

## THE EFFECT OF USING MEDIA VIDEO DORA THE EXPLORER TO STUDENTS' VOCABULARY MASTERY AT SD NEGERI 200201/4 PADANGSIDIMPUAN

## **A THESIS**

Submitted to the English Education Study Program of State College for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Islamic Educational Scholar (S.Pd.I) in English Program

## AHMADIN AZHAR Reg. No. 07 340 0001

## ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTEMENT STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PADANGSIDIMPUAN 2012



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By:

AHMADIN AZHAR Reg. No. 07 340 0001

Advisor I Dr. MAHMUDDIN SIREGAR, M.A NIP.19530104 198203 1 003

Advisor II

YUSNI SINAGA, S.Pd., M.Hum NIP. 19700715 200501 2 010

### ENGLISH EDUCATION STUDY PROGRAM

## TARBIYAH DEPARTEMENT STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PADANGSIDIMPUAN 2012

Hal : Skripsi a.n. Ahmadin Azhar Lampiran : 5 (lima) eksamplar Padangsidimpuan, 8 Mei 2012 Kepada Yth. Bapak Ketua STAIN Psp. Di -

Padangsdidimpuan

Assalamu 'alaikum Wr. Wb.

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. Ahmadin Azhar, yang berjudul "The Effect of Using Media Video Dora the Explorer to Students' Vocabulary Mastery at SD Negeri 200201/4 Padangsidimpuan", kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd. I) dalam Ilmu Tarbiyah pada STAIN Padangsidimpuan.

Untuk itu dalam waktu yang tidak lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang munaqasyah.

Demikian kami sampaikan atas kerjasama dan perhatian Bapak kami ucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb.

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- NIM : 07. 340. 0001

JURUSAN/PRODI : TARBIYAH / TBI-1

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  - 2. Eka Sustri Harida, M.Pd

    - 3. Dr. Mahmuddin Siregar, M.A
    - 4. M. Arsad Nasution, M.Ag
- Diuji di Padangsidimpuan pada tanggal 29 Mei 2012 Pukul : 08.00 s.d 12.00 WIB Hasil/nilai : 70 ( B ) Indeks Prestasi Komulatif (IPK): 3,21 Predikat: Cukup/Amat Baik/Memuaskan/Cum Laude \*)

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Skripsi Berjudul : THE EFFECT OF USING MEDIA VIDEO DORA THE EXPLORER TO STUDENT'S VOCABULARY MASTERY AT SD NEGERI 200201/4 PADANGSIDIMPUAN

Ditulis Oleh : AHMADIN AZHAR

NIM : 07 340 0001

Telah dapat diterima sebagai salah satu syarat untuk Memperoleh gelar Sarjana Pendidikan Islam (S. Pd. I)

dangsidimpuan, 16 Januari 2013 Ketua HIM SIREGAR, MCL 9680704 200003 1 003

#### SURAT PERNYATAAN MENYUSUN SKRIPSI SENDIRI

Saya yang bertanda tangan dibawah ini:

	Padangsidimpuan
Judul Skripsi	: The Effect of Using Media Video Dora the Explorer to Students' Vocabulary Mastery at SD Negeri 200201/4
Sem/Program Studi	: X / TBI-1
NIM	: 07 340 0001
Nama	: AHMADIN AZHAR

Dengan ini menyatakan menyusun skripsi sendiri tanpa meminta bantuan tidak sah dari pihak lain, kecuali arahan tim pembimbing, dan tidak melakukan plagiasi sesuai dengan kode etik mahasiswa pasal 14 ayat 2.

Pernyataan ini saya buat dengan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, maka saya bersedia menerima sanksi sebagaimana tercantum dalam pasal 19 ayat 4 tentang Kode Etik Mahasiswa yaitu pencabutan gelar akademik dengan tidak hormat dan sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Padangsidimpuan, 9 Mei 2012

METERAL TEMPEL 2499DAAF710418260 Saya yang menyatakan

DJP

AHMADIN AZHAR NIM. 07 340 0001

#### **DECLARATION LETTER OF WRITING OWN THESIS**

The name who signed here:

Name : AHMADIN AZHAR

Registration Number : 07 340 0001

Department/ Study Program : TARBIYAH/ TBJ-1

 The Tittle of Thesis
 : The Effect of Using Media Video Dora the Explorer

 to Students' Vocabulary Mastery at SD Negeri

 200201/4 Padangsidimpuan

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of STAIN Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of STAIN Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, May 8, 2012 Declaration maker,

E664EAAF710418259 DJP (0)

AHMADIN AZHAR Reg. No 07 340 0001

#### ACNOWLEDGEMENT

Praise to Allah the Almighty for giving me healthy, opportunity, and ability to complete this thesis. Peace and Salutation to our beloved prophet Muhammad SAW who has guided us to have good life.

