THE EFFECTIVENESS OF TEACHING ENGLISH VERBS
BY USING CARTOON FILM
(An experimental study at the second grade of SMP Negeri 18 Semarang in the academic year of 2010/2011)

A FINAL PROJECT

Submitted in Partial Fulfillment of the Requirement
For The Degree of Bachelor of Education
In English Language Education

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2010
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Assalamu'alaikum Wr. Wb

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Wassalamu'alaikum Wr. Wb.

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ABSTRACT


Key Word: Vocabulary, cartoon film, teaching verbs.

The main objective of this study is to find out the effectiveness of teaching English verbs by using cartoon films.

The method of the research is an experimental study. The data were obtained by giving test to the experiment class and control class after giving different learning to both classes. The teacher gave three times teaching to both classes.

The number of the subjects is 35 students in each class. They are VIII E is as experimental class (the students who are taught using cartoon films), VIII F is as control class (the students who are not taught using cartoon films).

The instruments used to collect the data were documentation and test. The documentation was used to get the data of students’ name that become respondents, syllabus lesson plan, etc. Test was used to know students’ competence before and after the experiment run. There are two kinds of test. They are pre-test and post-test.

After the data were collected, the writer analyzed it. The first data analysis from the beginning of control class and experiment class that taken from the pre-test value. It is the normality test and homogeneity test. It is used to know that the groups are normal distributions and have some variant. Another analysis data is from the ending of control class and experiment class. It is used to prove the truth of hypothesis that has planed.

The result of the research: the mean of English verbs score of experiment class (the students taught using cartoon film) are 74,23 and the mean of English verbs score of control class (the students taught using non-cartoon film) are 70,4.

There is a difference in English verbs score between students taught using cartoon film and those taught using non-cartoon film. It is showed by the mean of experiment class is higher than control class (74, 23 > 70, 4). On the other hand, the test of hypothesis using t-test formula shows the value of the t-test is higher than the value of the t-table. The value of t-test is 2,025 while the value of t-table on $\alpha = 5\%$ is 1,990 (2,025 > 1,990). The hypothesis is accepted.

Based on the result of this study, it is expected to be good information for many teachers especially English teachers in teaching English verbs. So that, it can enhance students who master English well.
A THESIS STATEMENT

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers’ opinion or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, December 8th 2010

The writer,

MARGONO
NIM: 053411284
MOTTO

"Ilmu itu lebih baik daripada harta karena ilmu menjaga kamu sedangkan kamu yang menjaga harta."

"Science is better than wealth because science keeps you but you keep wealth."\(^1\)

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\(^1\)M. Zoehdi Amin, *Bahasa Arab*, (Bandung: PT. Al Ma’arif, 2002), P.48
DEDICATION

The thesis is dedicated to:

1. My beloved father and mother who always support emotionally and materially with prayer, love, and patience.
2. My brother and sister who always support and motivates the finish this thesis.
3. My little angel who always give me pray, support and love.
4. All my friends in Racana Walisongo Semarang who always support the writer to finish this final project.
5. All my friends of TBI 2005 especially TBI B who support and help finishing this final project.
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First and foremost, the writer would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in lending me to accomplish the final project. Without Him, the writer couldn’t stay patient and in control in writing this final project from the first page to the last.

Peace and salutation to the Prophet Muhammad SAW who has brought us from the darkness to the brightness.

The writer realizes that cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention of all them. The writer wishes, however, to give my sincerest gratitude and appreciation to:

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Semarang, December 8th 2010

The writer
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CHAPTER I
INTRODUCTION

A. Background of Study

English is one of the international language is used in countries throughout the world, including Indonesia. As the first language, English is though as a compulsory subject from the elementary school up to senior school in today’s Indonesian educational system.

English in Indonesia is known as the fist foreign language with a very limited usage including the place, time, and environment. This foreign language is important to be taught with the aims to improve the ability to absorb information and to transfer knowledge and technology, art, culture and to develop the relation among nations in the world.

In every language, vocabulary is important to convey meaning, to express wane desires and feelings, and to communicate with others. Vocabulary is one at the components which supports the speaker in communication, whenever we want to communicate with other people using a language. We should have mastered a stock of words (vocabulary) related to the topic spoken so vocabulary is very crucial to convey communication.

Marianne Celce-Murcia and elite Olsten state that “in current naturalistic and communicative approaches, there is a widely shared assumption that vocabulary will be learned automatically and indirectly without any explicit formal instruction”\textsuperscript{2}

English verb is part of speech typically used to indicate an action. English verbs are inflected for person, number, tense and partially for mood; compound verbs formed with auxiliaries (e.g., be, can, have, do, and will) provide a distinction of voice. Some English verb like forms have properties of two parts of speech (e.g., participles may be used as adjectives and gerunds as nouns). Verbs are also classified as transitive (requiring a direct object) or

\textsuperscript{2}Marianne Celce-Murcia and Elite Olshtain, \textit{Discourse and Context in Language Teaching} (New York: Cambridge Univercity Press, 2000), p. 73
intransitive. In Latin verb inflection, voice and mood are indicated in every form. Some languages (e.g., Turkish) can convey a great deal of information through modifications of form in the verb stem and ending, without the aid of auxiliary forms. A single word, for example, can indicate reciprocity, reflexivity, necessity, time, infinitive, number, person, and voice, as well as negative, causative, imperative, and intensive meanings.¹

Media such as game, song, pictures, cards cassette, tape, radio, television, video, film, slide over head projector, example are now commonly used in teaching English particularly in improving vocabulary mastery.

According to Ibrahim explain the important of learning media because:

تعلم الدراسة إذاً اذكه التلامذة...إنها تحي الدراسي

Learning media is brought and come up fan and happy for the students and make a new spirit for them...helps to the students in knowledge and active of learning.²

According to Hamalik, a movie or film is naturally being used in class because it is not only giving a fact, but also providing an answer in the matters and an understanding of the students themselves and their environment.

Ramelan says many factors like students, teacher, time allotment, the use of visual aids, methodology, together in effecting the final result of teaching.³

Vocabulary is generally taught through conventional text. It sometimes cannot make students engage, but it makes them bored. If the material cannot make students engage, the lesson will be a boring lesson. The class situation will be dead. The material cannot be taught effectively. So, teaching learning process does not run smoothly.

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²Azhar Arsyad, Media Pembelajaran, (Jakarta : PT Raja Grafindo Persada, 2003), p. 16  
Effective teaching is a circular process that consists of four components. They are teaching plan, teaching effectively, exercise and reinforcement, and giving evaluation.\(^6\)

In order to be able to teach well, teacher must have professional ability that consists of four teachers’ competences. One of the competences is a pedagogical competence involving creating meaningful and interesting learning. Allah said in the Qur’an surah An-Nahl 125:

\[
	ext{أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحَكِيمَةِ وَالْمُعَارِضَةِ لِحَسَنَةٍ وَجَدِّيْلُهُمْ بِالْحَسَنَةِ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَن سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ}
\]

“Invite (all) to the way of the lord with wisdom and beautiful preaching; and argue with them in ways that are best and most gracious: for thy lord knoweth best who have strayed from his path and who receive guidance.”\(^7\)

The verse stated above explains that as a teacher must be able to teach well and interesting learning.

For engaging students, movie is a good alternative media for teaching vocabulary. It is an interesting which given audio visual examples through the acting in the scenes. It can be a stimulant to find imagination in order to improve students’ ability in English verbs. By watching film, they will know the plot, which occurs in the film that they will have watched based on the steps and its language features. Finally, they will engage, not feel bored and get verbs improvement.

In this case, researcher tried to observe and test the effectiveness of teaching English verbs using traditional method, in this case without film in control and using cartoon film as medium in experimental class in SMP Negeri 18 Semarang especially with VIII E and VIII F grade students. This helped students of SMP Negeri 18 Semarang improved their verbs skill

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\(^7\) Departemen Agama Republik Indonesia, *Al Qur’an dan Terjemahnya,* (Depok: Sabiq, 2009), P. 281
without feeling bored because teaching vocabulary by using films as medium has never done there.

Researcher expects that this research will help language teachers investigate the effectiveness of film in teaching English verbs in order to improve students’ understanding. It will help them in designing their course syllabus, determining specific learning outcome in English verbs course as well as selecting and managing materials and tasks relevantly respond ultimate goals of English verbs works.

B. Reasons for Choosing The Topic

The writer chooses the topic of the use cartoon film to facilitate student’s understanding of English verbs because:

1. Vocabulary is one of the basic language components that is important to be learned as well as grammar and pronunciation.\(^8\) It supports the mastery of all language skills, namely listening, speaking, and writing. As English is the foreign language learned by Junior High School students, it is important for teacher to facilitate them with sufficient in order to make them to be able to figure out meanings, even help them to develop their language acquisition.

2. One of children characteristic is they tend to get bored easily in doing something, as a result they just quite and short attention.\(^9\) Beside it, the characteristic of children is given imitate something that they have learned for example is cartoon film. Therefore, good teacher should be able to make an enjoyable classroom in teaching English verbs to Junior High School student in order to make them interested and more stir up in learning it.

3. Teaching vocabulary especially English verbs for students need a good technique in order to get rid of boredom and monotonous activity. The use

cartoon film is one of the materials, with are appropriate for students who are in 8th grade of Junior High School. It will be easier for the students.

For that reason, good teacher for this level need to provide a rice diet of learning experiences with an encourage the students to get information from a verity sources. Because students love discovering things, and because they respond well to being asked to used their imagination. They may be involved in playing something or in watch cartoon film.

C. Objectives of The Study

The objectives of the research are as follows:

To find out the effectiveness of teaching English verb by using cartoon film “UP” with VIII E and VIII F grade students of SMP Negeri 18 Semarang in 2010/2011 academic year.

D. Limitation of The Study

1. This study was conducted with VIII E and VIII F grade students of SMP Negeri 18 Semarang in 2010/2011 academic year using cartoon film as a medium.
2. The focus of the research was the finding out the effectiveness of teaching English verbs by using cartoon film.
3. The films used was “UP”
4. The result of this study was according to researcher’s judgment that many limitations.

E. Research Questions

The problem investigated in this study is:

How is the effectiveness of teaching English verbs by using cartoon film “UP” with VIII E and VIII F grade students of SMP Negeri 18 Semarang in 2010/2011 academic year?
F. Pedagogical Significance

The result of this study in regard to education field is expected to give advantages to language teachers and writer as follows:
1. To improve skill of teaching English verbs.
2. Suggest alternative way for them improve their English learning, in English verbs.
3. Because it as input for improving of science related to teaching learning teaching English verbs and four skills of teaching English language.
4. Given information to the reader about teaching English verbs using film.

G. Definition of Terms

The title of this research is “The Use Cartoon Films to Facilitate Students’ Understanding of English Verbs: an Experimental Research.” Before discussing this research deeply, however, in order to be clear, the researcher wants to explain same words in title so that the readers who want to read this research will not misunderstand it. Based on title of this research, there are same words need to be defined. They are use, cartoon, film, to facilitate and verb. There are presented as follows:

1. Use
   Use is something to do something with a machine, a method and object, etc. for particular purpose.\(^{10}\)
2. Cartoon
   Cartoon is drawing dealing with current (especially political) events in a amusing or satirical way, full-size preliminary drawing on paper, used as a model for painting, a tape story, a fresco, a mosaic, etc.\(^{11}\)
3. Film
   Film is a motion picture, the cellulose acetate strips or rolls of reproductions projected on screen, highly developed film containing on area carrying synchronized recorded sound.

\(^{11}\) Ibid., P.179.
4. To facilitate

Make an action or a process possible or easier.\textsuperscript{12} It mean that become better, to make southing in quality or condition or to become better.

5. Verb

A word or group of words that functions as the predicate of a sentence or introduces the predicate.\textsuperscript{13}

\textsuperscript{12}Ibid., p. 449.

CHAPTER II
REVIEW OF RELATED LITERATURE AND HYPOTHESIS

A. Theoretical Review

1. General Concept of Media
   a. What are media?

   Based on Oxford Learner's pocket dictionary, medium (plural media) is "something which is used for a particular person."\textsuperscript{14} Education association defines that media is thing that can be manipulated, can be seen, can be heard, can be read, and can be talked with instrument which is used well in the teaching learning process, and can influence effectiveness of instructional program.\textsuperscript{15}

   According to Oemar Hamalic there are four classifications of teaching media:
   1) Visual media, such as filmstrip, transparency, micro projection, bulletin board, pictures, illustration, chart, graphic, poster, map, and globe.
   2) Audited media, such as phonograph record, electric transcript, radio, recorder of tape recorder.
   3) Audio visual media, such as film, TV, and three dimensions things.
   4) Dramatization, role play, socio drama, etc.\textsuperscript{16}

   Those media can be used in teaching according to the materials and students' level and interest. The question of what media attributes are necessary from a given learning situation becomes the basis of media selection.\textsuperscript{17}

\begin{flushright}
\textsuperscript{15}Asnawir and M. Basyirudin Usman, \textit{Media Pembelajaran}, (Jakarta: Ciputat Pers, 2002), p. 11.
\textsuperscript{16}\textit{Ibid.}, p. 28.
\textsuperscript{17}\textit{Ibid.}, P. 32.
\end{flushright}
b. Definition of Cartoon Film

Here are many definitions of cartoon some experts give their opinions dealing with cartoon as follows:

1) Cartoon is one of the major forms of graphic communication. They have the power to capture attention and influence attitudes and behaviors.

2) Cartoon is caricature; often representing important events of politic or important public figure.

3) Cartoon is an amusing drawing or series of drawings in a newspaper.\(^\text{18}\)

From definition above, the writer concludes that cartoon is an amusing, which gave a story about person, group or situation.

There are several definitions dealing with films:

1) Film is a motion of picture, the cellulose acetate strips or rolls of reproduction projected on a screen, highly developed film containing on area carrying synchronized recorded sound.

2) Film is a cinema picture, movie, roll of thin flexible material used in photo grapy

3) Films is motion picture as a form of entertainment or an art, usually preceded by showing of one or move motion picture.\(^\text{19}\)

From definition above, it can be concluded that cartoon films are sets of moving pictures made by photographing a series of cartoon drawing or sketches, which carry massages or information. By interesting humorous elements cartoon films are intended the students attention.

c. Contribution of Cartoon Film to Teach Vocabulary of English Verbs

Teaching media is needed in teaching learning process to help student to become active. The student has to be active during the

\(^{18}\) Oxford University, \textit{op.cit.}, p. 58.

\(^{19}\) Asnawir and M. Basyirudin Usman, \textit{loc. cit.}
teaching learning process including learning the English verbs. By using a cartoon film in their lessons they can learn words correctly.

The writer chooses the cartoon Film to teach names of object because through the cartoon film children will learn names of object by seeing the object in that movie. So, it will help students to memorize the names of object.

However, I believe that words do have a special significance for children learning a new language. The word is recognizable linguistic unit and for children in their first language and so they will notice word in the language by showing them object that they can see and touch, and that have single word labels in the first language. From their earliest lessons, children are encouraged to think of new language as a set of words, although of course this may not be the only way they think of it.

(Jerrold Kemp: 1963, P. 3-4) list the function of media general or audio visual aids in particular and their contribution to a language learning as follow:

1) The instruction can be more interesting.
   Audio visual aid can attract the students’ interest a specially those of English learners. If they are interested, they will give much attention to what is being taught or discussed. They will be curious to know about the lesson. This can lead to an interesting language learning processes.

2) Learning becomes more interactive.
   Many activities can be created through applying visual aids in teaching learning process, for example watching English program on television. That activity is relatively more interesting than the activity of listening or writing the teacher explanation.

3) The quality of learning can be improved.
   If there is a good preparation of using visual aids, it will be possible for teacher to create a good language learning process in which the
students’ participation of dominant. As a result, the students’ knowledge and skill can be improved.

4) The positive attitudes of students toward what they are learning and to the learning process itself can be enhanced.

The purpose of aids should mean to simplify instruction. They should not make the process of teaching and learning more complicated. If aids become unmanageable, they should not be used.²⁰

The use cartoon film in teaching English verb is actually meant to help students to catching and express Sing their ideas easily. For example, when the student are asked to describe about artist or public figure, nation figure, they thing etc. base on their imagination, they will get difficulty in vocabulary especially verbs because the student many a way need a very long time to find out the words to express their idea.

d. Applying Cartoon Film in Teaching English verb

There are some steps that must be do in using film as teaching media, that all of steps as follows:

1) Teacher’s preparation; first, teacher should prepare the material. Then, she/he chooses the appropriate film related to the material in order to achieve the goal of teaching hope.

2) Class preparation; some things can be done in class preparation are:
   a) Explaining the film content briefly
   b) Explaining some important parts that must be noticed while watching the film.

3) Presentation; after preparing audience, film is played.

²⁰Titi Pujiasih, Teaching Names of Object Using a Cartoon Movie Entitled “Dora the Explorer” For Sixth Grade Students of Elementary School (a case study of the sixth grade Students of sd negeri 05 randudongkal), (Semarang: UNNES, 2007), P. 17-18.
4) Continuation activity; this activity can be question-answer in order to measure how far students’ understanding on material presented. If there is something wrong, the film can be played once more. The activities can be:
   a) Reading book about problem played if the book is available.
   b) Making composition about what have been watched.
   c) If necessary, make a test about the material prepared through the film.

In this research, researcher did some steps for using film in teaching. First, she prepared the material, in this case English verbs. Then, she chose UP film used in teaching. After that, she explained something should be notice while watching the film in class preparation. Next step was playing the film. Finally, she gave students some exercises related to the film and asked them to guess a verb based on the film they have watched.

According to Oemar Hamalik (cited from Asnaw, 2002: 98), a good movie/film has some features as below:
1) Can arouse students’ interest.
2) True and authentic.
3) Up to date in setting, clothes and environment.
4) Appropriate with students’ maturity level.
5) The language used is true.
6) Its unity and sequence are in good order.
7) The technique used fulfills the requirement and is satisfying.21

2. General Concept of Vocabulary Verbs

In this part, the writer discusses the definition of English verb, type of verb, the principle of teaching verb.

a. The Definition of English Verb

Vocabulary includes nouns, verbs, adjective and adverbs. In this study the writer just discusses about verb as a part of vocabulary.

