test

The normality of the pre-test was calculated by using SPSS. The result of the normality test from the pre-test can be viewed on the table below:

Table 4.1 Normality Test of Pre-test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
pre-test control	.231	27	.006	.851	27	.006
pre-test experiment	.130	24	.200*	.952	24	.306

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Data is normal if Sig. (p value) > 0.05 and is not normal if Sig. (p value) < 0.05. On the table above there are Kolmogorov-Smirnov and Shapiro-Wilk, if the data is more than 50, it is better to use Kolmogorov-Smirnov. Since the data is less than 50, the researcher used Shapiro-Wilk Based on the table above the Sig. (p value) of both class is 0.006 and 0.306 which are bigger than 0.05, it means that the data distributed normally.

2) Post-test

The normality of the pre-test was calculated by using SPSS. The result of the normality test from the post-test can be viewed on the table below:

Table 4.2 Normality Test of Post-test

Tests of Normality

Nilai	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
post-test control	.116	27	.200*	.964	27	.452
post-test experiment	.283	24	.006	.829	24	.007

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Data is normal if Sig. (p value) > 0.05 and is not normal if Sig. (p value) < 0.05. on the table above there are Kolmogorov-Smirnov and Shapiro-Wilk, if the data more than 50, it is better to use Kolmogorov-Smirnov. Since the data is less than 50, the researcher used Shapiro-Wilk Based on the table above the Sig. (p value) of both class 0.452 and 0.007 which are bigger than 0.05, it means that the data distributed normally.

b. Homogeneity test

The homogeneity test was tested by using SPSS. The result of the calculation can be viewed on the table below:

1) Pre-test

Table Homogeneity test of Pre-test

Test of Homogeneity of Variances

Kelas pre-test

Levene Statistic	df1	df2	Sig.
3.473	1	49	.068

One of the ways to determine the data is homogenous or not is to compare the Sig. (p value) with the level of significance which is 0.05. The Sig. (p value) is 0.68 > 0.05, then the data is homogenous.

2) Post-test

Table Homogeneity test of Post-test

Test of Homogeneity of Variances

Kelas post-test

Levene Statistic	df1	df2	Sig.
1.936	1	49	.170

One of the ways to determine the data is homogenous or not is to compare the Sig. (p value) with the

level of significance which is 0.05. The Sig. (p value) is 0.170 > 0.05, then data is homogenous.

This homogeneity of both post-test and control class had function to see between the two classes are homogenous or not. When they are homogenous, the t test as the formula to test the hypothesis can be analyzed.

c. Comparison of statistical data in post-test experiment class and control class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Posttest control	27	50	95	2000	74.07	11.851	140.456
Posttest experimental	24	50	95	1880	78.20	9.743	94.928
Valid N (listwise)	24						

3. Testing hypotheses

a. First hypothesis

The first hypothesis of this research was:

Ha: There is significant effect of applying treasure hunt game on students reading comprehension.

Ho: There is no significant effect of applying treasure hunt game on students reading comprehension.

Based on the first hypothesis, to find whether Ha is accepted or rejected, the value of the t-obtained was compared

with the value of t-table. If the value of t-obtained is bigger than the value of the t-table the descriptive Ha is accepted. However, if the value of t-obtained is the same or less than the value of t-table, the null hypothesis Ho is accepted. Then, the calculation of pre-test and post-test scores of the experimental class were explained bellow:

Table 4.3 The mean score, Standard Deviation, Variant and Sum square of pre-test and post-test of experimental class

	N	Mean	Std.Deviation	Variance
Pre-test experimental class	24	55.42	21.106	445.471
Post-test Experimental class	24	78.20	9.743	94.928
Valid N (listwise)	24			

$$t = \frac{X1 - X2 - do}{\sqrt{\left(\frac{Si1 + Si2}{n1 + n2}\right)}}$$

$$= \frac{78{,}33 - 55{,}42}{\left(\frac{21.108}{24} + \frac{9.743}{24}\right)}$$

$$= \frac{22{,}93}{\sqrt{\frac{30{,}851}{24}}}$$

$$= \frac{22{,}93}{\sqrt{1{,}28}}$$

$$= \frac{22{,}93}{1{,}13}$$

$$= 20{,}2$$

$$t = 20{,}2$$

From the test above, the mean score of the post test (x 2) is 78,33. It was bigger than the mean score of the pre test (x 1) is 55,42. It was found that t-obtained is 20,2 and the t-table for degrees of freedom (df)= (na+nb-2)= (24+24-2)=46 with level of significance (α) 0,05 is 2,007. It can be seen that to > t-table. It means that Ha accepted and Ho rejected. It means that there is significant effect of applying treasure hunt game on students reading comprehension at the second grade SMP Islam Al-Ishlah Bukittinggi.

b. Second hypothesis

The second hypothesis of this research was:

Ha: There is significant difference of students reading comprehension before and after taught by applying treasure hunt game.

Ho: There is no significant of students reading comprehension before and after taught by applying treasure hunt game.

Based on the second hypothesis, to find whether Ha is accepted or rejected, the value of the t-obtained was compared with the value of t-table. If the value of the t-obtained is bigger than the value of the t-table the descriptive Ha is accepted. However, if the value of t-obtained is the same or less than the value of t-table, the null hypothesis Ho is accepted. Then, the

calculation of post-test score of experimental class and post-test scores of the control class were explained bellow:

Table 4.4 The mean score, Standard Deviation, Variant and Sum square of post-test control and experiment class

	N	Mean	Std.Deviation	Variance
Post-test Experiment	24	78.20	9.743	94.928
Post-test Control	27	74.07	16.192	140.456
Valid N (listwise)	24			

$$t = \frac{X1 - X2}{\sqrt{\left(\frac{SS1+SS2}{n1+n2-2}\right)\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

$$= \frac{78{,}33 - 74{,}04}{\sqrt{\left(\frac{94.928+140.456}{24+27-2}\right)\left(\frac{1}{24}+\frac{1}{27}\right)}}$$

$$= \frac{4{,}26}{\sqrt{(4{,}80)(0{,}078)}}$$

$$= \frac{4{,}26}{\sqrt{0{,}37}}$$

$$= \frac{4{,}26}{0{,}60}$$

$$= 7{,}1$$

From the test above, the mean score of the post test (x 2) is 78,33. It was bigger than the mean score of the test (x 1) is 74,04. It was found that t-obtained is 7,1 and the t-table for degrees of freedom (df)= (na+nb-2)= (24+27-2)=49 with level of significance (α) 0,05 is 2,009. It can be seen that to > t-table.

It means that Ha accepted and Ho rejected. It means that there is significant deference of students reading comprehension in experiment class students with control class students.

c. Third hypothesis

The third hypothesis of this research was:

Ha: reading comprehension of students after taught by applying treasure hunt game is better than before taught applying treasure hunt game.

Ho: reading comprehension of students after taught applying treasure hunt game is not better than before taught applying treasure hunt game.

In the third hypothesis, is was found that the students reading comprehension who were taught applying treasure hunt game was better than students who were not taught by applying treasure hunt game. It can be seen from the post-test score of experimental (78.33) and control class (74.07).

The improvement of mean score of experimental of the mean score of control class , it can be concluded that alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.

B. Discussion

Reading is one of the important skills that should be mastered by the students. They should mastering reading because the teaching learning process starts with reading. The students will not be able to comprehend the learning material without read it. Reading also relate to comprehension, because reading without comprehension is useless. According to Widodo and Kurniasih, reading skill is important for students , because from reading students can gain more information for themselves in learning.[43] Students should have reading comprehension skill in order to understand the learning material, so that the learning objective can be achieved. For this reason, the teacher should find some effective strategy to improve students reading comprehension. One of the strategy that might be used to improve students reading comprehension is by applying treasure hunt game.