This thesis is an experimental research that to know how the effect of using media video Dora the Explorer to students' vocabulary mastery at fifth grade of SD Negri 200201/4 Padangsidimpuan. In writing this thesis, I have found various difficulties. Fortunately, there are many people who help me to finish this thesis. May be without their helping and support, this thesis would not be as it is now.

I would like to express my thanks to:

- 1. Dr. Mahmuddin Siregar, M.A., as first advisor who has given me advice, suggestion, comments and help me in writing this thesis.
- Yusni Sinaga, S.Pd., M.Hum., as second advisor who has given me advice, suggestion, comments and help me in writing this thesis.
- Dr. H. Ibrahim Siregar, S.Ag., MCL., as the leader of State College for Islamic Studies Padangsidimpuan and Deputy Leader I, II, III.
- Drs. Fitriadi Lubis, M.Pd., as academic advisor and also to all lecturers in English Study Programme.
- Headmaster, English teacher and also students of fifth grade of SD Negeri 200201/4 Padangsidimpuan who helped me to completed my research.

- My beloved parent, Nurman Ahmad and Ardina Siregar, together with my sister, Fajriani Khoirunnisa and my beloved brother, Adlin Sapriadi, for their love and support.
- 7. My beloved friends Abdul Halim Nasution, Indardjo Harahap, Hendra Irwandi Siregar, Noviandi Hasibuan, Indra Kurniawan Siregar, Ghozali Hasibuan, Antoni Prima, Abdul Wahab, Finta Junidar, Batistuta, Lionel Messi and all my friends that I can't mention, for their support and suggestion.

I realize this thesis is imperfect. Therefore, critics and suggestion are really needed to make this thesis become better in the future.

Padangsidimpuan, May  $^{i}$ , 2012

The Researcher,

1

AHMADIN AZHAR Reg. No. 07. 340 0001

#### ABSTRACT

Name	: AHMADIN AZHAR
Registration Number	: 07.340 0001
Department/Study Program	: Tarbiyah/TBI-1
The Tittle of Thesis	: THE EFFECT OF USING MEDIA VIDEO
	DORA THE EXPLORER STUDENTS'
	VOCABULARY MASTERY AT SD NEGERI
	200201/4 PADANGSIDIMPUAN.

From observation before, the researcher found that students' mastery in vocabulary still low. It is based on identification of problem that students faced. Students of SD Negeri 200201/4 Padangsidimpuan could not master the meaning of English vocabulary was given by the teacher with conventional teaching (without media). As English teacher told to the researcher before that the students felt boring in time studying English vocabulary. Finally, the students could not master and memorize vocabulary well. So that, from the problem above, the researcher done the research to know how the effect of using media video Dora the Explorer to students' vocabulary mastery.

The research for experimental research was the fifth grade students (fourty six students) of SD Negeri 200201/4 Padangsidimpuan. Fourty six students from the population were taken as the sample of the research. The sample was divided into two classes. The first class (twenty three students) as the experimental class, while the second class (twenty three students) as the control class. The experimental class was taught by using media video Dora the Explorer and the control class was taught without media (conventional teaching). The instrument for collecting the data was tweenty multiple choices. To obtain the reliability of the test, the researcher used the KR.20 (Kurder Richardson) formula. The data was analyzed by using t-test formula.

Data analysis of the post-test showed that score of the students in the experimental class was significantly higher than score of the students in the control class at the level of significance 5% with degree of freedom  $(n_1 + n_2 - 2) = 44$ . Mean score was got in the experimental class is 93.26, highest score is 100 and smallest score is 70. While, mean score was got in the control class is 83.04, highest score is 100 and smallest score is 60. The t-count of observation is 12.77 while the t-table is 1.68. Therefore, the null hypothesis (H<sub>0</sub>) is rejected and the alternative hypothesis (H<sub>a</sub>) is accepted. It means that "there is a significant effect of using media video Dora the Explorer to students' vocabulary mastery."

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP) IN THE EXPERIMENTAL CLASS

Sekolah	: SD Negeri 200201/4 Padangsidimpuan
Mata Pelajaran	: Bahasa Inggris
Kelas	: V (Experimental Class)
Alokasi Waktu	: 2 x 35 menit
Standar Kompetensi	: Speaking
	Memahami makna kosakata kosakata yang terdapat
	pada video audio visual dan prosedur yang berkaitan
	dengan lingkungan terdekat.
Kompetensi Dasar :	Merespon makna kosakata kosakata yang terdapat
1	pada video audio visual secara akurat, lancar dan
	berterima yang berkaitan dengan lingkungan terdekat.
Indicator :	
	- Merespon makna kosakata kosakata yang terdapat
	dalam video audio visual secara lancar dan akurat
	- Merespon berbagai informasi yang terdapat dalam video audio visual
	<ul> <li>Mengedintifikasi berbagai informasi yang terdapat</li> </ul>
	dalam video audio visual
A. Tujuan Pem	belajaran :
	- Siswa mampu merespon dan mengucapkan makna
	kosakata kosakata yang terdapat dalam video audio
	visual dengan benar
	<ul> <li>Siswa mampu merespon berbagai informasi yang terdapat dalam video audio visual</li> </ul>
	- Siswa mampu mengedintifikasi berbagai informasi
	yang terdapat dalam video audio visual