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21Asnawir and M. Basyiruddin Usman, op. cit., p. 95-98.
There are some definitions of verb:

According to Hornsby, a verb is a word or phrase in dictating an action.

As quoted from the internet, verb is perhaps the most important part of the sentence. A verb or compound verb asserts something about the subject of the sentence and express actions, events, or states of being.\(^{22}\)

b. Type of English Verb

Verbs can be divided according to the job they do in a sentence. The grammar-expert's way of saying this is that we can divide verbs syntactically. These are the divisions and sub-divisions according to syntax:

1) Transitive Verb

A transitive verb is a type of finite verb. A finite verb is considered transitive or intransitive depending upon its relationship with some other words in the sentence. Another way of saying this is that the division into transitive and intransitive is based on syntax.

Examples: - I give flower
- She wrote a story last year

2) Intransitive Verb

It is a verb which is not transitive a verb which does not take an object. Here are some examples along with some sentences.

Example: - We walk to the railway station
- The children jump with joy
- The baby cries

Verb are also classified as either finite/ non finite

3) Finite Verb

Finite verb (ordinary verb) makes an assertion or expresses a state of being and can stand by itself as the main verb of a sentence. The finite verb is generally functioning as the main verb in the predicate. Finite verb has many forms as the following examples:

a) She **works** hard (**Infinitive**)

b) She is working (**Present Participle**)

c) She worked hard (**Past Tent**)

d) She has **worked** hard (**Past Participle**)

4) Non Finite Verb

Simply put, non-finite verbs are verbs which are not finite verbs. Looks very simple, but it's not entirely so.

Examples: - He likes to drive

- They like to drive.

5) Primary Auxiliary Verb and Auxiliary Verb (The helping verb)

a) Primary Auxiliary Verb

Like to be (Is, am, are, was, were, be, being and been)

Example : - I **am** going to watch opera tonight

- He will **be** spoken by the boy

b) Auxiliary Verb (The Helping Verb)

They are : - Can, could, couldn’t

- May, shall, will, must, use to, used to

Example : - I **can** read an English book

- I **must** see the information about scholarship

6) Linking Verb

A linking verb connects a **subject** to a **subject complement** which identifies or describes the subject, as in the following **sentences**:

Example : - The play **is** Waiting for Robert.
In this sentence, the linking verb "is" links the noun phrase "the play" to the identifying phrase "Waiting for Robert," which is called a subject complement.\(^{23}\)

7) Verb Tense

A verb indicates the time of an action, event or condition by changing its form. The verb tense may be categorized according to the time frame: past tenses, present tense and future tense.

The Four Past Tense are:

a) Simple past (“I Went…”)
b) Past progressive (“I was going…”)
c) Past perfect (“I had gone…”)
d) Past perfect progressive (“I had been going”)

The Four Present Tense are:

a) Simple present (“I go…”)
b) Present progressive (“I am going…”)
c) Present perfect (“I have gone…”)
d) Present perfect progressive (“I have been going”)

The Four Future Tense are:

a) Simple future (“I will go…”)
b) Future progressive (“I will be going…”)
c) Future perfect (“I will have gone…”)
d) Future perfect progressive (“I will have been going”).\(^{24}\)

8) Compound verb

A compound verb or a complex predicate in linguistics is a multi-word compound that acts as a single verb. One may illustrate the form with the example” start reading”. In some interpretations, one


may consider “start” as a light verb which carries markers like tense.\(^{25}\)

c. The Principle of Teaching English Verb

The major principles in which a teacher must remember they are:

1) Words are important not only in themselves but also in their distribution with other word.

2) In teaching a foreign language, one must remember that words many meaning.

3) We learn language (including our native language) on two levels, the level of understanding and level of production.

To able to speak well, the students have to master the language components such as vocabulary, grammar/phonology and spelling.

In addition, according to Wallace, there are some principles in teaching vocabulary, they are:

1) Aims

The teacher should understand clearly what the aims of teaching vocabulary are, he/she expects the learners to master some difficult words of vocabulary that are needed in his/her lesson.

2) Quantity

The teacher must have to decide on the number of vocabulary items to be learned.

3) Need

It is also possible for the teacher to put the responsibility of choosing, the vocabulary to be thought to the students according to the student’s need:

a) Frequent exploration and repetition

It is impossible for us remember a new word by only hearing it for once or twice. In learning vocabulary there has to be certain

\(^{25}\)Jan Frodesen and Janet Eying.: *Grammar Dimensions, Form, Meaning, and Use,* (Boston: 1997). P. 23
amount of practice and repetition until there is evidence that students have already mastered the vocabulary of the target language.

b) Meaningful presentation
Learners must have a clear understanding of the new words that are taught i.e. the meaning of the words which are being taught.

c) Situation presentation
In teaching vocabulary to children, teacher should focus on a topic. Words about things around us are given in the one topic, word about animals in another etc.\(^{26}\)

d. Cartoon Film as a Means to Improve Student’s Mastery in Verb

When teaching vocabulary in foreign language we need to bear in mind that students are still building up their first language and vocabulary still in the process of acquiring and organizing concept. This makes the learning of vocabulary in a foreign language a complex matter. Teacher often asks how many new words it is possible to introduce the lesson.

Unfortunately, there is no definite answer as this will depend on the learn ability and how rich and memorable the context is in which the words are presented. English is a target language, so at least students have to master vocabulary items. If the students have already mastered vocabulary, grammatical rules and know how to pronounce the word correctly, they will be easy to speak in English, give information, express their mind and make conversation with other people. On the other hand, students who have limited vocabulary items and they have poor ability in pronunciation, grammatical rules, etc. it will be very difficult for them in learning English.

According to Finnochiario vocabulary is the content and function words of language which are learned so thoroughly that they can be used in the performance of any communication act.\(^{27}\) Media such as cartoon film, cartoon comic, short stories, video, tape recorder, etc are now commonly used in teaching English particularly in improve students’ mastery in vocabulary students can improve vocabulary related to the class room environment, they can use basic vocabulary essential for communication as well as student catered word. These words will be the one the student will want to learn and final the measure to remember.

e. The Advantage Cartoon Films

In this part, the writer discusses the advantages and disadvantages of cartoon films:

1) The Advantage of Cartoon

One of audio visual media is movie or film. Film is considered effective to be used as a teaching aid. A movie played in front of students should be an integral part of teaching activity.

Film has particular value, such as completing basic experience, provoking new inspiration, attracting attention, showing treatment of real object, explaining abstract things, etc. There are some advantages of film as a medium in teaching learning process. They are:

a) Film can describe process
b) Film can arouse impression of room and time
c) The picture are three dimensions
d) The sound can arouse reality of picture in from of nature expression
e) Film can tell expert’s voice while watching his/ her appearance
f) Color film can add reality of object, which is practiced.

g) Film can show scientific theory and animation

2) The Disadvantages of Cartoon Film

The disadvantages of cartoon film as follows:

a) During playing film, teacher cannot explain any material because it can disturb students’ concentration
b) Students cannot understand the film well if it is playing too fast
c) It is difficult to repeat what is gone except playing it once more
d) The equipment is expensive

A good movie is movie that can fulfill students’ need in relation to the material studied. Oemar Hamalik states that main principle that refers to 4-R, “The right film in the right place at the right time used in the right way.”

B. Previous Research

On this topic have ever researched by Dewi Susilowati from IKIP PGRI Semarang by the topic, “The use of English films to improve student’s mastery in vocabulary the case study of tenth year students of SMAN 14 Semarang in the academic year 2008/2009”. This research focus on general vocabulary (verb, noun act) and use quantitative analyze.

And other research by Wiwin Supriyanti NIM: 053411264 Tarbiyah Faculty IAIN Walisongo Semarang 2009/2010 with the topic, “The Effectiveness of Fairytale Movie as a Medium in Teaching Narrative Writing: an Experimental Research”. So, from this research were concludes that the result of the research the mean of writing score of experimental class (the student taught using movie) are 71.5 and the mean of writing score of control class (the student taught using non-movie) are 65.5. There is a difference in writing score between student taught using movie and those taught using non-movie. It is showed by the mean of experimental class is higher than control class (71.5 > 65.5). On the other hand, the test of hypothesis using t-test

28 Asnawir and M. Basyiruddin Usman, Op., Cit., p. 95-96
formula shows the value of t-test is higher than value of the t-table. The value of t-test is 3.614 while the value of t-table on $\alpha = 5\%$ is 1.677 ($3.614 > 1.677$). The hypothesis is accepted.

Difference on my research, the topic is, ”The Effectiveness of Teaching English Verbs by Using Cartoon Film (An experimental study at the second grade of SMP N 18 Semarang in the academic year of 2010/2011)” So, in this case only focuses in verbs by uses quantitative research analyses.

C. Hypothesis

It refers to the basis belief of researcher which enables him or her to carry out the research. It is provisional truth determined by researcher that should be tested and proved.\(^{29}\)

In this research, the hypothesis can be stated as follow:

$H_0$ : There is a significant difference of verbs mastery between the second grade of SMP N 18 Semarang taught by means of cartoon films and those taught without cartoon films.

---

CHAPTER III
RESEARCH METHODOLOGY

A. Objective of The Study

The objectives of the research are as follows:

To find out the effectiveness of teaching English verb by using cartoon film “UP” with VIII E and VIII F grade students of SMP Negeri 18 Semarang in 2010/2011 academic year.

B. Setting of The Study

The researcher did the research in SMP N 18 Semarang. The researcher chose the school because the place is not far from her boarding house. It is easy to researcher to reach. Besides that, the consideration for choosing the school is that it has a English laboratory because the study was using cartoon film as medium. So, English laboratory play significant role in this study.

C. Variable of The Research

Variable is the object of research or something that become the concern of research.\(^{30}\) In this study there are two variable. They are Independent Variable and Dependent Variable.

1. Independent Variable

It is a variable that influences or causes of change or emergence of the dependent variable.\(^{31}\) Independent variable in this research is the use of cartoon films and those taught without cartoon films.

2. Dependent Variable

It is variable that is affected resulting, because of the existence of the independent variable.\(^{32}\) Dependent variable in this research is the students’ imagination.


\(^{31}\)Sugiyono, *Statistika Untuk Penelitian*, (Bandung : CV Alfabeta, 2005), p.3
D. Research Design

Research design is arranged to explore the validity of the result, which can give a guarantee about scientific of the research. On the other hand, research design is always used the research more objectively and accurately.

Here, there are two variables: independent variable and dependent variable. An independent variable is the conditions influencing the appearance of an indication or called treatment variable. In this research the independent variable is called (X) variable. That is the use of cartoon films. While dependent variable is an indication appearing because of the implementation of an experiment and also called effect variable. In this research is called (Y) variable, which means without cartoon films or general study.

This experiment research is applied to the VIII E and VIII F grade students of SMP Negeri 18 Semarang to mastery the result of their English verb. After being taught using cartoon films the researcher conduct some experiment stage in several time meetings. In the first stage the research gave the students pre-test and then continued by the implementation of teaching English verb to the students using cartoon film. Finally for the last stage the student was given the post-test.

The writer used Pre test – Post test control group design was chosen as the design of this study. The scheme is as fellows:

\[
\begin{array}{c}
E : O_1 & X & O_2 \\
P : O_4 & O_2 \\
\end{array}
\]

\[E : \text{The symbol for experimental group}\]

\[P : \text{The symbol for control group}\]

\[O_1 : \text{Pre- Test}\]

\[O_2 : \text{Post-Test}\]

\[X : \text{Treatment}\]

\[^{32}\text{Ibid.}\]

\[^{33}\text{Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R & D, (Bandung: Alfabeta, 2008), P. 76}\]
Two classes were treated were as experimental and control group. These groups were equated as nearly as possible. The students of VIII E were chosen as the experimental group while those of VIII F were chosen as control group of this study. Pre test is given to the both control and experimental group to measure the condition before treatment \((O_2)\). Next, the treatment \((X)\) is given to the experimental group. There is no given the control group. After finishing the treatment, the test is given to both as the Post test.

### E. Subject of The Research

1. Population

Population is people or other things discussed in the research. Mention population is the entire aggregation of items from which samples can be drawn, a branch of applied mathematics concerned with the collection and interpretation of quantitative data and the use of probability theory to estimate population parameter.

In a word, population is a number of group interests to the research, a number of group, which se or he would like to find out result of the study be report.\(^{34}\)

#### Table I

<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII A</td>
<td>39</td>
</tr>
<tr>
<td>VIII B</td>
<td>39</td>
</tr>
<tr>
<td>VIII C</td>
<td>38</td>
</tr>
<tr>
<td>VIII D</td>
<td>40</td>
</tr>
<tr>
<td>VIII E</td>
<td>35</td>
</tr>
<tr>
<td>VIII F</td>
<td>35</td>
</tr>
<tr>
<td>VIII G</td>
<td>26</td>
</tr>
<tr>
<td>VIII H</td>
<td>40</td>
</tr>
</tbody>
</table>

\(^{34}\)Suharsini Arikunto, *op. cit.* p.130.
In this case, the subject of the research was the second grade students of SMP Negeri 18 Semarang in the academic year 2010/2011. The total populations are 292 students.

2. Sample

Sample is the subject who must be researched by the researcher from the population which may be the number of population is very much. Sample is used to facilitate the researcher to process the data. According to Arikunto Sample is a part of the subject or population that should be researched.\(^{35}\)

In this research, the researcher uses total sampling. It is based on the certain goal which is made by the researcher and based on the characteristic of population which had known before. The procedure is the researcher chooses are two classes sample because this research is aimed it’s the difference mean between the two groups after the treatment has been done. Two classes which are choosing as sample are class VIII E (35 students) and class VIII F (35 students). So the totals of sample are 70 students.

3. Sampling

Sampling is a technique to take a sample.\(^{36}\) In this study, the writer used cluster sampling technique. Finally, chosen class VIII E as the experiment class and VIII F as the control class.

F. Technique of Data Collection

In gaining the data, the researcher attempts to employ these following methods.

1. Documentation

It refers to the archival data that helps the researcher to collect the needed data. The researcher will function the document related to the

\(^{35}\)Ibid., p.131.
\(^{36}\)Sugiyono, op. cit, P. 83
object research such as; students name list and their English score in previous time. It will help the researcher in doing the experiment. Students’ name list and score will be used in determining the team for the experiment. In this case, the data will be gained by the help of the English teacher.

2. Test

Test is a set of question and exercises used to measure the achievement or capability of the individual or group. This method is used to get data about score of the pre-test and post-test was given for both of groups. The experiment class and control class. The test in this study is a multiple choice. In multiple choice test of vocabulary, the student is given four chosen (a, b, c or d) to freedom chance to think as much as possible. They can freely choose their ideas as a correct answer.

a. Pre- test

Before the teacher taught new material by using cartoon film, the teacher gave a test to the students. Pre- test were given to the experiment class and the control class. This test is given before the experiment was run.

b. Post- test

Post- test was given to the experiment class and the control class. The test was given in order to know the improvement of students’ ability in English verbs using cartoon film. The post- test was given to the experiment class and control class after received treatment. The experiment class taught in English verb by cartoon film. And the control class taught without using cartoon film.

3. Instrument test

---

An instrument plays an important role in a research in the sense that the reliability of the instrument will influence the reliability of data obtained.

Before the collecting the data the writer make instrument such as pre-test, and post test. In this thesis the writer in concerned with verb mastery of the second grade students of SMP N 18 Semarang. Multiple choice tests are chosen as the type of the test. The verbs items to be tested are taken from the film as entitle “UP” given to the students. The test consists of 30 items. The writer gave score 1 for right answer and score 0 for the wrong answer. The scoring formula:

$$S = \frac{R}{T} \times 10$$

Which:

- $S$: Score
- $R$: The right answers
- $T$: The total maximum right answer
- 10: The highest score

Measurement is said well if it has good validity, reliability, degree of test difficult, and degree of question distinctive.

a. Validity

According to Arikunto, a test will be called to be valid if there is sufficient evidence that test score correlated fairly highly with actual ability in the skills being tasted, and then we may feel reason ably safe in assuming that the test is valid for our purpose. The writer corrects all of the items to know whether each of them valid or not. Is measurement that shows the validity of instrument? It is counted using product moment formula.\(^{38}\)

$$r_{xy} = \frac{N\Sigma_{xy} - \Sigma_x - \Sigma_y}{\sqrt{\{N\Sigma x^2 - (\Sigma x)^2\} \{N\Sigma y^2 - (\Sigma y)^2\}}}$$

---

\(^{38}\)Suharsimi Arikunto, Dasar-dasar Evaluasi Pendidikan, (Jakarta: PT. Bumi Aksara, 2002), p.65
Notice:

\( R_{xy} \) : question correlation coefficient

\( N \) : number of students

\( X \) : number of each item score

\( Y \) : number of total score

After getting the result, the writer categorizes it into the standard validity as follows:

<table>
<thead>
<tr>
<th>Value</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>0, 80 - 1, 00</td>
<td>Very Valid</td>
</tr>
<tr>
<td>0, 60 - 0, 79</td>
<td>Valid</td>
</tr>
<tr>
<td>0, 40 - 0, 5</td>
<td>Valid Enough</td>
</tr>
<tr>
<td>0, 20 - 0, 39</td>
<td>Less Valid</td>
</tr>
<tr>
<td>0, 00 - 0, 19</td>
<td>Not Valid</td>
</tr>
</tbody>
</table>

A test is said valid when it actually what is intended to measure. Calculation result of \( R_{xy} \) is compared with \( r \) table of product moment by 5% degree of significance. If \( R_{xy} \) is higher than \( r \) table, the item of question is valid.

b. Reliability

The Instrument Is called reliable if it is enough to be believed. Then it can used to collect the data. Reliability is another important quantify in the preparations and use of achievement test. The reliability of the test refers to consistency. It is also said Arikunto instrument that has been believe of its reliability will result the data can be believe too.