In this research, the researcher had found the effect of applying treasure hunt game on students reading comprehension. The students become more active and also easy to understand about the material in the class. As Lee said that treasure hunt game is one interesting game to make students having fun in learning reading process.[44]

Based on the hypothesis that explained, the research had answered the formulations of the in problem effect the chapter 1. In this

[43] Widowati, D. R., & Kurniasih, K. (2018). Critical Reading Skill and Its Implication To Speaking Ability in Multicultural Classroom. *A Journal of Culture English Language Teaching Literature & Linguistic, 5(2), 18.*

[44] Lee. W. R. 1979. *Language Teaching and Contest.* New York: Oxford University.

research, the researcher had seen the effect of applying treasure hunt game. There were two classes involved in this research. One class assigned as the experimental class was treated with treasure hunt game while the control class was treated without applying treasure hunt game. In the classroom process, the researcher did some steps. First, the both experiment and control class was given the pre-test. After that, the researcher gave the treatment based on topic. The researcher gave the sentences that will be arranged into paragraphs as the material and some question that related to the text. Second students conclude the meaning of the text in front of the class to their friends. Last the researcher corrected and discussed together with the students. In order hand the control class was treated without applying treasure hunt game.

The data of the experimental and control classes were obtained in independent sample t-test. It can be concluded that there is significant effect of applying treasure hunt game on students reading comprehension. Applying treasure hunt game is cooperative learning that was strategy to help the students more active in the class. It proved by Nurlina in his journal, identifies that cooperative learning applying treasure hunt game can improve students' learning activeness. Students are more active and enthusiastic in learning both individually and in groups.

In this research, the researcher found that there are more students got high difference scores between pre-test and post-test. These students got high score in their post-test after treatment. After the treatment, the researcher gave the post-test test. After both of tests were done, the researcher got the mean score and standard deviation of pre-test. Based on the analyzed data, the result of both tests were gained would be calculated by comparing the score and using t-test. It was found that there was significant effect of applying treasure hunt game on students reading comprehension. It can be conclude that the applying treasure hunt game is useful in helping the students to improve their reading comprehension.

The result of this study support by several previous researchers. The first research was conduct by Rina Wulandari entitled *"Using Treasure Hunt Game to Improve the Seventh Grade students Comprehension in Reading Descriptive Text at SMPN 2 Gondang Tulungagung"*. The subject of this research was the grade 7^{th} students of junior high school in Tulungagung. This research used classroom action research (CAR). The result of the research indicated that there was a significant positive effect of applying treasure hunt game on students reading comprehension skill. This research and the research of Rina Wulandari used the Lee theory to teaching reading. The researcher using two cycles in this research. The improvement can be shown from the result of the researcher. The students score in cycle 1 75.53

and the mean of the cycle 2 is 77.32.[45] In this research the score of students in the experiment class higher than control class. the students score in experimental class 74.07 and the mean of the control class 78.33. It was found that treasure hunt game can improve students reading comprehension.

The second research was written by Neng Aan Anengsih entitled *"The Implementation of Treasure Hunt Game in Learning English Vocabulary at The First Grade of SMPN 1 Waled"*. The subject of this research was the grade 7 students of junior high school in SMPN 1 Waled. This research used qualitative research. It was found that treasure hunt game can improve students vocabulary mastery.[46]

The third study was done by Mike Amalia entitled *"The Effect of Treasure Hunt Game on Students Reading Comprehension of Descriptive Text"*. The subject of this research was at the eighth grade students of SMPN 2 Kota Solok. This research used Quasi experimental design. The result of this research showed that there was a positive effect of applying treasure hunt game on students reading comprehension. In this research the score of students in the experiment class higher than control class. The students score in experimental class 77.14 and the mean of the control class is 72.94. The students score in experimental class 74.07 and the mean of the control class

[45] Rina Wulandari. *Using Treasure Hunt Game to Improve the Seventh Grade students Comprehension in Reading Descriptive Text at SMPN 2 Gondang Tulungagung*.(Faculty of Tarbiyah. IAIN Tulungagung. 2016)

[46] Neng Aan Anengsih. *The Implementation of Treasure Hunt Game in Learning English Vocabulary at The First Grade of SMPN 1 Waled*. (Faculty of Tarbiyah. IAIN Syekh Nurjati Cirebon. 2017)

78.33. It was found that treasure hunt game can improve students reading comprehension.

In conclusion the results of this research conducted by the researcher indicated that was an effect of teaching reading comprehension through reading to treasure hunt game in SMP Islam Al-Ishlah Bukittinggi. It was proved by the scores between experimental class and control class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on previous explanations, the purpose of this research is to know the effect of applying treasure hunt game on students reading comprehension. In this research, there was one class which was treated by applying treasure hunt game. The class was given twice tests. They were pre-test and post-test. After the test was done, the researcher compared the scores of both test by using t-test formula.

Based on the explanation from the previous chapter, it can be concluded that the result were:

1. Based on the result, t-obtained > t-table (20.2 > 2.007) so that alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It means that treatment has been given by the researcher has a significant effect of introducing treasure hunt game toward students reading comprehension.
2. The students scores were better in their post-test than their post-test control class. the post-test experimental was 78.33 and the post-test control class was 74.07. Thus, it means that the reading comprehension after introducing treasure hunt game better than before introducing treasure hunt game.
3. The students' scores were better in their post-test than their pre-test. The pre-test was 55.42 and the post-test was 78.33.

Thus, it means that the reading comprehension after introducing treasure hunt game better than before introducing treasure hunt game.

B. Suggestions

Based on the conclusion above, the use of applying treasure hunt game in teaching English gives significance effect to students reading comprehension at the second grade in SMP Islam Al-Ishlah Bukittinggi. As could be seen on the result of the research. The researcher gives some suggestions as follow:

1. it is expected that the teacher can use treasure hunt game in teaching to improve students reading comprehension.
2. The teacher should provide the material in an attractive form and also understood by students.
3. The students must pay their attention in comprehend the material in order to make they active during the classroom.
4. It is suggested to the next researcher who want to conduct the research with the same topic is expected to be done to see other findings that have not been covered in this research. For this reason, he researcher hopes these suggestions can be accepted and done as well as possible by all the readers.

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Appendix 1: Research Instrument Guideline

RESEARCH INSTRUMENT GUIDELINE

THE EFFECT OF APPLYING TREASURE HUNT GAME ON STUDENTS READING COMPREHENSION AT THE SECOND GRADE IN SMP ISLAM AL-ISHLAH BUKITTINGGI

Variable	Sub- Variable	Indicator	Amount of items (multiple Choices)
Students' reading comprehension on the recount text	1. Measure the students in comprehending the gist information	1. The students are able to identify the main idea of each paragraph. 2. The students are able to identify the generic structure and language of genre the text. 3. The students are able to identify the purposes of the text.	2, 11 16, 17 1, 7
	2. Measure the students in comprehending the detail information	1. The students identify the detail information 2. The students are able to identify the meaning of unfamiliar words based on context.	4, 5, 6, 8, 9, 10, 12, 13,18, 19 3, 14, 15, 20

Appendix 2: Pre-test

Choose and cross (x) the right answer among A, B, C or D!

The following text is for questions 1 - 5

Going to Cermin Beach

A few months ago, I went to Cermin beach with my family. It is located in Serdang Bedagai district about 53 km from Medan, North Sumatera. The trip there took about 1,5 hours. We left from Medan at 7.30 am using a car and we arrived about 9 o'clock.

As arrived there, my parents rented a hut to take a rest. I and my brother immediately ran towards the beach. It looked sunny day with the blue sky and I felt a gentle breeze. The waves were suitable for swimming, but unfortunatelyI couldn't swim. I just played with white sand and built a sand castle. I didn't forget to take a selfie with the background of beautiful beach.