The writer applied the split holy spearmint brown formula:

\[
R_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{(N(x) - \bar{x})(N(y) - \bar{y})}
\]

To have confidence instrument the writers uses the spearman-brown formula as follows:

\[
R_{11} = \frac{2 \times R_{xy}}{1 + R_{xy}}
\]

In which:
\( \hat{\gamma} \) = Index reliability
\( \hat{\nu} \) = Index validity

After getting the result, the researcher categories it in to standard of reliability as follow:

In which:

<table>
<thead>
<tr>
<th>Value</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>0, 80 - 1, 00</td>
<td>Very reliability</td>
</tr>
<tr>
<td>0, 60 - 0, 79</td>
<td>Reliability</td>
</tr>
<tr>
<td>0, 40 - 0, 5</td>
<td>Rarely reliable</td>
</tr>
<tr>
<td>0, 20 - 0, 39</td>
<td>Less reliable</td>
</tr>
<tr>
<td>0, 00 - 0, 19</td>
<td>Not reliable</td>
</tr>
</tbody>
</table>

\( c. \) Degree of test difficulty

The difficulty level an item is identified since it is necessary to know how easy of difficult a particular item of test.

The formula which is used to compute the level of difficulty as follow:

\[
P = \frac{B}{JS}
\]

Notice:

P : difficulty’s index
B : number of students who has right answer
JS: number of students

Where the criterion of computation is:

<table>
<thead>
<tr>
<th>Level</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0,00 &lt; P ≤ 0,03</td>
<td>Difficult question</td>
</tr>
<tr>
<td>0,00 &lt; P ≤ 0,70</td>
<td>Medium question</td>
</tr>
<tr>
<td>0,70 &lt; P ≤ 1,00</td>
<td>Easy question</td>
</tr>
</tbody>
</table>

---

\(^{39}\text{Ibid.}, \text{p.180.}\)

\(^{40}\text{Sugiyono, op. cit. p. 208}\)
d. The Discriminating Power of The Item

The discriminating power is measure of the effectives on item undiscriminating between high and low scores of the whole test. The higher values of discriminating power are the more effective item.

The discriminating power of the item can be abstained by using this following formula:

\[ D = \frac{BA}{JA} - \frac{BB}{JB} \]

Where:
- \( D \) : discriminating power of each item of test
- \( BA \) : The number of correct answer of upper group
- \( BB \) : The number of correct answer of lower group
- \( JA \) : The number of sample of upper group
- \( JB \) : The number of sample of lower group

The criteria of discrimination index are classified into four levels us follows.

The table of criteria of discriminating power of data:

<table>
<thead>
<tr>
<th>Discriminating Power</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.71 &lt; D ≤ 1.00</td>
<td>Excellent</td>
</tr>
<tr>
<td>0.41 &lt; D ≤ 0.70</td>
<td>Good</td>
</tr>
<tr>
<td>0.21 &lt; D ≤ 0.40</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>0.00 &lt; D ≤ 0.20</td>
<td>Poor</td>
</tr>
<tr>
<td>D &lt; 0</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

G. Technique of Data Analysis

1. Normality Test

It is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not.

Chi square is used here\(^{41}\)

\[ \chi^2 = \sum \frac{(O_i - E_i)^2}{E_i} \]

Notice:

\( \chi^2 \) : chi square

\( O_i \) : frequency from observation

\( E_i \) : expected frequency

Calculation result of \( \chi^2 \) is compared with \( x \) table by 5\% degree of significance. If \( \chi^2 \) is lower than \( x \) table so the distribution list is normal.

2. Homogeneity Test

Is used to know whether experimental group and control group, that are decided, come from population that has relatively same variant or not. The formula is:\(^{42}\)

\[
F = \frac{V_b}{V_k}
\]

Notice:

\( V_b \) : bigger variate

\( V_k \) : smaller variate

The hypotheses in homogeneity test are:

\( H_0 \) : homogeneity variant: \( \sigma_1^2 = \sigma_2^2 \)

\( H_a \) : non homogeneity variant: \( \sigma_1^2 \neq \sigma_2^2 \)

If calculation result of \( F \) is lower than \( F \) table by 5\% degree of significance so \( H_0 \) is accepted, it means both groups have same variant.

3. Test of the average

Is used to examine average whether experimental and control group that has been decided having significant different average from the mark English Verbs in previous time before the treatment.

\[ \sigma_1^2 = \sigma_2^2 \] (Has same variant), the formula is:\(^{43}\):

\[
t = \frac{X_1 - X_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}
\]

\(^{42}\)Ibid., p. 250.

\(^{43}\)Sugiyono, op. cit., p.134
\[ S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1n_2 - 2} \]

\[ \overline{X}_1 \]: average of experimental group

\[ \overline{X}_2 \]: average of control group

\[ N1 \]: number of experimental group

\[ N2 \]: number of control group

\[ S_1^2 \]: standard deviation of experimental group

\[ S_2^2 \]: standard deviation of both groups

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

\[ t^1 = \frac{\overline{X} - \overline{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} \]

The hypotheses are:

\[ Ho : \mu_1 = \mu_2 \]

\[ Ha : \mu_1 > \mu_2 \]

\[ \mu_1 \]: average data of experimental group

\[ \mu_2 \]: average data of control group

Ho Criteria test is Ho is accepted if \( -t_{1-\frac{\alpha}{2}} < t < t_{1-\frac{\alpha}{2}} \), where \( t_{1-\frac{\alpha}{2}} \) obtained from the distribution list t with \( df = (n_1 + n_2 - 2) \) and opportunities \( (1 - \frac{1}{2} \alpha) \). Values for other t Ho rejected.

4. Test of Research Result

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

a. Normality test

The steps are same with the steps on data analysis technique.

b. Homogeneity test
The steps are same with the steps on data analysis technique.

c. Hypothesis test

Proposed hypothetical test in average similarity with the right test is as follows:

\( H_0 = \mu_1 = \mu_2 \)

\( H_a = \mu_1 > \mu_2 \)

\( \mu_1 \): average data of experiment group

\( \mu_2 \): average data of control group

The t-test formula is used.

\[
t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}, \text{ with}
\]

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

Where:

\( \overline{X}_1 \) : average of experimental group

\( \overline{X}_2 \) : average of control group

\( n_1 \) : number of experiment group

\( n_2 \) : number of control group

\( s_1^2 \) : standard deviation of experiment group

\( s_2^2 \) : standard deviation of control group

Testing criteria that apply \( H_0 \) is accepted if \( t_{\text{count}} > t_{\text{table}} \) with determinate \( df = (n_1 + n_2 - 2) \) and the significant \( \alpha = 5\% \ (1 - \alpha) \).
CHAPTER IV
RESEARCH FINDINGS AND ANALYSIS

A. Description of The Result Research

To find out the different between the students who were taught using film as a medium and the students who were not taught using film in English verbs on students’ improvement in class VIII E and VIII F of SMP N 18 Semarang, the writer did an analysis of quantitative data. The data was obtained by giving test to the experimental class and control class after giving a different treatment of learning process in both classes.

The implementation of this research was divided into two classes. They were experimental class (VIII E) and control class (VIII F). Before the activities were conducted, the writer determined the materials and lesson plan of learning. Learning in the experimental class was conducted using film as a medium, while the control class using conventional method (without using film as a medium).

Test was given before and after the students followed the learning process given by the writer. The first data analysis is from the beginning of learning process in both control class and experimental class that is taken from the pre test score. It is the normality test and homogeneity test. It is used to know that two groups are normal and have same variant. Another data analysis is from the ending of learning process in both control class and experimental class. It is used to prove the truth of hypothesis that has been formulated. Before the analysis was done, the writer scored the result of the test given to the students. The assignment given to the students was vocabulary a simple English verbs with the help of film is a medium in order to facilitate students’ understanding.
B. Hypothetical Test

Hypothetical analysis is intended to process the data collected from pre-test and post-test. The goal of this analysis is to prove the hypothesis whether it is accepted or rejected.

The result of the try-out test was analyzed statistically to know the validity, reliability, degree of test difficult, and degree of question distinction as follows:

1. Validity of Instrument

Validity of test was used to know valid or invalid the items of test question that was invalid will be lasted and not used. Item that valid, it means the items can present the material that is English verb.

To know the validity of instrument, the person product moment correlation formula was used when analyzing each of test items; it was obtained that from 30 test items. There were 30 test items which were valid. The 30 valid test items were used as the instrument for collecting the data. The number of invalid test items was 0.

Based on the result of count validity items of test as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Criterion</th>
<th>Number of question</th>
<th>Total (Σ)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Valid</td>
<td>1 - 30</td>
<td>30</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>Invalid</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

The more calculation can be seen in appendix 8.

2. Reliability of instrument

The result of the reliability 30 test item is 1,164 with $\alpha = 5\%$ n: 35 from the product moment table, because of the $r_{11}$ 1,164 bigger than $r_{table}$ 0.361 ($r_{11} > r_{table}$), so the instrument is reliable.

The more calculation can be seen in appendix 9.
3. Degree of Test Difficult

Degree of test difficult was used to know the difficult items (difficult, medium or easy). Based on the result of count coefficient of index items of test as follows:

Table 4.2

Degree of difficulty of each item

<table>
<thead>
<tr>
<th>No</th>
<th>Criterion</th>
<th>Number of question</th>
<th>Total (∑)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Difficult</td>
<td>0, 5,7,10,13,17,19,21,24,25,26,27</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Medium</td>
<td>1,2,3,4,6,8,9,11,12,14,15,16,18,20,22,23,28,29,30</td>
<td>11</td>
<td>36.7%</td>
</tr>
<tr>
<td>3</td>
<td>Easy</td>
<td>0</td>
<td>19</td>
<td>63.3%</td>
</tr>
</tbody>
</table>

The more calculation can be seen in appendix 10.

4. Degree of question distinction

Based on the result of count degree of question distinction items of test as follows:

Table 4.3

Degree of Question Distinction of Each Item

<table>
<thead>
<tr>
<th>No</th>
<th>Criterion</th>
<th>Number of question</th>
<th>Total (∑)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Poor</td>
<td>0, 1,2,4,6,7,8,9,10,11,12,13,14,15,16,17,19,20,21,22,24,25,26,27,28,30</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Satisfactory</td>
<td>3,5,18,23,29</td>
<td>25</td>
<td>83.3%</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
<td>1,2,3,4,6,8,9,11,12,14,15,16,18,20,22,23,28,29,30</td>
<td>5</td>
<td>16.7%</td>
</tr>
<tr>
<td>4</td>
<td>Excellent</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

The more calculation can be seen in appendix 11.

After the research of instrument test that was try-out and analyzed then done hypothesis from the result of learning data. Step adopted in analyzing hypothetical test are:

1. Analysis Phase First

It was done to know the normality and homogeneity of the initial data in the experimental class and control class.
Table 4.4
Score of Pre-Test Experimental Class and Control Class

<table>
<thead>
<tr>
<th>No</th>
<th>Explanation</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>n</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>2.</td>
<td>Average</td>
<td>61.314</td>
<td>64.2</td>
</tr>
<tr>
<td>3.</td>
<td>Variance</td>
<td>54,868,907,56</td>
<td>54,223,529,41</td>
</tr>
<tr>
<td>5.</td>
<td>Maximal Score</td>
<td>76</td>
<td>80</td>
</tr>
<tr>
<td>6.</td>
<td>Minimal Score</td>
<td>43</td>
<td>46</td>
</tr>
</tbody>
</table>

The more calculation can be seen in appendix 16-19.

a. Normality Test

The normality test is used to know whether the data is normally distributed or not. Test data of this research used the formula of Chi-square.

\( H_0 \): The data of normal distribution.
\( H_a \): The data of un normal distribution.

\( H_0 \) accepted is \( \chi_{count} < \chi_{table} \) with \( \alpha = 5\% \) and \( df = K-3 \).

Table 4.5
The result of normality pre test of experimental and control class

<table>
<thead>
<tr>
<th>Class</th>
<th>( \chi_{count} )</th>
<th>( \chi_{table} )</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>0.55</td>
<td>7.81</td>
<td>Normal</td>
</tr>
<tr>
<td>Control</td>
<td>4.06</td>
<td>7.81</td>
<td></td>
</tr>
</tbody>
</table>

The more calculation can be seen in appendix 16-17.

Based on analysis above it can be seen that \( \chi_{count} \) both of class lower that \( \chi_{table} \), so \( H_0 \) accepted. And the conclusion is the distribution data of experimental and control classes are normal.

b. Homogeneity Test

The homogeneity test is used to know whether the group sample that was taken from population is homogeneous or not.

\( H_0 \) : \( \sigma_1^2 = \sigma_2^2 \) (homogeny variance)

\( H_a \) : \( \sigma_1^2 \neq \sigma_2^2 \) (non homogeny variance)

\( H_0 \) is accepted if \( F_{count} < F_{table} \)
Table 4.6
The result of homogeneity of pre test of experimental and control class

<table>
<thead>
<tr>
<th>Class</th>
<th>Variance ( (S^2) )</th>
<th>n</th>
<th>df</th>
<th>( F_{count} )</th>
<th>( F_{table} )</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>54,869</td>
<td>35</td>
<td>68</td>
<td>1,011</td>
<td>1,47</td>
<td>Homogeny</td>
</tr>
<tr>
<td>Control</td>
<td>54,223</td>
<td>35</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The more calculation can be seen in appendix 18.

Based on the formula:

\[
F_{count} = \frac{\text{max imum variance}}{\text{min imum variance}}
\]

\[
F_{count} = \frac{54,86890756}{54,22352941} = 1,011902178 = 1,011
\]

Based on computation above it is obtained that \( F_{count} \) is lower than \( F_{table} \), so \( H_0 \) accepted. It can be concluded that data of pre test from experimental and control class have the same variance or homogeneous.

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

To test the difference of average used t-test.

\( H_0 \): \( \mu_1 = \mu_2 \)

\( H_a \): \( \mu_1 \neq \mu_2 \)

Where:

\( \mu_1 \): average data of experimental group

\( \mu_2 \): average data of control group

Table 4.7
The average similarity test of pre test of experimental and control classes

<table>
<thead>
<tr>
<th>Source variance</th>
<th>Experimental</th>
<th>Control</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>2146</td>
<td>2247</td>
<td>Same</td>
</tr>
<tr>
<td>n</td>
<td>35</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Average (( \bar{X} ))</td>
<td>61,31</td>
<td>64,2</td>
<td></td>
</tr>
<tr>
<td>Variance ( (S^2) )</td>
<td>54,86890756</td>
<td>54,22352941</td>
<td></td>
</tr>
<tr>
<td>Standard deviation (s)</td>
<td>7,407354964</td>
<td>7,363662771</td>
<td></td>
</tr>
</tbody>
</table>
The more calculation can be seen in appendix 19.

\[ S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \]

\[ S = 7,385541178 \]

\[ t = \frac{X_1 - X_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \]

\[ t = -1,633 \]

\[ H_0 \] is accepted if \(-t_{(1-\alpha)/2\alpha(n_1+n_2-2)} < t < t_{(1-\alpha)/2\alpha(n_1+n_2-2)}\). Based on the computation above, that by \(\alpha = 5\% \) and df = 35+35-2 = 68 is obtained \(t_{\text{table}} = 1,990\) and \(t_{\text{count}} = -1,633\) \(H_0\) is accepted if \(-t_{\text{table}} < t_{\text{count}} < t_{\text{table}}\). So, it can be concluded that there is not significant different of the average pre-test between experimental and control classes, because \(t\)-count at the reception area of \(H_0\).

2. Analysis Phase End

It is done to answer hypothesis of this research. The data used are the result of post tests of both classes. The experiment class taught by using strip stories as teaching media and the control class taught without strip stories.

The final analysis contains of normality test, homogeneity test and the difference average test of post test.

a. Searching for the data normality of the experimental and control classes.

<table>
<thead>
<tr>
<th>Class</th>
<th>(\chi_{\text{count}})</th>
<th>(\chi_{\text{table}})</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>0.41</td>
<td>7.81</td>
<td>Normal</td>
</tr>
<tr>
<td>Control</td>
<td>4.23</td>
<td>7.81</td>
<td></td>
</tr>
</tbody>
</table>

The more calculation can be seen in appendix 20-21.
Based on the computation above it is obtained that $\chi_{\text{count}}$ is lower than $\chi_{\text{table}}$ by $\alpha = 5\%$ with df = 6-3 = 3. So it can be concluded that the distribution data of post test of experimental and control class are normal.

b. Searching for the homogeneity of the experimental and control classes.

**Table 4.6**

<table>
<thead>
<tr>
<th>Class</th>
<th>Variance ($S^2$)</th>
<th>n</th>
<th>df</th>
<th>$F_{\text{count}}$</th>
<th>$F_{\text{table}}$</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>59,946</td>
<td>35</td>
<td>68</td>
<td>1,085</td>
<td>1,47</td>
<td>Homogeny</td>
</tr>
<tr>
<td>Control</td>
<td>65,070</td>
<td>35</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The more calculation can be seen in appendix 22.

Based on the formula:

$$F_{\text{count}} = \frac{\text{maximum variance}}{\text{minimum variance}}$$

$$F_{\text{count}} = \frac{65,07058824}{59,94621849} = 1,08548278 \sim 1,085$$

Based on computation above it is obtained that $F_{\text{count}}$ is lower than $F_{\text{table}}$, so it mean $H_0$ accepted. It can be concluded that data of post test of experimental and control class have the same variance or homogeneous.

c. Hypothesis test

Hypothesis test is used to know whether there is a difference on post test of experimental and control classes. The data which is used to test the hypothesis is score post test both of class. To test the difference of average used t-test.

$H_a : \mu_1 = \mu_2$ : it mean there is significant difference between the English verbs skill improvement of students who were taught by using cartoon films and who were taught by using conventional learning (without using cartoon films).
\( H_0 : \mu_1 \neq \mu_2 \) : it mean there is no significant difference between the English verbs skill improvement of students who were taught by using cartoon films and who were taught by using conventional learning (without using cartoon films).

\( H_a \) is accepted if \( t_{\text{count}} > t_{(1-\alpha)(n_1+n_2-2)} \)

### Table 4.7

The Score of Post-Test of Experimental and Control Classes

<table>
<thead>
<tr>
<th>No</th>
<th>Explanation</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>n</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>2.</td>
<td>Average</td>
<td>74.23</td>
<td>70.4</td>
</tr>
<tr>
<td>3.</td>
<td>Variance</td>
<td>59,94621849</td>
<td>65,07058824</td>
</tr>
<tr>
<td>4.</td>
<td>Standard Deviation</td>
<td>7,742494333</td>
<td>8,066634257</td>
</tr>
<tr>
<td>5.</td>
<td>Maximal Score</td>
<td>90</td>
<td>86</td>
</tr>
<tr>
<td>6.</td>
<td>Minimal Score</td>
<td>56</td>
<td>53</td>
</tr>
</tbody>
</table>

The more calculation can be seen in appendix 23.

### Table 4.8

The result of computation t-test

<table>
<thead>
<tr>
<th>Class</th>
<th>n</th>
<th>( \bar{X} )</th>
<th>( S^2 )</th>
<th>(s)</th>
<th>( t_{\text{table}} )</th>
<th>( t_{\text{count}} )</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>35</td>
<td>74.23</td>
<td>59,946</td>
<td>7.74</td>
<td>1.990</td>
<td>2.025</td>
<td>( H_a ) accepted</td>
</tr>
<tr>
<td>Control</td>
<td>35</td>
<td>70.4</td>
<td>65,071</td>
<td>8.07</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The more calculation can be seen in appendix 23.

Based on the computation above, it is obtained that the average of post test of the experimental class who are taught by using cartoon film is 74.23 and standard deviation (s) is 7.74. While the average of post test of the control class who are taught by using conventional learning is 70.4 and standard deviation (s) is 8.07 , with \( \text{df} = 35 + 35 - 2 = 68 \) by \( \alpha = 5\% \) and is obtained \( t_{\text{table}} = 1.990 \), from the result of calculation t-test and \( t_{\text{count}} = 2.025 \). If compared between \( t_{\text{table}} \) and \( t_{\text{count}} \), \( t_{\text{count}} > t_{\text{table}} \). It means that \( H_0 \) is rejected and \( H_a \) is accepted.
Because $t_{count} > t_{table}$, it can be concluded that there is a significant difference between experimental and control classes in post test, the score of the experimental class is higher than the control class.

C. Discussion of The Research Finding

The result of the research shows that the experimental class (the students who are taught using cartoon film as a medium) has the mean mark 74.23. Meanwhile, the control class (the students who are taught using non cartoon film) has the mean mark 70.4. It can be said that teaching the use of cartoon films to facilitate students understanding in English verb is more effective than conventional teaching.

Before giving the treatment, researcher checked the balance of the initial ability of the students of both classes. The data used to test the balance was the score of pre test. Analysis of initial data was conducted through normality test that aimed at showing whether the data is normally distributed or not. This can be seen from the normality test with chi-square, where $\chi^2_{count} < \chi^2_{table}$, $\alpha = 5\%$ and df = k - 3 = 3. On the normality test of pre test of the control class, it can be seen $\chi^2_{count}(4.06) < \chi^2_{table}(7.81)$ and the experimental class $\chi^2_{count}(0.55) < \chi^2_{table}(7.81)$. Since homogeneity test shows $F_{count}(1,011) < F_{table}(1,47)$, it can be concluded that the population is homogeneous. Based on the analysis of t-test at the pre test, it is obtained $t_{count} = -1.633$ with $t_{table} = 1.990$ which proves that there is no difference of the average of pre test between both classes.

The normality test of post test of control class results $\chi^2_{count}(4.23) < \chi^2_{table}(7.81)$ and experimental class results $\chi^2_{count}(0.41) < \chi^2_{table}(7.81)$. The post test demonstrates that the hypothesis of those two classes is normal on the distribution. It is proved with $F_{count}(1,085) < F_{table}(1,47)$ from the homogeneity test that has the same variant. From the last phase of the t-test, it is obtained $t_{count} = 2.025$ with $t_{table} = 1.990$
with the standard of significant 5%. Because of $t_{\text{count}} > t_{\text{table}}$, so the zero hypothesis ($H_0$) is rejected and alternative hypothesis ($H_a$) is accepted. It means that there are significant differences between the students that had been taught using cartoon film to teach students English verbs and the students who had not given the same treatment. This difference can be said as that the using cartoon film to teach English verb is better.

There were many factors that influenced the result of study. One of the factors was teaching aids or media used in teaching. If a teacher employs an appropriate teaching aids or media that is suitable with the method, the students will enjoy the lesson. Based on the result of tests that had been done, it can be explained that using cartoon film to teach students English verb, in the process of learning English at VIII E and VIII F students of SMP N 18 Semarang could facilitate students’ imagination of how to teach students English verb. In addition, learning using cartoon film also provides new variation. So that, students can enrich their vocabulary by imagining the word said by the actors and flow their ideas smoothly by imagination of the plot of cartoon film that help them to remember of English verb.

In the process of learning, teacher should be resourceful in determining the classroom setting in order to make students focus in lesson. For example, by the setting of the class tailored to the learning activities of students of experimental class, the students were more focus and the atmosphere of the class is not too rowdy. By using appropriate teaching aids, students find it easier to facilities students understanding in English verb by the teacher. A fun learning can stimulate the spirit of the students to be active. Connecting material with the experience or incident that occurred in surrounding environment and utilization of teaching aids such as cartoon film can increase students’ understanding. Students can clearly understand the process or steps in teaching English verb. Meanwhile, teaching learning process in control class is implemented through lecturing using text. In this process, the teacher explains the material using text. At the beginning of the process, the students are given a pre-test to know the initial ability of the
students. Then, the students sit and pay attention to the teacher’s explanation. However, students fill saturated with the material presented by the teacher because there are no interesting teaching aids or media used.

The ability of the students can be seen from the score of learning. Based on the research that had been done, it proves the average of students’ understanding that find learning using cartoon film as a medium higher that is 74.23 compared with the average of the students who did not get learning using cartoon film as a medium that is 70.4. The use of cartoon film as a medium in teaching English verb has brought students to realize the minimum standard of score. T-test shows that $t_{count}$ has positive score. It means that the average score of students who had been taught using cartoon film as a medium is higher than the score of students who had been taught using conventional learning. Thus, it can be concluded that learning using cartoon film as a medium can improve students’ understanding in English verb at class VIII E students of SMP N 18 Semarang.

D. Limitation of The Research

The writer realizes that this research had not been done optimally. There were constraint and obstacles faced during the research process. Some limitations of this research are:

1. Relative short time of research makes this research could not be done maximally.

2. The research is limited at SMP N 18 Semarang. So that, when the same research will be gone in other schools, it is still possible to get different result.

3. The implementation of the research process was less perfect; this was more due to lake experience and knowledge of the researcher.

Considering all those limitations, there is a need to do more research about teaching English verb using cartoon film as a medium to teach students English verb. So that, the more optimal result will be gained.
CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

After the writer completing the previous chapters, the writer will draw some conclusions as the result of the effectiveness of teaching English verbs by using cartoon film of VIII E and VIII F students of SMP N 18 Semarang in academic 2010/2011.

Based on the hypothetical test and discussion of the data analysis in the previous chapter, the conclusion can be drawn that the teaching of English verb using cartoon film at VIII E is effective than VIII F students of SMP N 18 Semarang.

This can be seen from the results of test score showing that the experimental class that were given treatment using cartoon film to teach English verb got higher score that was 74.23 compared with the control class who did not get treatment using cartoon film to teach English verb was 70.4.

Based on the t-test with standard of significant 5% it is found \( t_{\text{count}} = 2.025 \) with \( t_{\text{table}} = 1.990 \). Because \( t_{\text{count}} > t_{\text{table}} \), so there is real difference between result of the effectiveness of teaching English verb by using cartoon film with not using cartoon film. Consequently based the testing, the process of effectiveness of teaching English verbs by using cartoon film is more effective.

B. Suggestion

Based on the result of this research with positively indicates that there is positive effect of the effectiveness of teaching English verbs by using cartoon film. Some suggestions for the teaching learning English are process as follow:

1. To the teachers
   a. The creativity of the English teachers is needed in teaching English, as their duties to transfer the knowledge of English to the students;
consequently the students can easily receive and understand the material given.

b. It is necessary for English teacher give motivation to the students in teaching learning English.

c. It will be better if the English teachers find out appropriate and interesting teaching media as student need.

d. To give contribution to English teachers that teaching vocabulary especially English verb using cartoon film as a medium is more interesting.

2. To the students

a. To improve the vocabulary of students’ English verbs.

b. The students can memorize English verb easily.

c. To improve the English mastery, the students have to use their memory in order to get a better achievement in mastering English vocabulary.

3. To the readers

The writer hopes this thesis can be useful for the reader. So, they know that using cartoon film as a medium in teaching English verb is better. It will remember students the plot that will help them remember a lot of English verbs.

4. To the writer

After conducting this research, many experiences are gotten. The writer can know the teaching learning process in class. It is important for the writer to know an appropriate teaching media in teaching English.

5. To educational institution

Cartoon films can be a new media in teaching English verbs in SMP N 18 Semarang in order to get better output.
C. Closing

Thus, this thesis is served to the readers. The writer realizes that is still lest perfect. The writer hopes any suggestions and criticisms to make it perfect. The writer hopes that it can be useful for she herself and for the readers in general.
BIBLIOGRAPHY

Book sources:


**Internet Sources:**


APPENDIX
APPENDIX

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Appendix 2 : Syllabus
Appendix 3 : Lesson Plan (Experiment and Control Class) and Worksheet
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Appendix 5 : The Point of Pre-Test
Appendix 6 : The Point of Post-Test
Appendix 7 : The Result Analyze of Try Out
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Appendix 9 : A Count of Reliabilities Test
Appendix 10 : A Count of Degree of Difficult Test
Appendix 11 : A Count of Degree of question distinction
Appendix 12 : List of IX D Student Try Out Class
Appendix 13 : List of VIII F Student Control Class
Appendix 14 : List of VIII E Student Experimental Class
Appendix 15 : Value of Pre-Test and Post Test of Control and Experimental Classes
Appendix 16 : Normality of Pre-Test of Control Class
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Appendix 25 : The Picture of Cartoon Film and Narrative Text
Appendix 26 : Research Photos Control and Experimental Class
# Appendix 1

## RESEARCH JOURNAL IN EXPERIMENTAL RESEARCH

Teacher : Subihandono, S.Pd  
Researcher : Margono  
Class : 8th Grade Class of SMP N 18 Semarang  

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Preliminary visit (meet the administration officer) to ask whether the school possibly become the setting of research or not by describing the researcher’s intention.</td>
<td>July 15th, 2010</td>
</tr>
<tr>
<td>2.</td>
<td>Meet the headmaster to ask permission to do research by giving the permission letter.</td>
<td>July 19th, 2010</td>
</tr>
<tr>
<td>4.</td>
<td>Meet the English teacher to make sure the star of the research.</td>
<td>July 26th, 2010</td>
</tr>
<tr>
<td>5.</td>
<td>Pre-Test</td>
<td>Augustus 2nd, 2010</td>
</tr>
<tr>
<td>6.</td>
<td>Treatment I (Control and Experimental Classes)</td>
<td>Augustus 6th, 2010</td>
</tr>
<tr>
<td>7.</td>
<td>Treatment II (Experimental Class)</td>
<td>Augustus 9th, 2010</td>
</tr>
<tr>
<td>8.</td>
<td>Treatment II (Control Class)</td>
<td>Augustus 13th, 2010</td>
</tr>
<tr>
<td>9.</td>
<td>Treatment III (Experimental Class)</td>
<td>Augustus 20th, 2010</td>
</tr>
<tr>
<td>10.</td>
<td>Treatment III (Control Class)</td>
<td>Augustus 27th, 2010</td>
</tr>
<tr>
<td>11.</td>
<td>Post-Test (Control Class)</td>
<td>Augustus 30th, 2010</td>
</tr>
<tr>
<td>12.</td>
<td>Post-Test (Experimental Class)</td>
<td>September 1th, 2010</td>
</tr>
</tbody>
</table>
### SYLLABUS

**School**: SMP Negeri 18 Semarang  
**Subject**: English  
**Grade/ Semester**: VIII/I

<table>
<thead>
<tr>
<th>Standard of Competence</th>
<th>Basic Competence</th>
<th>Learning Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Assessment</th>
<th>Time Allotment</th>
<th>Learning Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4 x 40</td>
<td></td>
</tr>
</tbody>
</table>
| 1. Understanding the meanings of short transactional and interpersonal dialogs to interact in daily life contexts. | 1.1. Responding accurately, fluently and appropriately the meanings in transactional and interpersonal dialogs to interact in daily life contexts involving the acts of speech: asking, giving and rejecting items, admitting and denying facts and asking and giving opinion. | - Asking for help  
A: Can you help me, please?  
B: Yes, of course  
- Giving help  
A: Can you help me get the flower pot over there, please?  
B: Here you are  
- Rejecting help  
A: Should I bathe it?  
B: No, it's not necessary.  
- Asking for items  
A: May I have that blue shirt, please?  
B: Yes, of course.  
- Giving items  
A: Are you chewing gum?  
B: Yes, of course. | - Doing literature study to identify various expressions of giving opinion and the possible responses.  
- Identifying the expression of asking, giving, and rejecting help and items.  
- Identifying to the given expression of giving and asking for opinion. | - Quiz (both oral and written)  
- Assignment  
- Test(both oral and written) |          | Relevant book:  
- Recording file  
- Relevant pictures |
<table>
<thead>
<tr>
<th>Here you are.</th>
<th>with examples</th>
</tr>
</thead>
</table>
| Rejected items | • A: Do you want to new banana flavour?  
  B: Not for me, thanks. |
| Admitting fact | • A: So you didn’t water the plants.  
  B: No, I didn’t. |
| Denying facts  | • A: Does it (Rafflesia) smell good?  
  B: Yes, it smells very good |
| Asking opinion | • A: What do you think about this shirt?  
  B: I think blue will be better. |
| Giving opinion | • A: Which is the most exciting game for you here?  
  B: I must say that roller |
| Speaking 2. Expressing the meanings of short functional and interpersonal dialogs to interact in daily life context | 2.1 Expressing accurately, fluently and appropriately the meanings in short transactional and interpersonal dialogs to interact in daily life contexts involving the speech acts of: asking, giving, and rejecting help, asking, giving and rejecting items, admitting and denying facts and asking and giving | • Asking for help  
A: Can you help me, please?  
B: Yes, of course  
• Giving help  
A: Can you help me get the flower pot over there, please?  
B: Here you are  
• Rejecting help  
A: Should I bathe it?  
B: No, it's not necessary.  
• Asking for items  
A: May I have that blue shirt, please?  
B: Yes, of course.  
• Giving items  
A: Are you chewing gum?  
B: Yes, of course. Here you are. | • Listening to the transactional and interpersonal dialogs  
• Mentioning various expressions and their responses from the given dialogs  
• Acting out dialogs in pairs  
• Identifying the topic of dialog  
• Identifying difficult vocabularies  
• Identifying the expressions of asking, giving, and rejecting help and items  
• Identifying the expressions of giving and asking for opinion  
• Constructing students’ own dialog on giving and asking for opinion | • Quiz (Both oral and written)  
• Assignment Test (Both oral and written) | 4 x 40 | • Dialog script  
• MP3 file  
• Movie clip |
opinion.

- Rejecting items
  A: Do you want to new banana flavour?
  B: Not for me, thanks.
- Admitting fact
  A: So you didn’t water the plants.
  B: No, I didn’t.
- Denying facts
  A: Does it (Raflessia) smell good?
  B: Yes, it smells very good.
- Asking opinion
  A: What do you think about this shirt?
  B: I think blue will be better.
- Giving opinion
  A: Which is the most exciting game for you here?
  B: I must say that roller coaster is the
most exciting game.