At noon, I began to feel hungry. I came tothe rented hut. Apparently, my mother had prepared food for us. I felt happy for this vacation with my family and enjoyed the beauty of nature created by God. Not felt, the day had begun in the evening. We hurried to go home. Before back to home, I bought some souvenirs there. Finally, we arrived at 6 pm because the trip was jammed.

(Source:https://www.nesabamedia.com/contoh-recount-text/)

1. What is the purpose of the text above?
   A. To entertain the readers
   B. To tell about the steps in doing something
   C. To Describe something
   D. To persuade the readers
2. The text above is mainly discuss about…..
   A. The writer's family
   B. The writer's trip to Cermin beach

C. The Winter couldn't swim

D. The writer built a sand castle

3. "It looked sunny day with the blue sky"

A. Dark

B. Rain

C. Hot

D. Bright

4. Why did the writer only play with sand?

A. Because the sand is white

B. Because the writer couldn't swim

C. Because it was a beautiful beach

D. Because it looked sunny day

5. They went to the beach by using…..

A. a car

B. a motorcycle

C. Plane

D. Train

The following text is for questions 6 - 10

Busy day

Last Friday was a tiring day. I spent the whole day doing lot of activities and had no time to take a rest. First, I went cycling to school in the morning. Then, I studied until 2 pm. After school, I went to football practice in the field. It was a hard training day and drained my energy. After that, I went home and took a shower.

Before getting ready to sleep, I remembered that there were homework and some projects I still had to do. I did my homework until 10 pm and finished some video editing for my project until 1 am. Only until then, I could take a rest. Those activities made me exhausted. Perhaps I will reduce my activities in the future.

(Source: https://www.nesabamedia.com/contoh-recount-text/)

6. What did the writer do before go to football practice?
   A. Finished some video editing
   B. Did the homework
   C. Studied at school
   D. Took a shower
7. What is the purpose of the writer in writing the text?
   A. To describe about the writer's school
   B. To inform the readers about writer's hobby
   C. To tell the past event that happened to writer
   D. To persuade the readers to join the football practice
8. Why did the writer sleep late?
   A. Because he couldn't sleep
   B. Because there were homework and projects he still had to do
   C. Because he was hungry
   D. Because he watched football competition
9. What did the writer do after football practice in the field?
   A. Studied at school
   B. Did homework
   C. Took a rest
   D. went home and took a shower
10. What time did the writer take a rest?
   A. 1 am
   B. 10 pm
   C. 2 pm
   D. 5 pm

The following text is for questions 11 – 15

My Bad Experience

Last Wednesday, I came late to my school because I played online game until 2 am. Because that I woke up late. I woke up about 6.30 am and class would be begun at 7 am. I ran to bathroom to take a bath. I usually had a breakfast after took a bath, but on that day, I did not do that.

I always went to school by riding my motorcycle. But on that day, I forgot where I put the key. So, I went to school by public transportation. It made me took a longer time. I arrived at school at 7.15 am. I ran to my class and it made me exhausted, but I saw my teacher has stood in front of the class. I entered to my class and of course my teacher was angry to me because I came late. She gave me a task as punishment. It was my bad experience and I hoped I would not do that again.

(Source:https://www.mautidur.com/2020/09/7-contoh-recount-text-singkat-terbaik.html?m=1)

11. What does the text mostly talk about?
    A. The writer's motorcycle
    B. The writer ran to the class
    C. The writer's experience when came late to the school
    D. The writer's experience in public transportation
12. Why did the writer go to school by using public transportation?
    A. Because he woke up at 6.30 am
    B. Because he forgot where he put the key
    C. Because the class would be begun at 7 am
    D. Because he wanted to ran to the class
13. Why was the teacher angry to the writer?
    A. Because he came late
    B. Because he used public transportation
    C. Because he forgot the key
    D. Because he played game

14. “I ran to my class and it made me exhausted”

The underlined word has similar meaning with….

A. Happy
B. Tired
C. Worry
D. Sad

15. “She gave me a task as punishment”

The underlined word has similar meaning with….

A. Chance
B. Assignment
C. Book
D. Mark

The following text is for questions 16 -20

Holiday with My Family at Pangandaran Beach

Last month was new year holiday. I and my family went to Pangandaran beach for a vacation. We took a tourism bus to go there. We left at 07.00 o’clock in the morning. The trip took about four hours and we arrived at around 11.00 am.

As we arrived there, I walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze. I saw some seagulls flew around hunting for fish.The waves there were suitable for swimming, but I didn’t swim because I couldn’t swim and only play with the water on shallow part. We also didn’t miss our opportunity here taking some pictures with the background of scenic Pangandaran beach.

Before we went home, I looked for some beautiful souvenir at the nearby shop there. Eventually, we went home at about 05.00 pm. It was a memorable experience for me with my family.

(Source: https://www.yuksinau.id/contoh-recount-text/)

16. What type of tense that mostly used in the text above?
    A. Simple present tense
    B. Simple past tense
    C. Simple future tense
    D. Present continuous tense
17. Which of the following is **NOT** included in generic structure of the text?
    A. Reorientation
    B. Event
    C. Orientation
    D. Complication
18. How did the writer and her family go to the Pangandaran beach?
    A. Drove a car
    B. By plane
    C. Took a tourism bus
    D. On foot
19. How did the writer's feeling about the vacation?
    A. Happy
    B. Disappointed
    C. Bored
    D. Sleepy
20. "It was a <u>memorable</u> experience for me with my family"

The underlined word has similar meaning with….

    A. Bad
    B. Impressive
    C. Bored
    D. Upset

Answer key of Pre-test

Multiple choices

1. A
2. B
3. D
4. B
5. A
6. C
7. C
8. B
9. D
10. A
11. C
12. B
13. A
14. B
15. B
16. B
17. D
18. C
19. A
20. B

Appendix 3: Post-test

Choose and cross (x) the right answer among A, B, C or D!

The following text is for questions 1-5

Holiday to Yogyakarta

Last week, I and my friends went to Yogyakarta. We stayed at Dirgahayu hotel which is not far from Malioboro. We visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa, and Wisnu temples. They are really amazing.

We visited only Brahmana and Syiwa temples, because Wisnu temple was being renovated. We also visited YogyaKraton. It was nice because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We take some pictures there. We really enjoyed our holiday in Yogyakarta.

(Source :https://englishadmin.com/2021/03/contoh-soal-recount-text-smp-pilihan-ganda-beserta jawabannya.html)

1. What is the purpose of the text above?
   A. To persuade the readers
   B. To tell about the steps in doing something
   C. To Describe something
   D. To entertain the readers
2. The text above is mainly discuss about…..
   A. The writer's friends
   B. The writer's trip to Yogyakarta
   C. The writer visited the Brahmana temple only
   D. The writer's impression about the guide
3. "… we were led by a smart and friendly guide"

   The underlined word has similar meaning with….
   A. Nice
   B. Angry

C. Handsome
D. Strong

4. Why did they only visit Brahmana and Syiwa temples?
   A. Because Wisnu temple is amazing
   B. Because there is no Wisnu temple
   C. Because Wisnu temple was being repaired
   D. Because Wisnu temple is too small
5. What are the big temples in Prambanan?
   A. Brahmana, Syiwa, and Wisnu temples
   B. Borobudur and Brahmana temples
   C. Syiwa, Wisnu, and Borobudur temples
   D. Borobudur, Wisnu, and Brahmana temples

The following text is for questions 6 - 10

Cooking Festival

Three days ago, Clara went to a cooking festival in the morning to join the cooking competition. She wanted to cook fried rice. She arrived at eight and directly prepared for the competition. At first, she thought she had brought everything, but suddenly Clara realized that she had left the rice in the kitchen at her house. She could not cook fried rice and lost the competition. She felt very disappointed.