Semarang, 28th July 2010

Approved by
School Principal

Drs. RINGSUNG SURATNO, M.Pd
NIP: 19550905 197803 1 006

Researcher

MARGONO
NIM: 053411284
LESSON PLAN
(Experiment Class)

The First Meeting

School : SMP N 18 Semarang
Subject : English
Grade/Semester : VIII (Eighth) / 1
Competence Standard : 1. Understand the meaning of short transactional and interpersonal dialogs in daily life contexts.
Basic Competence : 1.1. To understand the meanings in the short transactional (to get things done) and interpersonal (to socialize) in English verbs accurately, fluently and acceptable to interact in the daily life context.
Learning aims : At the end of learning, the students can:
1. Understand content of dialogue
2. Use some English verbs well (like; do, think, get, take, talk, see, show, find...etc. and model: will, can, would, may, must ....are, is, was,...etc.)
Indicators : Students are able:
1. Explain/tell the content dialogue
2. Make sentences using the English verbs
Type of Text : Transactional / Interpersonal
Theme : Cartoon film
Aspect / Skill : Listening
Time Allocation : 80 minutes
Learning Method : Audio Visual
A. Steps of Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Teaching-Learning Activities</th>
<th>Time Allocation</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher: Greets the students and calls the role.</td>
<td>10’</td>
<td>BKeF</td>
</tr>
<tr>
<td>2.</td>
<td>Ask and answer about various things related to the students’ condition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Introduces herself and wait for their response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Asks and answers about cartoon film they have heard before</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Explains that today they will learn vocabulary especially of English verbs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Plays a film</td>
<td>30’</td>
<td>MoT</td>
</tr>
<tr>
<td>7.</td>
<td>Students hear and attention to the film</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Students guess some important part of English verbs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Gives students some questions related to the film</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Explains the English verbs that there on the movie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Teacher divides students in two groups</td>
<td>30’</td>
<td>JCoT</td>
</tr>
<tr>
<td></td>
<td>Give each group a task to identify the sentence or word especially English verbs and give meaning that on the film</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Together with the students summarize the main points of the discussion.</td>
<td>10’</td>
<td>ICoT</td>
</tr>
</tbody>
</table>

B. Learning Resources and Media of Learning

Learning Resources:

2. *English in focus 2: for grade VIII junior High scool (SMP/MTs) by Artono Wadiman, Masdki B. Jahur, and M. Sukirman Dusma;- Ed I.*
4. The English sentence structures:
   a. Simple Present Tense
   b. Simple Past Tense
C. Media of Learning:
   1. Film
   2. Power point
   3. Students’ worksheet made by the teacher

D. Assessment
   1. Technique: Written questions
   2. Form: Written test

E. Assessment Guide:
   1. Written Test
      a. For section I, each correct answer gets 2 scores
      b. For section II each correct answer get 5 scores
      c. Maximum score: \[ 15 \times 2 = 30 \]
         Total 30
      d. Maximum grade = 100
      e. Students’ grade = \[ \frac{AcquiredScore}{MaximumScore} \times 100 \]
   f. Assessment Section
      Written Test

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<tbody>
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<td>Each correct answer</td>
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</tr>
<tr>
<td>2.</td>
<td>Each wrong/no answer</td>
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Semarang, 5th Augustus 2010

Subject teacher           Researcher

SUBIHANDONO S. Pd         MARGONO
NIP: 19580904 197903 1 012  NIM: 053411284
LESSON PLAN
(Experiment Class)

The second Meeting:

School : SMP N 18 Semarang
Subject : English
Grade/Semester : VIII (Eighth) / 1
Competence Standard : 1. Understand the meaning of short transactional and interpersonal dialogs in daily life contexts.
Basic Competence : 1.1. To understand the meanings in the short transactional (to get things done) and interpersonal (to socialize) in English verbs accurately, fluently and acceptable to interact in the daily life context.
Learning aims : At the end of learning, the students can:
1. Understand content of dialogue
2. Use some English verbs well (like; do, think, get, take, talk, see, show, find...etc. and model: will, can, would, may, must ....are, is, was,...etc.)
Indicators : Students are able:
1. Explain/tell the content dialogue
2. Make sentences using the English verbs
Type of Text : Transactional / Interpersonal
Theme : Cartoon film
Aspect / Skill : Listening
Time Allocation : 80 minutes
Learning Method : Audio Visual
A. **Steps of Activities**

<table>
<thead>
<tr>
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<th>Time Allocation</th>
<th>Method</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Teacher:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Greets the students and calls the role.</td>
<td>15’</td>
<td>BCoF</td>
</tr>
<tr>
<td>3.</td>
<td>Asks and answer about various things related to the students’ condition.</td>
<td>15’</td>
<td>BCoF</td>
</tr>
<tr>
<td>4.</td>
<td>Ask to the students about material yesterday</td>
<td>25’</td>
<td>JCoT</td>
</tr>
<tr>
<td>5.</td>
<td>Asks the students listen to an example of dialog about asking, giving and refusing services and about asking, giving, and refusing things.</td>
<td>25’</td>
<td>JCoT</td>
</tr>
<tr>
<td>6.</td>
<td>Plays a film</td>
<td>30’</td>
<td>MoT</td>
</tr>
<tr>
<td>7.</td>
<td>Students hear and attention to the film</td>
<td>25’</td>
<td>JCoT</td>
</tr>
<tr>
<td>8.</td>
<td>Students check the dialogue in the movie like example before.</td>
<td>25’</td>
<td>JCoT</td>
</tr>
<tr>
<td>9.</td>
<td>Students create a dialogs using the expressions of admitting and denying a fact.</td>
<td>25’</td>
<td>JCoT</td>
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<tr>
<td>10.</td>
<td>Students perform with their dialogs in pairs.</td>
<td>25’</td>
<td>JCoT</td>
</tr>
<tr>
<td>11.</td>
<td>Students perform with their dialogs in pairs.</td>
<td>25’</td>
<td>JCoT</td>
</tr>
<tr>
<td>11.</td>
<td>Asks the students to do some exercises related to admitting and denying a fact and asking and giving opinions and then corrects together with the students.</td>
<td>25’</td>
<td>JCoT</td>
</tr>
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<td>12.</td>
<td>Together with the students summarize the main points of the discussion.</td>
<td>25’</td>
<td>JCoT</td>
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<td>13.</td>
<td>Give to the students Home Work related material.</td>
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B. **Learning Resources and Media of Learning**

Learning Resources:


C. Media of Learning:
1. Film
2. Power point
3. Students’ worksheet made by the teacher

D. Assessment
1. Technique: Written questions
2. Form: Written test

E. Assessment Guide:
1. Written Test
   a. For section I, each correct answer gets 2 scores
   b. For section II each correct answer get 5 scores
   c. Maximum score: \(15 \times 2 = 30\)
      Total 30
   d. Maximum grade = 100
   e. Students’ grade = \(\frac{AcquiredScore}{MaximumScore} \times 100\)
   f. Assessment Section

Written Test

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Semarang, 5th Augustus 2010

Subject teacher  
Researcher

SUBIHANDONO S. Pd  
NIP: 19580904 197903 1 012

MARGONO  
NIM: 053411284
LESSON PLAN
(Experiment Class)

**The three Meeting:**

- **School**: SMP N 18 Semarang
- **Subject**: English
- **Grade/Semester**: VIII (Eighth) / 1
- **Competence Standard**: 2. To express the meaning in the simple short transactional and interpersonal conversations to interact with surrounding environment
- **Basic Competence**: 2.1. Expressing accurately, fluently and appropriately the meanings in short transactional and interpersonal dialogs to interact in daily life contexts involving the speech acts of: asking, giving, and rejecting help, asking, giving and rejecting items, admitting and denying facts and asking and giving opinion.

**Learning aims**

At the end of learning, the students can:

1. Understand content of dialogue
2. Use some English verbs well (like; *do, think, get, take, talk, see, show, find...etc.* and model: *will, can, would, may, must ....are, is, was,...etc.*)

**Indicators**

- Students are able:
  1. Explain/tell the content dialogue
  2. Make sentences using the English verbs

**Type of Text**: Transactional / Interpersonal

**Theme**: Cartoon film

**Aspect / Skill**: Speaking

**Time Allocation**: 80 minutes

**Learning Method**: Audio Visual
A. Steps of Activities

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<td>1.</td>
<td>Teacher:</td>
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<td></td>
</tr>
<tr>
<td>2.</td>
<td>Greets the students and calls the role.</td>
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<tr>
<td>3.</td>
<td>Asks and answer about various things related to the students’ condition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Discusses with the students about English verbs are used in the dialog yesterday.</td>
<td>15’</td>
<td>BKoF</td>
</tr>
<tr>
<td>5.</td>
<td>Explains that today they will learn vocabulary especially of English verbs Tense and Modal Auxiliary Verb (Model) “can, will, would etc...”</td>
<td></td>
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<tr>
<td>6.</td>
<td>Plays a film</td>
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<td>MoT</td>
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<td>7.</td>
<td>Students hear and attention to the film</td>
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<td>8.</td>
<td>Students guess some important part of English verbs Tense and Modal Auxiliary Verb</td>
<td>25’</td>
<td>JCoT</td>
</tr>
<tr>
<td>9.</td>
<td>Students do some exercises related to the vocabulary especially of English verbs Tense and Modal Auxiliary Verb (Model) “can, will, would etc...” in movie and then corrects together with the students.</td>
<td></td>
<td></td>
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<td>10.</td>
<td>Teacher with the students summarize the main points of the discussion.</td>
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<td>ICoT</td>
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</table>

B. Learning Resources and Media of Learning

Learning Resources:

C. Media of Learning:

1. Film
2. Power point
3. Students’ worksheet made by the teacher

D. Assessment

1. Technique: Written questions
2. Form: Written test

E. Assessment Guide:

1. Written Test
   a. For section I, each correct answer gets 2 scores
   b. For section II each correct answer gets 5 scores
   c. Maximum score: \[15 \times 2 = 30\]
      Total 30
   d. Maximum grade = 100
   e. Students’ grade = \[\frac{\text{AcquiredScore}}{\text{MaximumScore}} \times 100\]
   f. Assessment Section:

   Written Test

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Semarang, 5th Augustus 2010

Subject teacher Researcher

SUBIHANDONO S. Pd MARGONO
NIP: 19580904 197903 1 012 NIM: 053411284
# LESSON PLAN

## (Control Class)

### The First Meeting

<table>
<thead>
<tr>
<th>SMP</th>
<th>SMP N 18 Semarang</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>English</td>
</tr>
<tr>
<td>Grade/Semester</td>
<td>VIII (Eighth) / 1</td>
</tr>
<tr>
<td>Competence Standard</td>
<td>2. To express the meaning in the simple short transactional and interpersonal conversations to interact with surrounding environment</td>
</tr>
<tr>
<td>Basic Competence</td>
<td>2.1 To express the meaning in short simple transactional and interpersonal conversations using spoken language accurately, fluently and acceptable to interact with surrounding environment involving the speech act of: asking, giving, refusing services, asking, giving, refusing things, admitting, and denying a fact.</td>
</tr>
<tr>
<td>Learning aims</td>
<td>At the end of learning, the students can:</td>
</tr>
<tr>
<td></td>
<td>1. Understand content of dialogue</td>
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<td>2. Use some English verbs well (like; do, think, get, take, talk, see, show, find...etc. and model: will, can, would, may, must ....are, is, was,...etc.)</td>
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<td>Indicators</td>
<td>Students are able:</td>
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<td>1. Explain/tell the content dialogue</td>
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<td>2. Make sentences using the English verbs</td>
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<td>Type of Text</td>
<td>Transactional / Interpersonal</td>
</tr>
<tr>
<td>Theme</td>
<td>Teenage Life</td>
</tr>
<tr>
<td>Aspect / Skill</td>
<td>Speaking</td>
</tr>
<tr>
<td>Time Allocation</td>
<td>80 minutes</td>
</tr>
<tr>
<td>Learning Method</td>
<td>Conventional</td>
</tr>
</tbody>
</table>
A. Steps of Activities

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<td>2.</td>
<td>Ask and answer about various things related to the students’ condition</td>
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<td>3.</td>
<td>Introduces herself and wait for their response</td>
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<td>4.</td>
<td>Explains that today they will learn vocabulary especially of English verbs.</td>
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<td>5.</td>
<td>Teacher explain the dialogue texts and English verbs that there on the dialogue text</td>
<td>30’</td>
<td>MoT</td>
</tr>
<tr>
<td>6.</td>
<td>Students hear and attention to the teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Students read the dialogue text one by one and choose where were that among English verbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Teacher divides to the students in two groups</td>
<td></td>
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<td>9.</td>
<td>Each group identify the sentence or word especially English verbs and give meaning that on the dialogue text.</td>
<td>30’</td>
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<td>10.</td>
<td>Together with the students summarize the main points of the discussion.</td>
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B. Learning Resources and Media of Learning

Learning Resources:

C. Media of Learning:
   1. Power point
   2. Students’ worksheet made by the teacher

D. Assessment
   1. Technique: Written questions
   2. Form: Written test

E. Assessment Guide:
   1. Written Test
      a. For section I, each correct answer gets 2 scores
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Semarang, 5th Augustus 2010

Subject teacher

Researcher

SUBIHANDONO S. Pd
NIP: 19580904 197903 1 012

MARGONO
NIM: 053411284
LESSON PLAN
(Control Class)

The Second Meeting
SMP : SMP N 18 Semarang
Subject : English
Grade/Semester : VIII (Eighth) / 1

Competence Standard : 2. To express the meaning in the simple short transactional and interpersonal conversations to interact with surrounding environment

Basic Competence : 2.1 To express the meaning in short simple transactional and interpersonal conversations using spoken language accurately, fluently and acceptable to interact with surrounding environment involving the speech act of: asking, giving, refusing services, asking, giving, refusing things, admitting, and denying a fact.

Learning aims : At the end of learning, the students can:
1. Understand content of dialogue
2. Use some English verbs well (like; do, think, get, take, talk, see, show, find...etc. and model: will, can, would, may, must ....are, is, was,...etc.)

Indicators : Students are able:
1. Explain/tell the content dialogue
2. Make sentences using the English verbs

Type of Text : Transactional / Interpersonal

Theme : Teenage Life
Aspect / Skill : Speaking
Time Allocation : 80 minutes
Learning Method : Conventional
A. Steps of Activities

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<td>Teacher: Greets the students and calls the role.</td>
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<td>2.</td>
<td>Asks and answer about various things related to the students’ condition.</td>
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</tr>
<tr>
<td>3.</td>
<td>Ask to the students about material yesterday</td>
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<tr>
<td>4.</td>
<td>Teacher read an example of dialogue about asking, giving and refusing services and about asking, giving, and refusing things.</td>
<td>30’</td>
<td>MoT</td>
</tr>
<tr>
<td>5.</td>
<td>Students hear and repeat after him and choose to the sentence were that among English verbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Teacher asks to the students to create a dialog using the expressions of admitting and denying a fact.</td>
<td>25’</td>
<td>JCoT</td>
</tr>
<tr>
<td>7.</td>
<td>Students practice in front of class in pairs.</td>
<td></td>
<td></td>
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<tr>
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<td>Students do some exercises and then corrects together with a teacher.</td>
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<td>Give to the students Home Work related material.</td>
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B. Learning Resources and Media of Learning

Learning Resources:

2. English in focus 2: for grade VIII junior High scool (SMP/MTs) by Artono Wadiman, Masdki B. Jahur, and M. Sukirman Djusma;- Ed I.

C. Media of Learning:

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2. Students’ worksheet made by the teacher
D. Assessment
1. Technique : Written questions
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E. Assessment Guide:
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Semarang, 5th Augustus 2010

Subject teacher  
Researcher

SUBIHANDONO S. Pd  
MARGONO

NIP: 19580904 197903 1 012  
NIM: 053411284
The Three Meeting

SMP : SMP N 18 Semarang
Subject : English
Grade/Semester : VIII (Eighth) / 1
Competence Standard : 2. To express the meaning in the simple short transactional and interpersonal conversations to interact with surrounding environment

Basic Competence : 2.1 To express the meaning in short simple transactional and interpersonal conversations using spoken language accurately, fluently and acceptable to interact with surrounding environment involving the speech act of: asking, giving, refusing services, asking, giving, refusing things, admitting, and denying a fact.

Learning aims : At the end of learning, the students can:
1. Understand content of dialogue
2. Use some English verbs well (like; do, think, get, take, talk, see, show, , find…etc. and model: will, can, would, may, must ....are, is, was,...etc.)

Indicators : Students are able:
1. Explain/tell the content dialogue
2. Make sentences using the English verbs

Type of Text : Transactional / Interpersonal
Theme : Teenage Life
Aspect / Skill : Speaking
Time Allocation : 80 minutes
Learning Method : Conventional
### A. Steps of Activities

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<td>1.</td>
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<td>2.</td>
<td>Greets the students and calls the role.</td>
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<td>3.</td>
<td>Discusses with the students about English verbs are used in the dialog yesterday.</td>
<td>15’</td>
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<td>4.</td>
<td>Explains that today they will learn vocabulary especially of <em>English verbs Tense</em> and <em>Modal Auxiliary Verb</em> (Model) “can, will, would etc...”</td>
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<td></td>
<td>Students hear and attention to the teacher</td>
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<td></td>
<td>Students read the dialogue text one by one and check where those among English verbs were tense and modal auxiliary Verbs.</td>
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<td>5.</td>
<td>Students do some exercises related to vocabulary especially of <em>English verbs Tense</em> and <em>Modal Auxiliary Verb</em> (Model) “can, will, would etc...” and then corrects together with the students.</td>
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<td>6.</td>
<td>Together with the students summarize the main points of the discussion.</td>
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### B. Learning Resources and Media of Learning

Learning Resources:

3. *Complete English Grammar and the exercises part I and II,* by Grace Widjaja; Ed II.
C. Media of Learning:
   1. Power point
   2. Students’ worksheet made by the teacher

D. Assessment
   1. Technique : Written questions
   2. Form : Written test

E. Assessment Guide:
   1. Written Test
      a. For section I, each correct answer gets 2 scores
      b. For section II each correct answer get 5 scores
      c. Maximum score: \(15 \times 2 = 30\)
         Total \(= 30\)
      d. Maximum grade = 100
      e. Students’ grade = \(\frac{AcquiredScore}{MaximumScore} \times 100\)
      f. Assessment Section:
         Written Test

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Semarang, 5th Augustus 2010

Subject teacher Researcher

SUBIHANDONO S. Pd MARGONO
NIP: 19580904 197903 1 012 NIM: 053411284
STUDENT'S WORKSHEET
(Experimental Class)

I. Base on the film you have watched, answer the following questions with your partner!

1. What is the title of the film?
2. What is the film about?
3. Who are the film actors? Mention!
4. Who came to help Mr. Fredichson?
5. When and where did the story happen?

II. Choose the correct answer, a, b, c or d.

1. Oh dear! I forget to bring my dictionary, that’s all right. I … you mine
   a. am lending c. lend
   b. will lend d. am going to lend
2. Budi : An, where is your mother?
   Ani : She … TV with father in the living room.
   a. watches c. is watching
   b. watched d. was watching
3. What the position Russel done?
   a. stand up c. sit down
   b. sleep d. jump
4. Russell is … the story book seriously.
   a. talking c. borrow
   b. write d. reading
5. 
Fredickson …with Elli two days ago
a. married  c. cooks
b. dace d. eats

6. Russell … a children
a. were c. was
b. have d. is

7. What happen on the Fredickson’s house last week?
  a. flayed c. run
  b. fall down d. broken

8. Russell …a chocolate just now
  a. drink c. bring
  b. ate d. put

9. A: What were Russell and snipe done?
  B: They were….just now
  a. playing c. boxing
  b. running d. walking

10. Mr. Fredickson used cloth to…. The window
    a. clean c. wash
    b. hit d. close
### III. Change the words bellow to be V1, V2 and V3!

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<td>feel</td>
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<td>.....</td>
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<td>think</td>
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<td>red</td>
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<td>.....</td>
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<td>drunk</td>
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<td>.....</td>
<td>stayed</td>
<td>.....</td>
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</table>
I. Base on the dialogue above, answer the following questions with you partner!

Questions 1 to 5
1. Who are involved in the dialogue above?.................................
2. When does the dialogue happen?........................................
3. What does Mr. Tora want?...............................................
4. Does he need two single rooms?........................................
5. What kind of room does he need?......................................