(Source :https://www.mediainggris.com/2020/10/recount-texts-kumpulan-contoh-soal.html?m=1)

6. Why did Clara go to the cooking festival?
   A. To lose the competition
   B. To join a cooking competition
   C. To check the rice
   D. To eat fried rice
7. What is the purpose of the writer in writing the text?
   A. To describe the cooking festival

B. To inform the readers about Clara's hobby
C. To tell the past event that happened to Clara
D. To persuade the readers to join the cooking festival

8. Why did Clara lose the competition?
   A. Because Clara wanted to cook fried rice
   B. Because Clara arrived at eight
   C. Because Clara left the rice in the kitchen at her house
   D. Because Clara came late
9. What was the first thing Clara did when she arrived at the cooking festival?
   A. Losing the competition
   B. Leaving the rice
   C. Starting the competition
   D. Preparing for the competition
10. How did Clara feel about the competition?
   A. Cheerful
   B. Upset
   C. Excited
   D. Happy

The following text is for questions 11 - 15

My Holiday

Last month I went to mount Bromo. I stayed at my friend's house in Probolinggo, East java. The house had a big garden with colorful flowers and a small pool. In the morning, my friend and I saw mount Batok. The scenery was very fantastic. We went to get a closer look at the mountain. Then we took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon. We were very tired. However, I think it was really fun to have a holiday like this.

(Source : https://www.websiteedukasi.eu.org/2021/05/soal-recount-text-kelas-8.html?m=1)

11. What does the text mostly talk about?
    A. Going to mount Batok
    B. Going to the zoo
    C. The writer's holiday
    D. Going to mount Bromo
12. Where did the writer stay during the holiday?
    A. At the hotel
    B. At his friend's house
    C. At the villa
    D. At the zoo
13. How did the writer feel about what?
    A. Happy
    B. Disappointed
    C. Bored
    D. Sleepy
14. "The scenery was very fantastic"

The underlined word has similar meaning with….
    A. Mount
    B. View
    C. Weather
    D. Flower
15. "The scenery was very fantastic"

The underlined word has similar meaning with….
    A. Beautiful
    B. Bad
    C. Far
    D. Close

The following text is for questions 16 -20

A Trip to The Zoo

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night. before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope but he was fine. When we returned home, we were very tired but happy.

(Source : https://www.websiteedukasi.eu.org/2021/05/soal-recount-text-kelas-8.html?m=1)

16. What type of tense that used in the text above?
    A. Simple present tense
    B. Simple past tense
    C. Simple future tense
    D. Present continuous tense
17. Which of the following is **NOT** included in generic structure of the text?
    A. Reorientation
    B. Event
    C. Orientation
    D. Complication
18. What kind of animals that lived in the nocturnal house?
    A. Elephants
    B. Zebras and horses
    C. Birds and reptiles
    D. Snakes
19. Why did the writer go to the shop?
    A. To buy animals' food
    B. To see the birds
    C. To see the elephant
    D. To ride the elephant
20. Based on the text above, we know that **nocturnal** is…..
    A. The animals that come out in the morning
    B. The carnivore animals

C. The animals that come out at night

D. The animals that come out all day

Answer key of Post-test

Multiple Choices

1. D
2. B
3. A
4. C
5. A
6. B
7. C
8. C
9. D
10. B
11. C
12. B
13. A
14. B
15. A
16. B
17. D
18. C
19. A
20. C

Appendix 4: Students Test Sheet (Pre-test)

Muhammad Ibnu Ridhawi
VIII E

Satuan Pendidikan	**: SMP Islam Al-Ishlah Bukittinggi**
Mata Pelajaran	**: Bahasa Inggris**
Kelas / Semester	**: VIII / 2**
Materi Pembelajaran	**: Recount Text**
Alokasi Waktu	**: 2 x 45 menit**

Choose and cross (x) the right answer among A, B, C or D!

The following text is for questions 1 - 5

Going to Cermin Beach

A few months ago, I went to Cermin beach with my family. It is located in Serdang Bedagai district about 53 km from Medan, North Sumatera. The trip there took about 1,5 hours. We left from Medan at 7.30 am using a car and we arrived about 9 o'clock.

As arrived there, my parents rented a hut to take a rest. I and my brother immediately ran towards the beach. It looked sunny day with the blue sky and I felt a gentle breeze. The waves were suitable for swimming, but unfortunately I couldn't swim. I just played with white sand and built a sand castle. I didn't forget to take a selfie with the background of beautiful beach.

At noon, I began to feel hungry. I came to the rented hut. Apparently, my mother had prepared food for us. I felt happy for this vacation with my family and enjoyed the beauty of nature created by God. Not felt, the day had begun in the evening. We hurried to go home. Before back to home, I bought some souvenirs there. Finally, we arrived at 6 pm because the trip was jammed.

(Source:https://www.nesabamedia.com/contoh-recount-text/)

55

1. What is the purpose of the text above?
   A. To entertain the readers
   B. To tell about the steps in doing something
   C. To Describe something
   D. To persuade the readers
2. The text above is mainly discuss about…..
   A. The writer's family
   B. The writer's trip to Cermin beach
   C. The writer couldn't swim
   D. The writer built a sand castle
3. "It looked sunny day with the blue sky"
   A. Dark
   B. Rain
   C. Hot
   D. Bright
4. Why did the writer only play with sand?
   A. Because the sand is white

Fadey tristan alvaro
8F

Satuan Pendidikan	**: SMP Islam Al-Ishlah Bukittinggi**
Mata Pelajaran	**: Bahasa Inggris**
Kelas / Semester	**: VIII / 2**
Materi Pembelajaran	**: Recount Text**
Alokasi Waktu	**: 2 x 45 menit**

Choose and cross (x) the right answer among A, B, C or D!

The following text is for questions 1 - 5

Going to Cermin Beach

A few months ago, I went to Cermin beach with my family. It is located in Serdang Bedagai district about 53 km from Medan, North Sumatera. The trip there took about 1,5 hours. We left from Medan at 7.30 am using a car and we arrived about 9 o'clock.

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At noon, I began to feel hungry. I came to the rented hut. Apparently, my mother had prepared food for us. I felt happy for this vacation with my family and enjoyed the beauty of nature created by God. Not felt, the day had begun in the evening. We hurried to go home. Before back to home, I bought some souvenirs there. Finally, we arrived at 6 pm because the trip was jammed.

(Source:https://www.nesabamedia.com/contoh-recount-text/)

40

1. What is the purpose of the text above?
   A. To entertain the readers
   B. To tell about the steps in doing something
   C. To Describe something
   D. To persuade the readers
2. The text above is mainly discuss about…..
   A. The writer's family
   B. The writer's trip to Cermin beach
   C. The writer couldn't swim
   D. The writer built a sand castle
3. "It looked sunny day with the blue sky"
   A. Dark
   B. Rain
   C. Hot
   D. Bright
4. Why did the writer only play with sand?
   A. Because the sand is white

Appendix 5: Students Test Sheet (Post-test)

Muhammad Rais Alhamdi
9E

Satuan Pendidikan	**: SMP Islam Al-Ishlah Bukittinggi**
Mata Pelajaran	**: Bahasa Inggris**
Kelas / Semester	**: VIII / 2**
MateriPembelajaran	**: Recount Text**
Alokasi Waktu	**: 2 x 45 menit**

Choose and cross (x) the right answer among A, B, C or D!

The following text is for questions 1-5

Holiday to Yogyakarta

Last week, I and my friends went to Yogyakarta. We stayed at Dirgahayu hotel which is not far from Malioboro. We visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa, and Wisnu temples. They are really amazing.

We visited only Brahmana and Syiwa temples, because Wisnu temple was being renovated. We also visited YogyaKraton. It was nice because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We take some pictures there. We really enjoyed our holiday in Yogyakarta.

(Source : https://englishadmin.com/2021/03/contoh-soal-recount-text-smp-pilihan-ganda-beserta jawabannya.html)

1. What is the purpose of the text above?
   A. To persuade the readers
   B. To Describe something
   C. To tell the readers what happen in the past
   D. To entertainthe readers

V 75

2. The text above is mainly discuss about…..
   A. The writer's friends
   B. The writer's trip to Yogyakarta
   C. The writer visited the Brahmana temple only
   D. The writer's impression about the guide

V

3. "… we were led by a smart and friendly guide"

Kayhila eltsania ariya
VIII F

Satuan Pendidikan	**: SMP Islam Al-Ishlah Bukittinggi**
Mata Pelajaran	**: Bahasa Inggris**
Kelas / Semester	**: VIII / 2**
MateriPembelajaran	**: Recount Text**
Alokasi Waktu	**: 2 x 45 menit**

Choose and cross (x) the right answer among A, B, C or D!

The following text is for questions 1-5

Holiday to Yogyakarta

Last week, I and my friends went to Yogyakarta. We stayed at Dirgahayu hotel which is not far from Malioboro. We visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa, and Wisnu temples. They are really amazing.

We visited only Brahmana and Syiwa temples, because Wisnu temple was being renovated. We also visited YogyaKraton. It was nice because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We take some pictures there. We really enjoyed our holiday in Yogyakarta.

(Source : https://englishadmin.com/2021/03/contoh-soal-recount-text-smp-pilihan-ganda-beserta jawabannya.html)

1. What is the purpose of the text above?
   A. To persuade the readers
   B. To Describe something
   C. To tell the readers what happen in the past
   D. To entertainthe readers
2. The text above is mainly discuss about…..
   A. The writer's friends
   B. The writer's trip to Yogyakarta
   C. The writer visited the Brahmana temple only
   D. The writer's impression about the guide
3. "… we were led by a smart and friendly guide"

Appendix 6: Validition Sheet

1. Muthia Rahman, M. Pd (Validator)

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Muthia Rahman, M.Pd

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama Delvi Ramadhan dengan nim 2318065 dengan judul "The Effect of Applying Treasure Hunt Game on Students Reading Comprehension at The Second Grade in SMP Islam Al-Ishlah Bukittinggi" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 31 Mei 2023
Validator

Muthia Rahman, M.Pd

NIP:

LEMBAR VALIDASI INSTRUMEN

THE CORRELATION BETWEEN STUDENTS SELF-EFFICACY AND THEIR ENGLISH SPEAKING PERFORMANCE AT THE FIRST GRADE OF MAN 4 AGAM

Nama : Delvi Ramadhan/2318065

Judul Penelitian : **The Effect of Applying Treasure Hunt Game on Students Reading Comprehension at The Second Grade in SMP Islam Al-Ishlah Bukittinggi**

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

1. Untuk memberikan penilaian terhadap instrument **"The Effect of Applying Treasure Hunt Game on Students Reading Comprehension at The Second Grade in SMP Islam Al-Ishlah Bukittinggi."** Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   - 0 : Tidak Valid
   - 1 : Kurang Valid
   - 2 : Cukup Valid
   - 3 : Valid
   - 4 : Sangat Valid
3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
   - A : Dapat digunakan tanpa revisi
   - B : Dapat digunakan dengan sedikit revisi
   - C : Dapat digunakan dengan revisi sedang
   - D : Dapat digunakan dengan banyak revisi
   - E : Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas				✓		
	b. Indikator yang diamati pengamat mudah diamati				✓		
	c. Masing-masing indikator dapat dibedakan dengan jelas				✓		
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek				✓		
	b. Kebenaran isi instrumen				✓		
3	Aspek Bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	b. Menggunakan kalimat yang mudah dipahami			✓			

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument		✓			

C. KOMENTAR/ SARAN

1) Untuk item-item test sudah ok.
2) Pastikan research guideline sudah dirumuskan berdasarkan teori para ahli & tertulis di chapter 2 & dikonfirmasikan di bagian instrumentation chapter III.

Bukittinggi, 31/05/..., 2023

Validator

Muthia Rahman, M.Pd

NIP:

2. Dr. Afdaleni, M.Pd.M.Pd (Validator)

SURATPERNYATAAN

Sayayangbertandatangandibawahini:

Nama : Dr. Afdaleni, M. Pd., M. Pd.

Jabatan : Dosen PBI

Dengan ini menyatakan bahwa mahasiswa yang bernama Delvi Ramadhandengan nim 2318065 dengan judul "The Effect of Applying Treasure Hunt Gameon Students Reading Comprehension atThe Second Grade in SMP Islam Al-Ishlah Bukittinggi" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 31 Mei 2023
Validator

Dr. Afdaleni, M. Pd., M. Pd.
NIP:196404091989032001

Edit dengan WPS Office

LEMBAR VALIDASI INSTRUMEN

THE CORRELATION BETWEEN STUDENTS SELF-EFFICACY AND THEIR ENGLISH SPEAKING PERFORMANCE AT THE FIRST GRADE OF MAN 4 AGAM

Nama : Delvi Ramadhan/2318065

Judul Penelitian : **The Effect of Applying Treasure Hunt Game on Students Reading Comprehension at The Second Grade in SMP Islam Al-Ishlah Bukittinggi**

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

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   - 1 : Kurang Valid
   - 2 : Cukup Valid
   - 3 : Valid
   - 4 : Sangat Valid
3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
   - A : Dapat digunakan tanpa revisi
   - B : Dapat digunakan dengan sedikit revisi
   - C : Dapat digunakan dengan revisi sedang
   - D : Dapat digunakan dengan banyak revisi
   - E : Tidak dapat digunakan

E: Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas				✓		
	b. Indikator yang diamati pengamat mudah diamati				✓		
	c. Masing-masing indikator dapat dibedakan dengan jelas				✓		
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek				✓		
	b. Kebenaran isi instrumen				✓		
3	Aspek Bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar						
	b. Menggunakan kalimat yang mudah dipahami						

B. PENILAIAN SECARA UMUM✓

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument		✓			

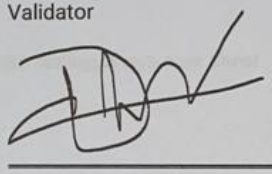
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C. KOMENTAR/ SARAN

.....