II. Choose the correct answer, a, b, c or d!

1. Budi : An, where is your mother?
   Ani  : She…TV with father in the living room.
   a. watches c. is watching
   b. watched d. was watching
2. Oh dear! I forget to bring my dictionary, that’s all right. I …..you mine
   a. am lending c. lend
   b. will lend d. am going to lend
3. Sinta and I will wait at the corner until you…with the car
   a. are come c. came
   b. come d. will come
4. At this morning she…her dress
   a. will sew c. sews
   b. Is sewing d. sewed
5. She need a pen to…a letter.
   a. write c. draw
   b. read d. cut
6. Our school lesson ……..at 7 o’clock in the morning.
   a. begin c. is begin
   b. begins d. will begin
7. …..I borrow your book?
   a. must c. might
   b. may d. can
8. He …speak English fluently.
   a. can       c. could
   b. may              d. shall
9. A : is john able to swim very well?
   B : yes, he is.
   He… swim very well.
   a. should       c. will
   b. must              d. might
10. Please don’t make so much noise.
    The baby……
    a. sleeps       c. will sleep
    b. was sleeping      d. has slept

II. Change the words bellow to be V1, V2 and V3!

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<tr>
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<th>V1</th>
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<tr>
<td>2</td>
<td>......</td>
<td>Taught</td>
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<td>3</td>
<td>Walk</td>
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<td>4</td>
<td>......</td>
<td>.......</td>
<td>Prayed</td>
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<tr>
<td>5</td>
<td>......</td>
<td>stopped</td>
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</table>
A. Choose either a, b, c, or d, give a cross (X) for the correct answers below!

It is about Verb Tense.

**Question 1 to 24**

1. Mr. John and his friend … For the company.
   a. worked   c. work
   b. works    d. working

2. Charles: Emily, where is your Mother?
   Emily: She … TV with father in the living room.
   a. watched   c. is watching
   b. watches   d. was watching

3. I … . a mango three in my yard.
   a. has       c. are having
   b. have      d. is having

   a. read      c. is read
   b. reads     d. will read

5. Charly and I will wait at the corner until you … with the car.
   a. are coming
   b. come
   c. came
   d. will come

6. Jack does not … to sing.
   a. like      c. to like
   b. likes     d. is like

7. Please don't make so much noise. The panda and Ogay …
   a. are sleeping
   b. sleeps
   c. is sleeping
   d. was sleeping

8. The Sun … in the east.
   a. is rising
   b. rose
   c. rises
   d. rises

9. Raflesia flower … not smell good
   a. do
   b. does
   c. is
   d. are

10. At this morning she… the floor.
    a. will clean
    b. is cleaning
    c. cleans
    d. cleaned

11. Ellie … on the box with the brush
    a. cleaning
    b. reading
    c. reads
    d. sing

12. Mr. Fredhickson and his wife were gone to the market yesterday.
    a. cleaning
    b. reads
    c. are having
    d. are
He was …..a car quickly.

a. driving  c. running
b. repairing  d. cleaning

13. morning.

a. drinking  c. take a bath
b. eating  d. sleeping

14. seriously.

a. talking  c. borrow
b. write  d. reading

15. Jimmy is blue color. He was ….. to the house.

a. running  c. run
b. walked  d. jump

16. good picture.

a. write  c. paint
b. drawing  d. eraser

17. “He sit down on the chair” The word that suitable with sentence above is…..

a. had  c. shall
b. have  d. will
What the tiger feel?
- tiger look happy
- tiger feel ill
- tiger look angry
- tiger look well

21. What are they doing?
- they read a book
- they sleepy
- they write
- they eat

22. The English teacher ….sick today.
- are c. was
- is d. were

23. She ….absent yesterday.
- is c. was
- are d. were

24. My mother is …. a letter this moment.
- write c. writing
- wrote d. written

It is about Auxiliary Verbs (Modal auxiliary verbs). Question 25 to 30.

- must c. would
- should d. can

26. X : Is John able to swim very well?
   Y : yes, he is.
   He …. swim very well
- must c. may
- should d. will

27. Why don’t you go home?
- You look so pale and tired.
- You…. take a rest and sleep.
- a. shall c. will
- b. should d. might

28. We …. stop when the traffic-light shown red.
- can c. would
- might d. will

29. …. I borrow your book?
- may c. must
- can d. might

30. He …. speak English fluently.
- have to c. can
- d. may

PRE TEST

A. Choose either a, b, c, or d, give a cross (X) for the correct answers bellow!

It is about Verb Tense. Question 1 to 24

1. Mr. John and his friend … For the company.
- worked c. work
- works d. working

2. Charles : Emily, where is your Mother?
   Emily : She ….TV with father in the living room.
- watched c. is watching
- watches d. was watching
3. I …. a mango three in my yard.
   a. has  c. are having
   b. have d. is having
   a. read c. is read
   b. reads d. will read
5. Charly and I will wait at the corner until you ….with the car.
   a. are coming
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   c. came
   d. will come
6. Jack does not ….to sing.
   a. like  c. to like
   b. likes d. is like
7. Please don’t make so much noise. The panda and Ogay …. 
   a. are sleeping
   b. sleeps
   c. is sleeping
   d. was sleeping
8. The Sun …. in the east.
   a. is rising  c. rise
   b. rose  d. rises
9. Raflesia flower …. not smell good
   a. do  c. is
   b. does d. are
10. At this morning she… the floor.
    a. will clean  c. cleans
    b. is cleaning  d. cleaned
11. brush
    a. cleaning  c. reading
    b. writes  d. sing
12. were gone to the market yesterday.
    He was ….a car quickly.
    a. driving  c. running
    b. repairing  d. cleaning
13. morning.
    a. drinking  c. take a bath
    b. eating  d. sleeping
    a. talking  c. borrow
    b. write  d. reading
15. 
A balloon was brought to the house.

Jimmy is blue color. He was … to the house.

16. a. running  c. run  
b. walked  d. jump

17. “He sit down on the chair” The word that suitable with sentence above is….  
a. write  c. paint  
b. drawing  d. eraser

18. See and describe the picture bellow!

What the sentence where suitable with picture above?  
a. panda was brought six noodles of plate  
b. panda was ate six noodles of plate  
c. panda is putting six noodles of plate  
d. panda has cooked six noodles of plate

19. They …no money last week. 
a. had  c. shall  
b. have  d. will

20. What the tiger feel? 
a. tiger look happy  
b. tiger feel ill  
c. tiger look angry  
d. tiger look well

21. What are they doing?  
a. they read a book  
b. they sleepy  
c. they write  
d. they eat

22. The English teacher ….sick today.  
a. are  c. was  
b. is  d. were

23. She ….absent yesterday.  
a. is  c. was  
b. are  d. were
24. My mother is …. a letter this moment.
   a. write c. writing
   b. wrote d. written

It is about Auxiliary Verbs (Modal auxiliary verbs).

Question 25 to 30.

   a. must c. would
   b. should d. can

26. X : Is John able to swim very well?
    Y : yes, he is.
    He …. swim very well
   a. must c. may
   b. should d. will

27. Why don’t you go home?
    You look so pale and tired.
    You…. take a rest and sleep.
   a. shall c. will
   b. should d. might

28. We …. stop when the traffic-light shown red.
   a. can c. would
   b. might d. will

29. …. I borrow your book?
   a. may c. must
   b. can d. might

30. He …. speak English fluently.
   a. have to c. can
   b. might d. may

It is about Present Tense. Use the correct form of verb or to be Question 1 to 10.

1. My father…a cup of coffee every morning.
   a. drink c. eats
   b. drinks d. drunk

2. Every Saturday she…to the hospital.
   a. gone c. go
   b. goes d. went

3. Jim and Susan….English well.
   a. speak c. speaks
   b. spoken d. spoke

4. He…with his friend every morning.
   a. work c. walked
   b. works d. run

5. My brother….rice for lunch
   a. eat c. ate
   b. eats d. eaten

A. Choose either a, b, c, or d, give a cross (X) for the correct answers bellow!

6. Riyan: Adam, who is the boy playing badminton over there?
Adam: He …my father.
   a. is       c. were
   b. are      d. am

7. They …on the car
   a. are       c. am
   b. is        d. was

8. I … a smart student
   a. is       c. am
   b. are      d. was

9. Mr. Fredickson used cloth to…. The window
   a. clean   c. wash
   b. hit      d. close

    a. bring   c. write
    b. read    d. borrow

It is about Past tense. Use the correct form of verb or to be Question 1 to 10.

11. Ellie and Fredickson …..in the house
    a. meet     c. studied
    b. walk     d. sing

12. Fredrickson…. a good adventurer
    a. were     c. is
    b. was      d. are

13. What the position Russel done?
    a. stand up   c. sit down
    b. sleep      d. jump

    a. talking    c. borrow
    b. write      d. reading

15. Fredickson ….with Elli two days ago
    a. married    c. cooks
    b. dace       d. eats

16. Russell … a children
    a. were     c. was
    b. have      d. is

17.
What happen on the Fredickson’s house last week?

18. a. flayed  
   b. fall down  
   c. run  
   d. broken

Russell …a chocolate just now

19. a. drink  
   b. ate  
   c. bring  
   d. put

A: What were Russell and snipe done?
B: They were….just now

20. The English teacher ….sick last night.
   a. were  
   b. was  
   c. is  
   d. are

21. A : ……………
   B : I need two enter ticket, please
   A: Sure. here you are.
   The correct expressing to complete the dialogue is……
   a. may I help you?
   b. they sleepy ?
   c. yes, it is true
   d. no, thanks

22. A: Can I help you?
B: ……………
   The correct express refuse help is…..
   a. yes, I admit it
   b. yes, thanks
   c. no, thanks
   d. yes, OK.

It is about expressing inviting, receiving and refusing invitation. Question 23-24.

23. 1. Can you come to invite my party?
   2. I’m very sorry, I can’t
   3. Yes certainly.
   4. May I help you?
   What the sentences that among expressing inviting?
   a. 2  
   b. 1  
   c. 4  
   d. 3

24. What the sentence above that show refusing invitation is…..?
   a. 4  
   b. 1  
   c. 3  
   d. 2
It is about Auxiliary Verbs
(Modal auxiliary verbs).

Question 25 to 30.

   a. might  c. would
   b. should  d. can

26. X : Is John able to swim very well?
    Y : yes, he is.
    He .... swim very well
   a. must  c. may
   b. should  d. will

27. .....help me please!.
   a. could  c. will
   b. should  d. might

28. ......I help you?
   a. can  c. would
   b. might  d. will

29. .... I borrow your book?
   a. May  c. Must
   b. Can  d. Might

30. He .... speaks English fluently.
    a. have to  c. can
    b. Could  d. May
## Value of Pre-Test of Control and Experimental Classes

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<td>EC-32</td>
<td>SANTI LESTARI</td>
</tr>
<tr>
<td>33.</td>
<td>EC-33</td>
<td>SEPTA RUBIYANTO</td>
</tr>
<tr>
<td>34.</td>
<td>EC-34</td>
<td>TOHAR KHOIRUN NISA’</td>
</tr>
<tr>
<td>35.</td>
<td>EC-35</td>
<td>TRI ROHMAWATI</td>
</tr>
</tbody>
</table>
Hypothesis:
Ho : the data is on the normal distribution
Ha : the data is not on the normal distribution

Hypothetical Test:
The formula:
\[ \chi^2 = \sum \frac{(O_i - E_i)^2}{E_i} \]

Criterion:
Ho is accepted if \( \chi^2_{count} < \chi^2_{table} \)

Hypothetical Test:
Total student (n) = 35
Highest score = 80
Lowest score = 46
Range (R) = 80 – 46 = 34
Class interval (K) = 1 + 3, 3 log 35 = 6,095 ~ 6 class
Length of class (p) = R/K = 34/6 = 5,666 ~ 6

The table of distribution of frequency:

<table>
<thead>
<tr>
<th>Class interval</th>
<th>f_1</th>
<th>x_i</th>
<th>x_i^2</th>
<th>f_1 x_i</th>
<th>f_1 x_i^2</th>
<th>(f_1 x_i)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>46-51</td>
<td>2</td>
<td>48,5</td>
<td>2352,25</td>
<td>97</td>
<td>4704,5</td>
<td>9409</td>
</tr>
<tr>
<td>52-57</td>
<td>3</td>
<td>54,5</td>
<td>2970,25</td>
<td>163,5</td>
<td>8910,75</td>
<td>26732,25</td>
</tr>
<tr>
<td>58-63</td>
<td>11</td>
<td>60,5</td>
<td>3660,25</td>
<td>665,5</td>
<td>40262,75</td>
<td>442890,25</td>
</tr>
<tr>
<td>64-69</td>
<td>11</td>
<td>66,5</td>
<td>4422,25</td>
<td>731,5</td>
<td>48644,75</td>
<td>535092,25</td>
</tr>
<tr>
<td>70-75</td>
<td>6</td>
<td>72,5</td>
<td>5256,25</td>
<td>435</td>
<td>31537,5</td>
<td>189225</td>
</tr>
<tr>
<td>76-81</td>
<td>2</td>
<td>78,5</td>
<td>6162,25</td>
<td>157</td>
<td>12324,5</td>
<td>24649</td>
</tr>
<tr>
<td>( \sum )</td>
<td>35</td>
<td></td>
<td>381</td>
<td>2249,5</td>
<td>146384,75</td>
<td>5214017,75</td>
</tr>
</tbody>
</table>

\[ \bar{X} = \frac{2249,5}{35} = 64,271 \]
\[ S^2 = \frac{35 \times 146384,75 - (2249,5)^2}{35(35-1)} \]

\[ S^2 = \frac{5123466,25 - 5060250,25}{1190} \]

\[ S^2 = \frac{63216}{1190} = 53,122 \]

\[ S = 7,288 \]

The Table of Normality Test:

<table>
<thead>
<tr>
<th>Class Interval Limit Class</th>
<th>For The Limit Class (Z)</th>
<th>Opportunities for Z</th>
<th>Size Classes for Z (L)</th>
<th>E</th>
<th>O</th>
<th>( \frac{(O_i - E_i)^2}{E_i} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>46-51</td>
<td>45,5</td>
<td>-2,58</td>
<td>0,4951</td>
<td>0,0352</td>
<td>1,232</td>
<td>2</td>
</tr>
<tr>
<td>52-57</td>
<td>51,5</td>
<td>-1,75</td>
<td>0,4599</td>
<td>0,1361</td>
<td>4,7635</td>
<td>3</td>
</tr>
<tr>
<td>58-63</td>
<td>57,5</td>
<td>-0,93</td>
<td>0,3238</td>
<td>0,28</td>
<td>9,8</td>
<td>11</td>
</tr>
<tr>
<td>64-69</td>
<td>63,5</td>
<td>-0,11</td>
<td>0,0438</td>
<td>-0,2204</td>
<td>7,714</td>
<td>11</td>
</tr>
<tr>
<td>70-75</td>
<td>69,5</td>
<td>0,72</td>
<td>0,2642</td>
<td>-0,174</td>
<td>6,09</td>
<td>6</td>
</tr>
<tr>
<td>76-81</td>
<td>75,5</td>
<td>1,54</td>
<td>0,4382</td>
<td>-0,0489</td>
<td>1,7115</td>
<td>2</td>
</tr>
<tr>
<td>80,5</td>
<td>2,23</td>
<td>0,4871</td>
<td>[ \sum ] 4,06</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ \chi^2_{count} = 4,06 \]

With \( \alpha = 5\% \) and \( dk = 6-3 = 3 \) from the chi-square distribution table, obtained \( \chi^2_{table} = 7, 81 \)

Because \( \chi^2_{count} \) is lower than \( \chi^2_{table} \) (4, 06 < 7, 81). So, the distribution list is normal.
Hypothesis:
Ho : the data is on the normal distribution
Ha : the data is not on the normal distribution

Hypothetical Test:
Total student (n) = 35
Highest score = 76
Lowest score = 43
Range (R) = 76 – 43 = 37
Class interval (K) = 1 + 3,3 log 35 = 6,095 ~ 6 class
Length of class (p) = R/K = 37/6 = 6.17 ~ 6

The table of distribution of frequency:

<table>
<thead>
<tr>
<th>Class interval</th>
<th>f</th>
<th>x_i</th>
<th>x_i^2</th>
<th>f_i x_i</th>
<th>f_i x_i^2</th>
<th>(f_i x_i)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>43-48</td>
<td>1</td>
<td>45,5</td>
<td>2070,25</td>
<td>45,5</td>
<td>2070,25</td>
<td>2070,25</td>
</tr>
<tr>
<td>49-54</td>
<td>6</td>
<td>51,5</td>
<td>2652,25</td>
<td>309</td>
<td>15913,5</td>
<td>95481</td>
</tr>
<tr>
<td>55-60</td>
<td>11</td>
<td>57,5</td>
<td>3306,25</td>
<td>632,5</td>
<td>36368,75</td>
<td>400056,25</td>
</tr>
<tr>
<td>61-66</td>
<td>10</td>
<td>63,5</td>
<td>4032,25</td>
<td>635</td>
<td>40322,5</td>
<td>403225</td>
</tr>
<tr>
<td>67-72</td>
<td>5</td>
<td>69,5</td>
<td>4830,25</td>
<td>347,5</td>
<td>24151,25</td>
<td>120756,25</td>
</tr>
<tr>
<td>73-78</td>
<td>2</td>
<td>75,5</td>
<td>5700,25</td>
<td>151</td>
<td>11400,5</td>
<td>22801</td>
</tr>
<tr>
<td>Σ</td>
<td>35</td>
<td>363</td>
<td>22591,5</td>
<td>2120,5</td>
<td>130226,75</td>
<td>1044389,75</td>
</tr>
</tbody>
</table>

\[
\bar{X} = \frac{2126,5}{35} = 60,757
\]

\[
S^2 = \frac{35 \times 130226,75 - (2120,5)^2}{35(35-1)}
\]

\[
S^2 = \frac{4557936,25 - 4496520,25}{1190}
\]

\[
S^2 = \frac{61416}{1190} = 51,610
\]

\[
S = 7,184
\]
The Table of Normality Test:

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Limit Class</th>
<th>For The Limit Class (Z)</th>
<th>Opportunities for Z</th>
<th>Size Classes for Z (L)</th>
<th>E_i</th>
<th>O_i</th>
<th>(O_i - E_i)^2 / E_i</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.5</td>
<td>-2.54</td>
<td>0.4945</td>
<td></td>
<td></td>
<td>0.0381</td>
<td>13.335</td>
<td>1</td>
</tr>
<tr>
<td>48.5</td>
<td>-1.71</td>
<td>0.4565</td>
<td></td>
<td></td>
<td>0.1486</td>
<td>5.201</td>
<td>6</td>
</tr>
<tr>
<td>54.5</td>
<td>-0.87</td>
<td>0.3078</td>
<td></td>
<td></td>
<td>0.2918</td>
<td>10.213</td>
<td>11</td>
</tr>
<tr>
<td>55.0</td>
<td>-0.04</td>
<td>0.0160</td>
<td></td>
<td></td>
<td>-0.2721</td>
<td>-95.235</td>
<td>10</td>
</tr>
<tr>
<td>60.5</td>
<td>0.80</td>
<td>0.2881</td>
<td></td>
<td></td>
<td>-0.1603</td>
<td>-56.105</td>
<td>5</td>
</tr>
<tr>
<td>61.0</td>
<td>1.63</td>
<td>0.4484</td>
<td></td>
<td></td>
<td>-0.0417</td>
<td>-14.595</td>
<td>2</td>
</tr>
<tr>
<td>66.5</td>
<td>2.33</td>
<td>0.4901</td>
<td></td>
<td></td>
<td>∑</td>
<td>0.55</td>
<td></td>
</tr>
</tbody>
</table>

$\chi^2_{count} = 0.55$

With $\alpha = 5\%$ and dk = 6-3 = 3 from the chi-square distribution table, obtained $\chi^2_{table} = 7.81$

Because $\chi^2_{count}$ is lower than $\chi^2_{table}$ (0, 55 < 7.81). So, the distribution list is normal.
HOMOGENEITY OF PRE-TEST OF CONTROL AND EXPERIMENTAL CLASSES

Hypothesis:

\( H_0 : \sigma_1^2 = \sigma_2^2 \)

\( H_a : \sigma_1^2 \neq \sigma_2^2 \)

Criterion:

\( F = \frac{\text{varian terbesar}}{\text{varian terkecil}} \)

\( H_0 \) is accepted if \( F \leq F_{1/2} \) a \((nb-1)(nk-1)\)

The table variance of distribution of frequency control class:

<table>
<thead>
<tr>
<th>No</th>
<th>( x_i )</th>
<th>( f_i )</th>
<th>( x_i^2 )</th>
<th>( f_i x_i )</th>
<th>( f_i x_i^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>46</td>
<td>2</td>
<td>2116</td>
<td>92</td>
<td>4232</td>
</tr>
<tr>
<td>2</td>
<td>53</td>
<td>1</td>
<td>2809</td>
<td>53</td>
<td>2809</td>
</tr>
<tr>
<td>3</td>
<td>56</td>
<td>2</td>
<td>3136</td>
<td>112</td>
<td>6272</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
<td>5</td>
<td>3600</td>
<td>300</td>
<td>18000</td>
</tr>
<tr>
<td>5</td>
<td>63</td>
<td>6</td>
<td>3969</td>
<td>378</td>
<td>23814</td>
</tr>
<tr>
<td>6</td>
<td>66</td>
<td>11</td>
<td>4356</td>
<td>726</td>
<td>47916</td>
</tr>
<tr>
<td>7</td>
<td>70</td>
<td>4</td>
<td>4900</td>
<td>280</td>
<td>19600</td>
</tr>
<tr>
<td>8</td>
<td>73</td>
<td>2</td>
<td>5329</td>
<td>146</td>
<td>10658</td>
</tr>
<tr>
<td>9</td>
<td>80</td>
<td>2</td>
<td>6400</td>
<td>160</td>
<td>12800</td>
</tr>
<tr>
<td></td>
<td>35</td>
<td></td>
<td>36615</td>
<td>2247</td>
<td>146101</td>
</tr>
</tbody>
</table>

\( \overline{X} = \frac{2247}{35} = 64.2 \)

\( S^2 = \frac{35 \times 146101 - (2247)^2}{35(35-1)} \)

\( S^2 = \frac{5113535 - 5049009}{1190} \)

\( S^2 = \frac{64526}{1190} = 54,22352941 \)

\( S = \sqrt{54,22352941} = 7,363662771 \)
The table variance of distribution of frequency experimental class:

<table>
<thead>
<tr>
<th>No</th>
<th>x_i</th>
<th>f_i</th>
<th>x_i^2</th>
<th>f_i * x_i</th>
<th>f_i * x_i^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>43</td>
<td>1</td>
<td>1849</td>
<td>43</td>
<td>1849</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
<td>2</td>
<td>2500</td>
<td>100</td>
<td>5000</td>
</tr>
<tr>
<td>3</td>
<td>53</td>
<td>3</td>
<td>2809</td>
<td>159</td>
<td>8427</td>
</tr>
<tr>
<td>4</td>
<td>56</td>
<td>5</td>
<td>3136</td>
<td>280</td>
<td>15680</td>
</tr>
<tr>
<td>5</td>
<td>60</td>
<td>7</td>
<td>3600</td>
<td>420</td>
<td>25200</td>
</tr>
<tr>
<td>6</td>
<td>63</td>
<td>6</td>
<td>3969</td>
<td>378</td>
<td>23814</td>
</tr>
<tr>
<td>7</td>
<td>66</td>
<td>4</td>
<td>4356</td>
<td>264</td>
<td>17424</td>
</tr>
<tr>
<td>8</td>
<td>70</td>
<td>5</td>
<td>4900</td>
<td>350</td>
<td>24500</td>
</tr>
<tr>
<td>9</td>
<td>76</td>
<td>2</td>
<td>5776</td>
<td>152</td>
<td>11552</td>
</tr>
</tbody>
</table>

\[ \bar{X} = \frac{2146}{35} = 61.314 \]

\[ S^2 = \frac{35 \times 133446 - (2146)^2}{35(35-1)} \]

\[ S^2 = \frac{4670610 - 4605316}{1190} \]

\[ S^2 = \frac{65294}{1190} = 54,86890756 \]

\[ S = \sqrt{54,86890756} = 7,407354964 \]

Based on data collected:

\[ F = \frac{54,86890756}{54,22352941} = 1.011902178 = 1.011 \]

On \( \alpha = 5\% \) with:

\[ dk \text{ numerator} = nb - 1 = 35 - 1 = 34 \]

\[ dk \text{ denominator} = nk - 1 = 35 - 1 = 34 \]

So, \( F_{\text{table}} = 1.47 \)

Because \( F_{\text{count}} \) is lower than \( F_{\text{table}} \) (1.011 < 1.47). So, it can conclude that both of groups have same variance.
THE AVERAGE SIMILARITY TEST OF PRE TEST
OF THE EXPERIMENTAL CLASS AND CONTROL CLASS

The table of average similarity test of pre test
of the experimental class and control class

<table>
<thead>
<tr>
<th>Source of Data</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2146</td>
<td>2247</td>
</tr>
<tr>
<td>n</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>$\bar{X}$</td>
<td>61,314</td>
<td>64,2</td>
</tr>
<tr>
<td>Variance ($S^2$)</td>
<td>54,86890756</td>
<td>54,22352941</td>
</tr>
<tr>
<td>Standard Deviation (s)</td>
<td>7,407354964</td>
<td>7,363662771</td>
</tr>
</tbody>
</table>

Computation:
1. **Experimental Class**
   - $n_1 = 35$
   - $\bar{X}_1 = 61,314$
   - $S_1^2 = \frac{35 \times 133446 - (2146)^2}{35(35 - 1)} = \frac{4670606 - 4605316}{1190} = \frac{65294}{1190} = 54,86890756$
   - $S_1 = \sqrt{54,86890756} = 7,407354964$

2. **Control Class**
   - $n_2 = 35$
   - $\bar{X}_2 = 64,2$
   - $S_2^2 = \frac{35 \times 146101 - (2247)^2}{35(35 - 1)} = \frac{5113535 - 5049009}{1190} = \frac{64526}{1190} = 54,22352941$
   - $S_2 = \sqrt{54,22352941} = 7,363662771$
So,
\[ S^2 = \frac{(35-1)54,868\pm 0.756 + (35-1)54,223,52941}{35+35-2} \]
\[ S = \frac{1865,542,857 + 1843.6}{68} = \frac{3709,142,857}{68} = 54,546,218,49 \]
\[ S = \sqrt{54,546,218,49} = 7,385,541,178 \]
\[ t = \frac{X_1 - X_2}{S_1 \sqrt{\frac{1}{n_1} + \frac{1}{n_2}} = \frac{61,314 - 64.2}{7,39 \sqrt{\frac{1}{35} + \frac{1}{35}} = -2,886}{1.767} = -1,633 \]

Obtained \( t_{\text{count}} = -1,633 \) with standard significant \( \alpha = 5\% \), \( dk = n_1+n_2-2 = 68 \)

Opportunity = 1 - \( \alpha = 1 - 0.05 = 0.95 \) from the distribution of data \( t \) obtained
\( t_{\text{table}} = 1.990 \)

From a count obtained \( t_{\text{count}} = -1,633 \) and \( t_{\text{table}} = 1.990 \)

Because \( t_{\text{count}} < t_{\text{table}} \) so, \( H_0 \) is accepted and there is no difference of the pre test average value from both group. It means, experimental and control classes have same condition.
NORMALITY OF POST-TEST OF CONTROL CLASS

Hypothesis:

H<sub>0</sub> : the data is on the normal distribution
H<sub>a</sub> : the data is not on the normal distribution

Hypothetical Test:

The formula:

\[ \chi^2 = \sum \frac{(O_i - E_i)^2}{E_i} \]

Criterion:

Ho is accepted if \( \chi^2_{\text{count}} < \chi^2_{\text{table}} \)

Hypothetical Test:

Total student (n) = 35
Highest score = 86
Lowest score = 53
Range (R) = 86 – 53 = 33
Class interval (K) = 1 + 3,3 log 35 = 6,095 ~ 6 class
Length of class (p) = R/K = 33/6 = 5,5 ~ 6

The table of distribution of frequency:

<table>
<thead>
<tr>
<th>Class interval</th>
<th>f&lt;sub&gt;i&lt;/sub&gt;</th>
<th>x&lt;sub&gt;i&lt;/sub&gt;</th>
<th>x&lt;sub&gt;i&lt;/sub&gt;&lt;sup&gt;2&lt;/sup&gt;</th>
<th>f&lt;sub&gt;i&lt;/sub&gt;x&lt;sub&gt;i&lt;/sub&gt;</th>
<th>f&lt;sub&gt;i&lt;/sub&gt;x&lt;sub&gt;i&lt;/sub&gt;&lt;sup&gt;2&lt;/sup&gt;</th>
<th>(f&lt;sub&gt;i&lt;/sub&gt;x&lt;sub&gt;i&lt;/sub&gt;)&lt;sup&gt;2&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>53-58</td>
<td>2</td>
<td>55,5</td>
<td>3080,25</td>
<td>111</td>
<td>6160,25</td>
<td>12321</td>
</tr>
<tr>
<td>59-64</td>
<td>4</td>
<td>61,5</td>
<td>3782,25</td>
<td>246</td>
<td>15129</td>
<td>60516</td>
</tr>
<tr>
<td>65-70</td>
<td>10</td>
<td>67,5</td>
<td>4556,25</td>
<td>675</td>
<td>45562,5</td>
<td>455625</td>
</tr>
<tr>
<td>71-76</td>
<td>12</td>
<td>73,5</td>
<td>5402,25</td>
<td>882</td>
<td>64827</td>
<td>777924</td>
</tr>
<tr>
<td>77-82</td>
<td>5</td>
<td>79,5</td>
<td>6320,25</td>
<td>397,5</td>
<td>31601,25</td>
<td>158006,25</td>
</tr>
<tr>
<td>83-88</td>
<td>2</td>
<td>85,5</td>
<td>7310,25</td>
<td>171</td>
<td>14620,5</td>
<td>29241</td>
</tr>
<tr>
<td>Σ</td>
<td>35</td>
<td>363</td>
<td>30451,5</td>
<td>2482,5</td>
<td>177900,5</td>
<td>1493633,25</td>
</tr>
</tbody>
</table>

\[ \bar{X} = \frac{2482,5}{35} = 70,929 \]
\[ S^2 = \frac{35 \times 177900.5 - (2482.5)^2}{35(35 - 1)} \]
\[ S^2 = \frac{6226517.5 - 6162806.25}{1190} \]
\[ S^2 = \frac{63711.25}{1190} = 53.539 \]
\[ S = 7317025731 \]

The Table of Normality Test:

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Limit Class</th>
<th>For The Limit Class (Z)</th>
<th>Size Oppor- tunities for Z</th>
<th>Size Classes for Z (L)</th>
<th>(E_i)</th>
<th>(O_i)</th>
<th>(\left(\frac{O_i - E_i}{E_i}\right)^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>53-58</td>
<td>52.5</td>
<td>-2.52</td>
<td>0.4941</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>58.5</td>
<td>-1.70</td>
<td>0.4554</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>59-64</td>
<td>64.5</td>
<td>-0.88</td>
<td>0.3106</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65-70</td>
<td>70.5</td>
<td>-0.06</td>
<td>0.0239</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>71-76</td>
<td>76.5</td>
<td>0.76</td>
<td>0.2764</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>77-82</td>
<td>82.5</td>
<td>1.62</td>
<td>0.4474</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>83-88</td>
<td>87.5</td>
<td>2.32</td>
<td>0.4898</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(\sum) 4.23</td>
</tr>
</tbody>
</table>

\[ \chi^2_{count} = 4.23 \]

With \(\alpha = 5\%\) and \(dk = 6 - 3 = 3\) from the chi-square distribution table, obtained
\[ \chi^2_{table} = 7, 81 \]

Because \(\chi^2_{count}\) is lower than \(\chi^2_{table}\) \((4, 23 < 7, 81)\). So, the distribution list is normal.
NORMALITY OF POST-TEST OF EXPERIMENTAL CLASS

**Hypothesis:**

H<sub>0</sub> : the data is on the normal distribution
H<sub>a</sub> : the data is not on the normal distribution

**Hypothetical Test:**

The formula:

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

**Criterion:**

Ho is accepted if \( \chi^2_{\text{count}} < \chi^2_{\text{table}} \)

**Hypothetical Test:**

Total student (n) = 35
Highest score = 90
Lowest score = 56
Range (R) = 96 – 56 = 34
Class interval (K) = 1 + 3.3 log 35 = 6.095 ~ 6 class
Length of class (p) = R/K = 34/6 = 5.67 ~ 6

**The table of distribution of frequency:**

<table>
<thead>
<tr>
<th>Class interval</th>
<th>f&lt;sub&gt;i&lt;/sub&gt;</th>
<th>x&lt;sub&gt;i&lt;/sub&gt;</th>
<th>x&lt;sub&gt;i&lt;/sub&gt;&lt;sup&gt;2&lt;/sup&gt;</th>
<th>f&lt;sub&gt;i&lt;/sub&gt;x&lt;sub&gt;i&lt;/sub&gt;</th>
<th>f&lt;sub&gt;i&lt;/sub&gt;x&lt;sub&gt;i&lt;/sub&gt;&lt;sup&gt;2&lt;/sup&gt;</th>
<th>(f&lt;sub&gt;i&lt;/sub&gt;x&lt;sub&gt;i&lt;/sub&gt;)&lt;sup&gt;2&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>56-61</td>
<td>2</td>
<td>58.5</td>
<td>3422.25</td>
<td>117</td>
<td>6844.5</td>
<td>13689</td>
</tr>
<tr>
<td>62-67</td>
<td>5</td>
<td>64.5</td>
<td>4160.25</td>
<td>322.5</td>
<td>20801.25</td>
<td>104006.25</td>
</tr>
<tr>
<td>68-73</td>
<td>11</td>
<td>70.5</td>
<td>4970.25</td>
<td>775.5</td>
<td>54672.75</td>
<td>601400.25</td>
</tr>
<tr>
<td>74-79</td>
<td>9</td>
<td>76.5</td>
<td>5852.25</td>
<td>688.5</td>
<td>52670.25</td>
<td>474032.25</td>
</tr>
<tr>
<td>80-85</td>
<td>6</td>
<td>82.5</td>
<td>6806.25</td>
<td>495</td>
<td>40837.5</td>
<td>245025</td>
</tr>
<tr>
<td>86-91</td>
<td>2</td>
<td>88.5</td>
<td>7832.25</td>
<td>177</td>
<td>15664.5</td>
<td>31329</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>441</strong></td>
<td><strong>33043.5</strong></td>
<td><strong>2575.5</strong></td>
<td><strong>191490.5</strong></td>
<td><strong>1469481.75</strong></td>
</tr>
</tbody>
</table>

\[ \bar{X} = \frac{2575.5}{35} = 73.586 \]
The Table of Normality Test:

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Limit Class (Z)</th>
<th>Opportunities for Z</th>
<th>Size Classes for Z (L)</th>
<th>Ei</th>
<th>Oi</th>
<th>(Oi - Ei)^2 / Ei</th>
</tr>
</thead>
<tbody>
<tr>
<td>56-61</td>
<td>55,5</td>
<td>-2,38</td>
<td>0,4913</td>
<td>0,0472</td>
<td>1,6520</td>
<td>2</td>
</tr>
<tr>
<td>61,5</td>
<td>-1,59</td>
<td>0,4441</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>62-67</td>
<td>67,5</td>
<td>-0,80</td>
<td>0,2881</td>
<td>0,1560</td>
<td>5,4600</td>
<td>5</td>
</tr>
<tr>
<td>68-73</td>
<td>73,5</td>
<td>-0,01</td>
<td>0,0040</td>
<td>0,2841</td>
<td>9,9435</td>
<td>11</td>
</tr>
<tr>
<td>74-79</td>
<td>79,5</td>
<td>0,78</td>
<td>0,2823</td>
<td>-0,2783</td>
<td>9,7405</td>
<td>9</td>
</tr>
<tr>
<td>80-85</td>
<td>85,5</td>
<td>1,56</td>
<td>0,4406</td>
<td>-0,1583</td>
<td>5,5405</td>
<td>6</td>
</tr>
<tr>
<td>86-91</td>
<td>90,5</td>
<td>2,22</td>
<td>0,4868</td>
<td>-0,0462</td>
<td>1,6170</td>
<td>2</td>
</tr>
</tbody>
</table>

\[ \chi^2_{\text{count}} = 0.41 \]