Bukittinggi.....Juni, , 2023

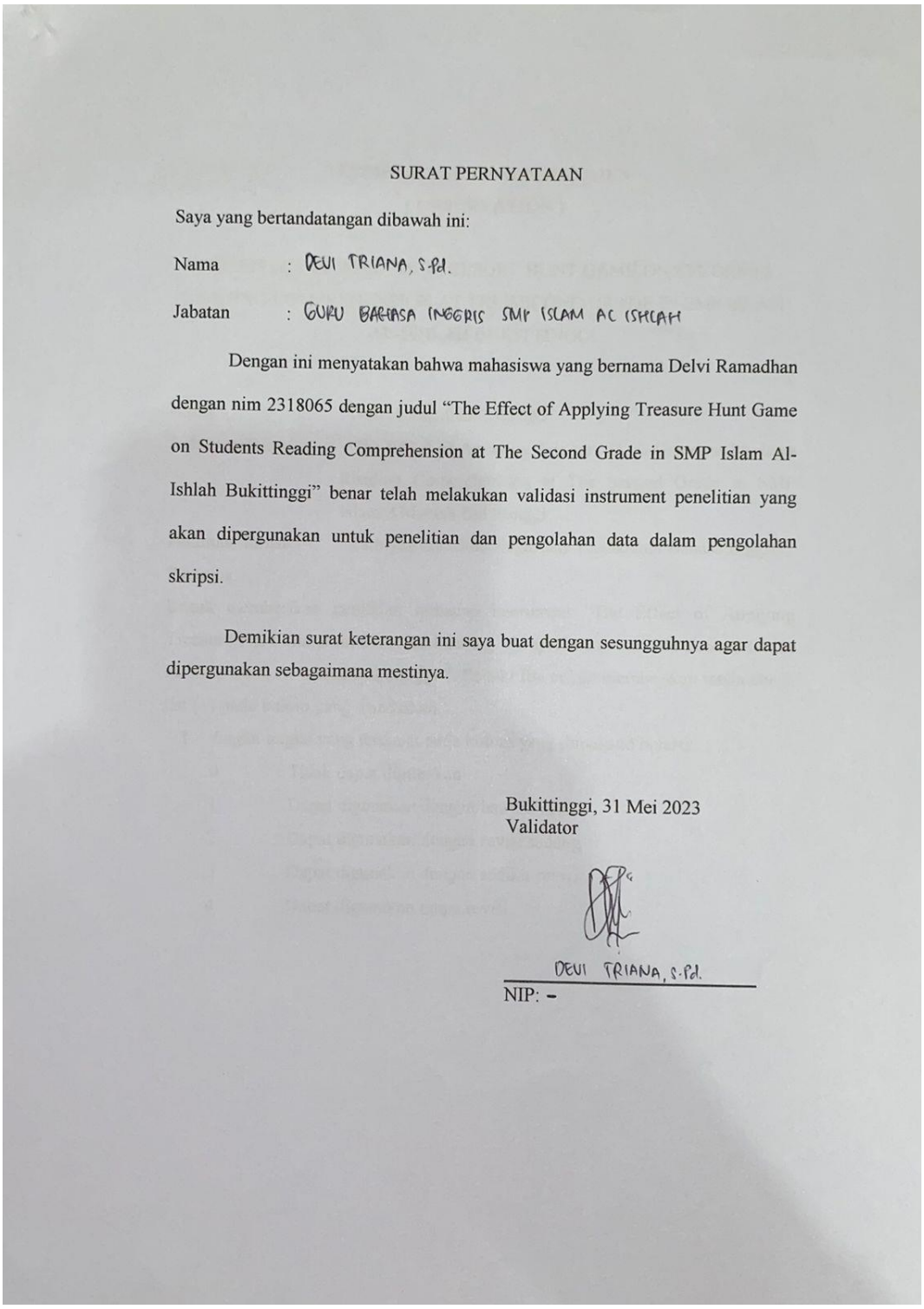
Validator



NIP: 196404091989032001

Edit dengan WPS Office

3. Devi Triana, S.Pd (Validator)



SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : DEVI TRIANA, S.Pd.

Jabatan : GURU BAHASA INGGRIS SMP ISLAM AL ISHLAH

Dengan ini menyatakan bahwa mahasiswa yang bernama Delvi Ramadhan dengan nim 2318065 dengan judul "The Effect of Applying Treasure Hunt Game on Students Reading Comprehension at The Second Grade in SMP Islam Al-Ishlah Bukittinggi" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 31 Mei 2023
Validator

DEVI TRIANA, S.Pd.
NIP: -

LEMBAR VALIDASI INSTRUMEN

THE EFFECT OF APPLYING TREASURE HUNT GAME ON STUDENTS READING COMPREHENSION AT THE SECOND GRADE IN SMP ISLAM AL-ISHLAH BUKITTINGGI

Nama : Delvi Ramadhan /2318065

Judul Penelitian : **The Effect of Applying Treasure Hunt Game on Students Reading Comprehension at The Second Grade in SMP Islam Al-Ishlah Bukittinggi**

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

1. Untuk memberikan penilaian terhadap instrument **"The Effect of Apllying Treasure Hunt Game on Students Reading Comprehension at The Second Grade in SMP Islam Al-Ishlah Bukittinggi."** Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.
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   - 4 : Valid
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   - A : Dapat digunakan tanpa revisi
   - B : Dapat digunakan dengan sedikit revisi
   - C : Dapat digunakan dengan revisi sedang
   - D : Dapat digunakan dengan banyak revisi

Edit dengan WPS Office

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas					✓	
	b. Indikator yang diamati pengamat mudah diamati					✓	
	c. Masing-masing indikator dapat dibedakan dengan jelas					✓	
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek					✓	
	b. Kebenaran isi instrumen					✓	
3	Aspek Bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar					✓	
	b. Menggunakan kalimat yang mudah dipahami					✓	

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument	✓				

C. KOMENTAR/ SARAN

Secara keseluruhan soal-soal ini sudah valid dan sesuai dengan aspek dalam penulisan soal.

Bukittinggi....., 2023

Validator

DEVI TRIANA, S.Pd.

NIP: -

Appendix 7: The Data of Pre-test Control Class

NO	NAMA	NILAI PRETEST
1.	AMA	75
2.	AAP	80
3.	AH	95
4.	AN	85
5.	DBJ	60
6.	DCZ	45
7.	GAI	90
8.	HA	85
9.	KSZ	85
10.	KZ	75
11.	KDP	90
12.	LZT	90
13.	MRA	100
14.	MA	90
15.	MA	55
16.	MIR	55
17.	MRA	80
18.	NRN	95
19.	NS	85
20.	PNS	80
21.	RAA	90
22.	RFC	50
23.	SKG	85
24.	SAR	90
25.	TM	80
26.	ZH	45
27.	ZAM	95

Appendix 8: The Data of Pre-test Experiment Class

NO	NAMA	NILAI PRETEST
1.	AG	35
2.	AA	80
3.	ASQ	75
4.	AA	60
5.	DF	35
6.	DRA	30
7.	FTA	40
8.	FAR	80
9.	HNS	45
10.	IKF	25
11.	KTA	65
12.	KS	50
13.	KP	55
14.	KRY	20
15.	LR	25
16.	MFH	55
17.	MRR	80
18.	MRP	85
19.	MAF	50
20.	NZM	70
21.	RLZ	70
22.	SHT	90
23.	SN	40
24.	USA	70

Appendix 9: The Data of Post-test Control Class

NO	NAMA	NILAI POSTTEST
1.	AMA	70
2.	AAP	90
3.	AH	90
4.	AN	70
5.	DBJ	70
6.	DCZ	55
7.	GAI	75
8.	HA	55
9.	KSZ	65
10.	KZ	80
11.	KDP	60
12.	LZT	65
13.	MRA	80
14.	MA	75
15.	MA	70
16.	MIR	70
17.	MRA	70
18.	NRN	75
19.	NS	85
20.	PNS	95
21.	RAA	90
22.	RFC	90
23.	SKG	50
24.	SAR	85
25.	TM	65
26.	ZH	75
27.	ZAM	80

Appendix 10: The Data of Post-test Experiment Class

NO	NAMA	NILAI POSTTEST
1.	AG	80
2.	AA	85
3.	ASQ	85
4.	AA	75
5.	DF	85
6.	DRA	75
7.	FTA	80
8.	FAR	75
9.	HNS	75
10.	IKF	75
11.	KTA	85
12.	KS	95
13.	KP	85
14.	KRY	75
15.	LR	75
16.	MFH	50
17.	MRR	75
18.	MRP	85
19.	MAF	55
20.	NZM	80
21.	RLZ	80
22.	SHT	85
23.	SN	90
24.	USA	75

Appendix 11: Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Experimental Class

Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/ terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (perhatiakn unsur kebahasaan simple past tense)	• Menemukan informasi dari teks recount text yang diberikan.
4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulisan, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau.	• Mengidentifikasi teks recount tentang pengalaman pribadi seseorang. • Memahami makna teks dan bisa menjawab pertanyaan yang berkaitan dengan sebuah teks recount tentang

	pengalaman pribadi seseorang.
4.11.2 menyusun teks recount lisan dan tulis, sangan pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	• Melengkapi ringkasan pengalaman dengan kalimat - kalimat yang diambil dari teks, dengan ejaan dan tanda baca yang benar.

A. TujuanPembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi teks recount tentang pengalaman pribadi seseorang.
2. Memahami makna teks dan bisa menjawab pertanyaan yang berkaitan dengan sebuah teks recount tentang pengalaman pribadi seseorang.
3. Melengkapi ringkasan seseorang dengan kalimat-kalimat yang diambil dari teks, dengan ejaan dan tanda baca yang benar.

B. Materi Pembelajaran

Memahami makna secara kontekstual terkait teks pengalaman pribadi seseorang di waktu lampau (*recount text*).

C. Bahan dan SumberBelajar

- Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings The Bell*, Kelas VIII. Politeknik Negri Media Kreatif. Hal. 132.

- Internet
- Kamus Bahasa Inggris

D. Alat dan Media

- Spidol warna
- Gambar, materi (teks)

E. Model/MetodePembelajaran

Pendekatan : Discovery Learning

Metode : Pemaparan, tanyajawab, diskusi grup

F. KegiatanPembelajaran

Pertemuan 1

Kegiatan	Deskripsi	Alokasi Waktu
Kegiatan awal	• Guru membuka pembelajaran	10 menit
Kegiatan Inti	• Guru memberi materi pembelajaran berupa pengenalan tentang recount text: Definisi, generic structure, generic features, dan tujuan recount text. • Guru membagi siswa menjadi beberapa kelompok. • Guru memberikan masing- masing kelompok kalimat yang berisi petunjuk. • Setiap kelompok harus menebak petunjuk secara berurutan sesuai dengan nomor pada setiap petunjuk. • Setiap kelompok menjelaskan jawaban dari petunjuk didepan kelas. • Kelompok tercepat yang menemukan	60 menit

	treasure (harta karun) akan menjadi pemenang permainan.	
Kegiatan Penutup	• Guru meminta siswa untuk membuat kesimpulan dari apa yang mereka baca untuk membantu siswa meringkas poin penting dari teks yang mereka baca. • Guru memeberikan penguatan kepada siswa untuk memperjelas pemahaman siswa tentang pembelajaran yang sudah dipelajari. • Guru mengakhiri kegiatan pembelajaran dengan salam dan doa	10 menit

Pertemuan II

Kegiatan	Deskripsi	Alokasi Waktu
Kegiatan Awal	• Guru membuka pembelajaran	10 menit
Kegiatan Inti	• Guru memberi materi pembelajaran tentang recount text • Guru membagi siswa menjadi beberapa kelompok • Guru memberikan masing- masing kelompok kalimat yang berisi petunjuk • Guru meminta siswa untuk menyusun kalimat - kalimat tersebut menjadi sebuah paragraph • Setiap kelompok menjelaskan jawaban dari petunjuk didepan kelas.	60 menit

	• Kelompok tercepat yang menemukan treasure (harta karun) akan menjadi pemenang permainan.	
Kegiatan Penutup	• Guru bersama – sama dengan peserta didik membuat kesimpulan materi pembelajaran terkait teks yang sudah dipelajari • Guru mengakhiri kegiatan pembelajaran dengan salam dan doa	10 menit

Pertemuan III

Kegiatan	Deskripsi	Alokasi Waktu
Kegiatan Awal	• Guru membuka pembelajaran	10 menit
Kegiatan Inti	• Guru membagi siswa menjadi beberapa kelompok kembali • Guru memberikan masing masing keolompok kalimat- kalimat yang berisi petunjuk • Guru meminta siswa untuk menyusun kalimat- kalimat tersebut mejadi sebuah paragraph • Setiap kelompok menjelaskan jawaban dari petunjuk didepan kelas. • Kelompok tercepat yang menemukan treasure (harta karun) akan menjadi pemenang permainan.	60 menit

Kegiatan Penutup	• Guru bersama – sama dengan peserta didik membuat kesimpulan tentang teks yang sudah dipelajari • Guru mengakhiri kegiatan pembelajaran dengan salam dan doa	10 menit

G. Penilaian Hasil Belajar

Instrumen dan Teknik Penilaian

Teknik Penilaian:

a. Penilaian Pengetahuan berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan/ observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
b. Penilaian Keterampilan berupa penilaian unjuk kerja dan praktek

KRITERIA PENSKORAN

Kelas :

TanggalPengamatan :

PenilaianSoal Pilihan Ganda

Nomor Soal	Bobot Soal
1 – 20	5
Jumlah skor maksimal	100

Bukittinggi, 2023

Kepala Sekolah	Guru Mata Pelajaran
BUSYRA, S.Pd	DELVI RAMADHAN
NRY: 5006032	NIM. 2318065

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Control Class

Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/ terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (perhatiakn unsur kebahasaan simple past tense)	• Menemukan informasi dari teks recount text yang diberikan.
4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulisan, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau.	• Mengidentifikasi teks recount tentang pengalaman pribadi seseorang. • Memahami makna teks dan bisa menjawab pertanyaan yang berkaitan dengan sebuah teks recount tentang pengalaman pribadi seseorang.

4.11.2 menyusun teks recount lisan dan tulis, sangan pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	• Melengkapi ringkasan pengalaman dengan kalimat - kalimat yang diambil dari teks, dengan ejaan dan tanda baca yang benar.

A. TujuanPembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi teks recount tentang pengalaman pribadi seseorang.
2. Memahami makna teks dan bisa menjawab pertanyaan yang berkaitan dengan sebuah teks recount tentang pengalaman pribadi seseorang.
3. Melengkapi ringkasan seseorang dengan kalimat-kalimat yang diambil dari teks, dengan ejaan dan tanda baca yang benar.

B. Materi Pembelajaran

Memahami makna secara kontekstual terkait teks pengalaman pribadi di waktu lampau (*recount text*).

C. Bahan dan SumberBelajar

- Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings The Bell*, Kelas VIII. Politeknik Negri Media Kreatif. Hal. 132.
- Internet
- Kamus Bahasa Inggris

D. Alat dan Media

- Spidol warna

- Gambar, materi (teks)

E. Model/MetodePembelajaran

Pendekatan : Discovery Learning

Metode : Pemaparan, tanyajawab, diskusi grup

F. KegiatanPembelajaran

Pertemuan I

Kegiatan	Deskripsi	okasi Waktu
Kegiatan awal	• Guru membuka pembelajaran	10 menit
Kegiatan Inti	• Guru memberi materi pembelajaran berupa pengenalan tentang recount text: Definisi, generic structure, generic features, dan tujuan recount text. • Guru mengajukan pertanyaan yang berkaitan dengan materi recount text yang sudah diberikan untuk menguji pemahaman siswa • Guru melakukan review terhadap materi yang sudah diberikan untuk menghindari kesalahpahaman siswa • Guru mengadakan sesi tanya jawab untuk masing-masing siswa • Siswa mengajukan pertanyaan jika ada hal yang belum dipahami • Guru dan siswa saling berinteraksi untuk memperjelas pemahaman siswa.	60 menit

Kegiatan Penutup	• Guru bersama – sama dengan peserta didik membuat kesimpulan materi pembelajaran terkait pembelajaran yang sudah dipelajari • Guru mengakhiri kegiatan pembelajaran dengan salam dan doa	10 menit

Pertemuan II

Kegiatan	Deskripsi	Alokasi Waktu
Kegiatan Awal	• Guru membuka pembelajaran	10 menit
Kegiatan Inti	• Guru memberikan materi pembelajaran recount text tentang My Holiday in Bali • Guru mengajukan pertanyaan yang berkaitan dengan teks yang sudah diberikan sebelumnya • Guru meminta beberapa orang siswa untuk menceritakan kembali tentang teks yang sudah mereka baca berdasarkan pemahaman mereka • Guru dan siswa bersama-sama membahas tugas yang sudah diberikan tentang memahami contoh teks recount • Guru memberikan feedback kepada siswa	60 menit
Kegiatan Penutup	• Guru bersama – sama dengan peserta didik membuat kesimpulan materi pembelajaran terkait teks yang sudah dipelajari • Guru mengakhiri kegiatan pembelajaran dengan salam dan doa	10 menit