With \( \alpha = 5\% \) and \( dk = 6 - 3 = 3 \) from the chi-square distribution table, obtained \( \chi^2_{\text{table}} = 7.81 \)

Because \( \chi^2_{\text{count}} \) is lower than \( \chi^2_{\text{table}} \) (0.41 < 7.81). So, the distribution list is normal.
HOMOGENEITY OF POST-TEST
OF CONTROL AND EXPERIMENTAL CLASSES

Hypothesis:

\[ H_0 : \sigma_1^2 = \sigma_2^2 \]
\[ H_a : \sigma_1^2 \neq \sigma_2^2 \]

Criterion:

\[
F = \frac{\text{varian terbesar}}{\text{varian terkecil}}
\]

\[ H_0 \] is accepted if \( F \leq F^{1/2} \) (nb-1) (nk-1)

The table variance of distribution of frequency control class:

<table>
<thead>
<tr>
<th>No</th>
<th>( x_i )</th>
<th>( f_i )</th>
<th>( x_i^2 )</th>
<th>( f_i x_i )</th>
<th>( f_i x_i^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>53</td>
<td>2</td>
<td>2809</td>
<td>106</td>
<td>5618</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>3</td>
<td>3600</td>
<td>180</td>
<td>10800</td>
</tr>
<tr>
<td>3</td>
<td>63</td>
<td>1</td>
<td>3969</td>
<td>63</td>
<td>3969</td>
</tr>
<tr>
<td>4</td>
<td>66</td>
<td>9</td>
<td>4356</td>
<td>594</td>
<td>39204</td>
</tr>
<tr>
<td>5</td>
<td>70</td>
<td>1</td>
<td>4900</td>
<td>70</td>
<td>4900</td>
</tr>
<tr>
<td>6</td>
<td>73</td>
<td>11</td>
<td>5329</td>
<td>803</td>
<td>58619</td>
</tr>
<tr>
<td>7</td>
<td>76</td>
<td>1</td>
<td>5776</td>
<td>76</td>
<td>5776</td>
</tr>
<tr>
<td>8</td>
<td>80</td>
<td>5</td>
<td>6400</td>
<td>400</td>
<td>32000</td>
</tr>
<tr>
<td>9</td>
<td>86</td>
<td>2</td>
<td>7396</td>
<td>172</td>
<td>14792</td>
</tr>
</tbody>
</table>

\[ \bar{X} = \frac{2464}{35} = 70.4 \]
\[ S^2 = \frac{35 \times 175678 - (2464)^2}{35(35 - 1)} \]
\[ S^2 = \frac{6148730 - 6071296}{1190} \]
\[ S^2 = \frac{77434}{1190} = 65,07058824 \]
\[ S = \sqrt{65,07058824} = 8,06634257 \]

The table variance of distribution of frequency experimental class:

<table>
<thead>
<tr>
<th>No</th>
<th>( x_i )</th>
<th>( f_i )</th>
<th>( x_i^2 )</th>
<th>( f_i x_i )</th>
<th>( f_i x_i^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>56</td>
<td>2</td>
<td>3136</td>
<td>112</td>
<td>6272</td>
</tr>
<tr>
<td>2</td>
<td>63</td>
<td>1</td>
<td>3969</td>
<td>63</td>
<td>3969</td>
</tr>
<tr>
<td>3</td>
<td>66</td>
<td>4</td>
<td>4356</td>
<td>264</td>
<td>17424</td>
</tr>
<tr>
<td>4</td>
<td>70</td>
<td>1</td>
<td>4900</td>
<td>70</td>
<td>4900</td>
</tr>
<tr>
<td>5</td>
<td>73</td>
<td>10</td>
<td>5329</td>
<td>730</td>
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<tr>
<td>6</td>
<td>76</td>
<td>9</td>
<td>5776</td>
<td>684</td>
<td>51984</td>
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<tr>
<td>7</td>
<td>80</td>
<td>1</td>
<td>6400</td>
<td>80</td>
<td>6400</td>
</tr>
<tr>
<td>8</td>
<td>83</td>
<td>5</td>
<td>6889</td>
<td>415</td>
<td>34445</td>
</tr>
<tr>
<td>9</td>
<td>90</td>
<td>2</td>
<td>8100</td>
<td>180</td>
<td>16200</td>
</tr>
</tbody>
</table>

\[ \bar{X} = \frac{2598}{35} = 74,22857143 \sim 74,23 \]

\[ S^2 = \frac{35 \times 194884 - (2598)^2}{35(35 - 1)} \]
\[ S^2 = \frac{6820940 - 6749604}{1190} \]
\[ S^2 = \frac{71336}{1190} = 59,94621849 \]
\[ S = \sqrt{59,94621849} = 7,742494333 \]

Based of data collected:

\[ F = \frac{65,07058824}{59,94621849} = 1,08548278 \sim 1,085 \]

On \( \alpha = 5\% \) with:
dk numerator = nb – 1 = 35 – 1 = 34
dk denominator = nk – 1 = 35 – 1 = 34
So, $F_{table} = 1.47$
Because $F_{count}$ is lower than $F_{table}$ (1.085 < 1.47). So, it can conclude that both of groups have same variance.
THE AVERAGE DISSIMILARITY TEST OF POST TEST OF THE EXPERIMENTAL CLASS AND CONTROL CLASS

The table of average dissimilarity test of post test of the experimental class and control class

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2598</td>
<td>2464</td>
</tr>
<tr>
<td>(n)</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>(\bar{X})</td>
<td>74.23</td>
<td>70.4</td>
</tr>
<tr>
<td>Variance ((S^2))</td>
<td>59,94621849</td>
<td>65,07058824</td>
</tr>
<tr>
<td>Standard Deviation ((s))</td>
<td>7,742494333</td>
<td>8,066634257</td>
</tr>
</tbody>
</table>

Computation:
1. Experimental Class

\[ n_1 = 35 \]
\[ \bar{X}_1 = 74.23 \]

\[ S_1^2 = \frac{35 \times 194884 - (2598)^2}{35(35 - 1)} = \frac{6820940 - 6749604}{1190} = \frac{71336}{1190} = 59,94621849 \]
\[ S = \sqrt{59,94621849} = 7,742494333 \]

2. Control Class

\[ n_2 = 35 \]
\[ \bar{X}_2 = 70.4 \]

\[ S_2^2 = \frac{35 \times 175678 - (2464)^2}{35(35 - 1)} = \frac{6148730 - 6071296}{1190} = \frac{77434}{1190} = 65,07058824 \]
\[ S = \sqrt{65,07058824} = 8,066634257 \]
So,

\[ S^2 = \frac{35 - 1}{35 + 35 - 2} \times \frac{59,946,218,49 + (35 - 1)65,070,588,24}{68} = 62,508,403,37 \]

\[ S = \sqrt{62,508,403,37} = 7,906,225,608 \]

\[ t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{n_1 + n_2}} = \frac{74,23 - 70,4}{3,830 \sqrt{\frac{1}{35} + \frac{1}{35}}} = 2,025,383,395 \sim 2,025 \]

Obtained \( t_{\text{count}} = 2,025 \) with standard significant \( \alpha = 5\% \), \( dk = n_1 + n_2 - 2 = 68 \)

Opportunity = \( 1 - \alpha = 1 - 0,05 = 0,95 \) from the distribution of data \( t \) obtained \( t_{\text{table}} = 1,990 \)

Based on result of a count obtained \( t_{\text{count}} = 2,025 \) and \( t_{\text{table}} = 1,990 \)

Because \( t_{\text{count}} > t_{\text{table}} \) so, \( H_0 \) is rejected and \( H_a \) accepted. So, there is difference of the post test average value from both groups. It means, the result of study of experimental class is better than control classes.
THE PICTURE OF CARTOON FILM
AND NARRATIVE TEXT
PLOT

YOUng carl Fredricksen (Jeremy leary) IS A SHY AND QUIET BOY WHO IDOLIZES REMONDEX EXPLORER charles f. muntz (CHRistopher plummer). he learns, however, that muntz has been accused of fabricating the skeleton of a giant bird he had discovered in paradise falls, south america. muntz vows to return there to capture one alive. one day, carl befriends an energetic tomboy named ellie (Elizabeth docter), who is also a muntz fan. detailing her ambitions in her personal scrapbook, she tells carl her desire to move her "clubhouse"—an abandoned house in the neighborhood—to a cliff overlooking paradise falls, making him promise to help her. carl and ellie eventually get married and grow old together in the restored house, working as a toy balloon vendor and a zookeeper, respectively. unable to have children, they repeatedly pool their savings for a trip to paradise falls, but end up spending it on other obligations. an elderly carl finally arranges for the trip, but ellie suddenly becomes ill and dies, leaving him alone and bitter.

years later, carl (Edward Asner) still lives in the house, now surrounded by urban development, but he refuses to sell it. he then ends up in a tussle with a construction worker over his broken mailbox, and is forced by a court order to move into a retirement home. however, carl comes up with a scheme to keep his promise to ellie: He turns his house into a makeshift airship, using thousands of helium balloons to lift it off its foundations. a young wilderness explorer named russell (jordan nagai) becomes an accidental passenger, having pestered carl earlier in an attempt to earn his final merit badge, "assisting the elderly."

after surviving a thunderstorm, the house lands near a large ravine facing paradise falls. carl and russell harness themselves to the still-buoyant house and begin to walk it around the ravine, hoping to reach the falls before the balloons deflate. they later befriend a tall, colorful flightless bird (whom russell names "kevin") trying to reach her chicks, and then a dog named dug (Bob peterson), who wears a special collar that allows him to speak. they are then ambushed by a pack of similar dogs led by alpha (also bob peterson), and taken to dug's master, who turns out to be an elderly charles muntz. muntz invites carl and russell aboard his dirigible, where he explains that he has spent the years since his disgrace searching paradise falls for the giant bird. when russell innocently reveals his friendship with kevin, muntz becomes disturbingly hostile, prompting the pair, kevin, and dug to flee, chased by muntz's army of dogs; kevin is injured during the escape. muntz eventually catches up with them and starts a fire beneath carl's house, forcing carl to choose between saving it or kevin. carl rushes to put out the fire, allowing muntz to take the bird. carl and russell eventually reach the falls, but russell is angry with carl over his selfishness.

settling into his home, carl is sadly poring over ellie's childhood scrapbook when, to his surprise, he discovers photos of their married life on the formerly blank pages, and a final note from ellie thanking him for the "adventure" and encouraging him to go on a new one. reinvigorated, he goes to find russell, only to see him sailing off alone on some balloons to save kevin. carl lightens his house by dumping all his possessions, and gives chase. russell is captured by muntz, but carl manages to board the dirigible in flight and free both russell and kevin. muntz pursues them around the airship, finally cornering dug, kevin, and russell inside carl's tattered house with a hunting rifle. carl lures kevin out through a window and onto the airship with a chocolate bar, with dug and russell clinging to her back, just as muntz is about to close in. muntz leaps after them, only to snap his foot on some balloon lines and fall to his death. freed from its tether, the house descends below the clouds and out of sight.

carl and russell reunite kevin with her chicks, then fly the dirigible back to the city. when russell's father misses his son's senior explorer promotion ceremony, carl takes over and proudly presents russell with his final badge: the grape soda cap badge that ellie gave to carl when they first met. the two then enjoy some ice cream together, sitting on the curb outside the shop as russell and his father used to do, with the dirigible parked nearby. meanwhile, carl's house is shown to have landed on the cliff beside paradise falls.
THE EXAMPLES OF DIALOGUES RELATED TO THE MATERIALS FILM UP.

Ellie : What are you doing?
Fredricksen : Ahh !
Ellie : Only explores get in here, not just any kid off the street with a helmet and a pair of goggles. Do you think you are get what it take?
All right you are in. Welcome aboard Well do you?
What you wrong? Can’t you talk?
…………………….my name is Ellie.

Ellie : I am a bout to let you see something; I have never shown to another humanity being ever! In my life!
You’ll have to swear. You will not tell any one. Cross you heart.
Worker: Hey! Morning Mr. Fredicksen. Need any help?
Fredicksen: No…!
Yes…!

Russell: Good morning, my name is Russell. And I am a wilderness explorer in tribe 54, sweat lodge 12. Are you in need of any assistance to day sir?
Fredicksen: No.
Russell: I could help you cross the street.
Fredicksen: No.
Russell: I could help you cross your yard.
Fredicksen: No.
Russell: I could help you cross your parch
Fredicksen: No.
Russell: well, I gotta help you cross something.
Fredicksen: No. I’m doing fine.

Fredicksen: “We are on our way, Ellie”
Thok…thok…thok…!!
Fredicksen: Ah……!!
Russell: Hi… Mr. Fredicksen. It’s me, Rusel.
Fredicksen: What are you doing out there, kid?
Russell: I found the snipe and I followed it under you porch but this snipe
had a long tail and looked more like a large mouse.

Rusell : Please let me in.
Fredicksen : No...!

Alright, you can come…

Rusell : “Goggles. Look at this steff now. You’re going on a trip?”

“Paradise falls, a kind lost a time.”

You are going to south America Mr. Fredicksen?
Fredicksen : Don’t touch that! You’ll soil it.
Control class students were doing pre-test.

The students of control classes were doing worksheet.

Experimental class students were doing pre-test.
Experimental class students were watching the cartoon film

KEMENTERIAN AGAMA

TITUT AGAMA ISLAM NEGERI WALISONGO SEMARANG

FAKULTAS TARBIYAH

Jl.Prof.Dr. Hamka Kampus II Ngaliyan

Semarang,Telp.(024)7601295

No : In.06.3/J4/PP.00.9/1570/2009 Semarang, 24 April 2009

Lamp : 

Hal : Penunjukan pembimbing skripsi

Kepada Yth.: 1. M.Nafi Annury, M.Pd

2. Dr. Muslih; M.A

Berdasarkan hasil pembahasan usulan judul penelitian di jurusan Tadris, maka Fakultas Tarbiah menyetujui judul skripsi mahasiswa:

Nama : MARGONO
NIM : 053411284
Judul : The Effectiveness Teaching English Verbs by Using of Cartoon Film (An Experimental Study at The Second Grade Students of SMP Negeri 18 Semarang in The Academic Year 2009/2010)

Dan menunjuk
Bapak/ibu : M. Nafi Annury, M.Pd sebagai pembimbing 1 (bidang materi)
Bapak/ibu : Dr. Muslih, M.A. sebagai pembimbing 1(bidang metodologi)

Demikian dan atas kerja sama yang diberikan kami ucapkan terima kasih

An. Dekan
Ketua jurusan Tadris

Drs. Abdul Wahid, M.Ag
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Jl. Prof. Dr. Hamka Kampus II Ngaliyan
Semarang, Telp. (024) 7601295

Nomor : In.06.3/D1/TL.00/1159/2010  Semarang,
29 April 2010
Lamp : Proposal
Hal : Surat Izin Riset

A.n : Margono
NIM : 053411284

Kepada Yth. :
Kepala SMP Negeri 18 Semarang
Di Semarang

Assalamu’alaikum Wr. Wb

Diberitahukan dengan hormat, bahwa mahasiswa kami bernama Margono, NIM : 053411284. Sangat membutuhkan data sehubungan dengan penulisan skripsi yang berjudul: “The Effectiveness Teaching English Verbs by Using Cartoon Film (An Experimental Study at The Second Grade of SMP Negeri 18 Semarang in The Academic Year of 2010/2011)”, dibawah bimbingan Saudara M. Nafi’ Annury, M.Pd dan Saudara Dr. Muslih, M.A

Untuk itu kami mohon agar mahasiswa tersebut diberi izin untuk melaksanakan penelitian di SMP Negeri 18 Semarang selama 30 hari. Atas izin yang diberikan kami ucapkan terima kasih.

Wassalamu’alaikum Wr. Wb.

An. Dekan,
Pembantu Dekan I
Assalamu’alaikum Wr. Wb.

Dekan Fakultas Tarbiyah IAIN Walisongo menerangkan dengan sesungguhnya, bahwa:

1. Nama : MARGONO
2. Tempat & tanggal lahir : Demak, I Februari 1984
3. NIM : 053411284
4. Program/semester/tahun : S1/XI/2010
5. Jurusan : Tadris Bahasa Inggris
6. Alamat : Dk. Bantengmati, Rt. 04/ Rw. 02 Ds. Bantengmati
    Kec. Mijen Kab. Demak

Adalah benar-benar telah melaksanakan Kegiatan Ko Kurikuler dan nilai kegiatan dari masing-masing aspek sebagaimana terlampir.

Demikian Surat Keterangan ini dibuat, dan kepada pihak-pihak yang berkepentingan diharap maklum.

Wassalamu’alaikum Wr. Wb.

A.n. Dekan,
Pembantu Dekan III
Dra. Siti Mariam, M.Pd.
NIP. 19650727 199203 2 002
TRANSKIP KO KURIKULER

Nama : Margono  
Nomor Induk Mahasiswa : 053411284

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Semarang, 13 Oktober 2010  
A.n. Dekan,  
Pembantu Dekan III

Dra. Siti Mariam, M.Pd.  
NIP. 19650727 199203 2 002
SURAT KETERANGAN

Bahwa mahasiswa yang tercantum dibawah ini :
Nama : Margono
NIM : 053411284
Wali Studi : Saminanto, S.Pd. M.Sc

Benar-benar dinyatakan

BEBAS KULIAH

Demikian surat ini dibuat untuk mendaftar ujian Komprehensif dan Munaqosah.

Semarang, 13 Oktober 2010

Fatkhurroji, M.Pd.
NIP. 19770415 200701 1 032