Pertemuan III

Kegiatan	Deskripsi	Alokasi Waktu
Kegiatan Awal	• Guru membuka pembelajaran	10 menit
Kegiatan Inti	• Guru memberikan materi pembelajaran recount text menggunakan video. • Guru meminta beberapa siswa untuk menceritakan kembali tentang pemahaman mereka mengenai teks yang sudah diberikan • Guru meminta siswa untuk menuliskan list kosa kata sulit yang mereka dapatkan dari teks yang sudah diberikan • Guru dan siswa bersama-sama membahas tugas yang sudah dikerjakan oleh siswa dan memberikan feedback • Guru mempersilahkan siswa yang ingin bertanya tentang materi recount text	60 menit
Kegiatan Penutup	• Guru bersama – sama dengan peserta didik membuat kesimpulan tentang teks yang sudah dipelajari • Guru mengakhiri kegiatan pembelajaran dengan salam dan doa	10 menit

G. Penilaian Hasil Belajar

Instrumen dan Teknik Penilaian

Teknik Penilaian:

c. Penilaian Pengetahuan berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan/ observasi terhadap diskusi tanya jawab dan percakapan serta penugasan

d. Penilaian Keterampilan berupa penilaian unjuk kerja dan praktek

KRITERIA PENSKORAN

Kelas :

TanggalPengamatan :

PenilaianSoalPilihan Ganda

Nomor Soal	Bobot Soal
1 – 20	5
Jumlah skor maksimal	100

Bukittinggi, 2023

Kepala Sekolah

BUSYRA, S.Pd

NRY: 5006032

Guru Mata Pelajaran

DELVI RAMADHAN

NIM. 2318065

Appendix 12: Letter of Observation Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat – Telepon/ Fax: (0752) 22875
Website: http://ftik.uinbukittinggi.ac.id | email ftik@uinbukittinggi.ac.id

Nomor : B-5102/Un.26.1/PP.07/11/2022 Bukittinggi, 07 November 2022
Lamp :-
Hal : **Permohonan Izin Observasi Awal**

Kepada YTH :
Bapak/Ibu Kepala SMP Islam Alishlah Bukittinggi

Assalamu'alaikum Wr. Wb

Dengan hormat, dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama surat ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin melakukan Observasi awal di tempat yang Bapak/Ibu pimpin kepada mahasiswa di bawah ini :

Nama	**: DELVI RAMADHAN**
NIM	**: 2318065**
Semester	: 9
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Judul Skripsi	: ***The Effect of Joyful Learning Strategy Using Treasure Hunt Game on Students Reading Comprehension at the Second Grade in SMP Islam Alishlah Bukittinggi***
Lokasi Penelitian	: SMP Islam Alishlah Bukittinggi
Waktu	November 2022 s/d selesai

Demikian surat permohonan ini kami sampaikan, atas perhatian dan kerjasama yang Bapak/Ibu berikan kami mengucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

DEKAN,

Dr. ZULFANI SESMIARNI, M.Pd.

Appendix 13: Letter of Research Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat – Telepon/ Fax: (0752) 22875
Website: http://ftik.uinbukittinggi.ac.id | email ftik@uinbukittinggi.ac.id

Nomor : B-2378/Un.26.1/PP.07/06/2023 Bukittinggi, 07 Juni 2023
Lamp :1 (Satu) rangkap
Hal :Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini:

Nama	:	**DELVI RAMADHAN**
NIM	:	**2318065**
Semester	:	10
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***The Effect of Applying Treasure Hunt Game on Students Reading Comprehension at The Second Grade in SMP Islam Al-Ishlah Bukittinggi***
Lokasi Penelitian	:	SMP Islam Al-Ishlah Bukittinggi
Waktu	:	Juni 2023 s.d selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

DR. ISWANTIR M., M.AG
NIP 197605192006041001

Appendix 14: Letter of Research Completion

PEMERINTAH KOTA BUKITTINGGI
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP ISLAM AL ISHLAH BUKITTINGGI
Jl. Mr. Asaat No.52 B, Kec. Mandiangin Koto Selayan, Campago Guguak Bulek
Bukittinggi – Sumatera Barat Telp 0752-8100973, Website: *smpial-ishlahbukittinggi.sch.id*

SURAT KETERANGAN
No. 167-7 / SMPI. AI / 2023

Yang bertanda tangan di bawah ini :

Nama	: Busyra, S.Pd
NRY	: 5006032
Jabatan	: Kepala SMP Islam Al-Ishlah Bukittinggi

Menerangkan bahwa mahasiswa di bawah ini :

Nama	: Delvi Ramadhan
NIM	: 2318065
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

Adalah mahasiswa S1 Pendidikan Bahasa Inggris UIN Bukittinggi yang telah menyelesaikan penelitian di SMP Islam Al-Ishlah dengan judul "The Effect of Applying Treasure Hunt Game on Students Reading Comprehension at The Second Grade in SMP Islam Al-Ishlah Bukittinggi" pada Juni 2023 s.d selesai.

Demikianlah surat keterangan ini dibuat, untuk digunakan sebagaimana mestinya.

Bukittinggi, 17 Juli 2023
Kepala Sekolah,

Busyra, S.Pd
NRY. 5006032

Appendix 15: SK Letter of Thesis Advisor

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI
Nomor : B-2773/Un.26.1/HK.00.5/07/2023

TENTANG
PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PRODI PENDIDIKAN BAHASA INGGRIS FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI

Membaca : Permohonan Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Syekh Muhammad Djammil Djambek Bukittinggi an. **Delvi Ramadhan, NIM. 2318065** tanggal 14 Juli 2023 perihal permohonan penerbitan SK Pembimbing Skripsi;

Menimbang : a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Universitas Islam Negeri (UIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing;

: b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing Skripsi;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859);
3. Peraturan Presiden Nomor 85 Tahun 2022 tentang Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;
4. Peraturan Menteri Agama Nomor 76 tahun 2022 Tentang Organisasi dan Tata Kerja Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan: ***"The Effect of Applying Treasure Hunt Game on Students Reading Comprehension at The Second Grade in SMP Islam Al-Ishlah Bukittinggi"***

KEDUA : Menunjuk Saudara :

Nama	: **Merry Prima Dewi, M.Pd**
NIP	: **198403152015032003**
Pangkat/Gol.Ruang	: Penata/III/c
Jabatan	: Lektor
Bidang Keahlian Pokok	: Pendidikan Bahasa Inggris
Sebagai Dosen	: PEMBIMBING

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

Ditetapkan di Bukittinggi,
Pada tanggal : 14 Juli 2023

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Dr. ISWANTIR M., M. Ag
NIP.197605192006041001

Appendix 16: Documentation

Pre-test



Treatment meeting 1





Treatment meeting 2





Treatment meeting 3



Post-test



DAFTAR RIWAYAT HIDUP

Nama : Delvi Ramadhan

Jenis Kelamin : Perempuan

Tempat/Tanggal Lahir : Batam/ 25 Desember 2000

Kewarganegaraan : Indonesia

Agama : Islam

Alamat : Riau

Nomor Telepon : 081364987615

Email : delviramadhan25@gmail.com

Pendidikan

1. Tahun 2006-2012 004 Batu Ampar, Batam.
2. Tahun 2012-2014 SMPN 29 Batam.
3. Tahun 2014-2015 SMP Muhammadiyah Kuok.
4. Tahun 2015-2018 MAN 1 Kampar.
5. Tahun 2018-2023 UIN Sjech M.Djamil Djambek Bukittinggi.