B. Materi Pengajaran C. Media D. Kegiatan Pengajaran 1. Pendahuluan	: Dora the Explorer vi : Video : - Mengucapkan sal - Siswa dan guru n	ideo lam antara guru dan siswa nelakukan tanya-jawab s <b>eputar hal-</b> n dengan materi
2. Kegiatan Inti	<ul> <li>Guru menjelaskan</li> <li>Guru dan siswa</li> <li>kosakata kosakat</li> <li>the Explorer seca</li> <li>Siswa dan guru</li> <li>materi yang dijela</li> </ul>	n tentang materi Dora the Explorer mempraktekkan cara pengucapan ta yang terdapat pada video Dora tra benar, akurat, dan lancar melakukan tanya-jawab seputar askan
3. Kegitan penutup	: - Guru membuat sudah dijelaskan - Guru memberika	kesimpulan tentang materi yang n tes kepada siswa
E. Sumber Materi F. Penilaian	: Video cassette of Do : The amount of corre	ora the Explorer ect answer in multiple-choices
RINTA Diketahui oleh: SBN 20020 WJUNE PADANG SFLATAN NGSIDI DIKAN, S.Pd NIP. 19600 923 198201 1	Guru Pamong <b>Sorimuda, S.Pd</b> 203 NIP.	Mahasiswa <u>Ahmadin Azhar</u> NIM.07.340 0001

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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP) IN THE CONTROL CLASS

Sekolah	: SD Negeri 200201/4 Padangsidimpuan
Mata Pelajaran	: Bahasa Inggris
Kelas	: V (Control Class)
Alokasi Waktu	: 2 x 35 menit
Standar Kompetensi	: Speaking
	Memahami makna kosakata kosakata pada teks tulis
	fungsional dan prosedur yang berkaitan dengan
	lingkungan terdekat.
Kompetensi Dasar	: Merespon makna kosakata kosakata yang terdapat dalam teks fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.
Indicator	:
	– Merespon makna kosakata kosakata dalam teks
	fungsional pendek
	<ul> <li>Merespon berbagai informasi dalam teks fungsional pendek</li> </ul>
	<ul> <li>Mengedintifikasi berbagai informasi dalam teks fungsional pendek</li> </ul>
A Things Der	mbalaianan
A. Iujuali Pel	Sigue memory mercenen den mengueenken melme
	- Siswa mainpu merespon dan mengucapkan makha kosakata kosakata dalam taka fungsional pondak
	dengan benar
	<ul> <li>Siswa mampu merespon berbagai informasi dalam</li> </ul>
	teks fungsional pendek
	– Siswa mampu mengedintifikasi berbagai informasi
	dalam teks fungsional pendek

B. Materi Pengajaran C. Media

aran : Story Text : Copies of paragraph

:

:

:\_\_\_

-

- D. Kegiatan Pembelajaran :
  - 1. Pendahuluan
  - 2. Kegiatan Inti
- Guru menjelaskan tentang materi yang terdapat pada teks bercerita

Siswa dan guru melakukan tanya-jawab seputar hal-

Mengucapkan salam antara guru dan siswa

hal yang berkaitan dengan materi

- Guru dan siswa mempraktekkan cara pengucapan kosakata kosakata yang terdapat pada teks bercerita secara benar, akurat, dan lancar.
- Siswa dan guru melakukan tanya-jawab seputar materi yang dijelaskan

Guru membuat kesimpulan tentang materi tersebut

3. Kegitan penutup

E. Sumber MateriF. Penilaian

: The story text is made in Researcher

- Guru memberikan tes kepada siswa

: The amount of correct answer in multiple-choices

Diketahui oleh:

Guru Pamong

Mahasiswa

123 198201 1 003

Sorimuda, S.Pd NIP.

Ahmadin Azhar

NIM.07.340 0001

#### TEST

Try out

Nama	•
NIS	•
Kelas/Sem	:

Instruction

Give mark (X) on the best your answer....!!!

## A. Translate to Indonesian language

1. Back Pack means	
a. Dompet	c. Tas ransel
b. Kotak pensil	d. Kantong

2. Map means	
a. Peta	c. Pulpen
b. Buku	d. Pensil

3. Bridge means...

a. Tongkat	c. Jendela
b. Tiang	d. Jembatan

- 4. Rock means...a. Kerikilb. Tanahc. Batu besard. Rok
- 5. Library means...
  - a. Kantorb. Kelasc. Kamard. Perpustakaan

6. Waterfall means...

a. Air	c. Sungai
b. Air terjun	d. Laut

7. Boot means...

a. Sepatu bot	c. Sandal
b. Kapal boat	d. Kaki

8. Open means...

a. Menutup	c. Melepaskan
b. Membuka	d. Makan

9. Dance means	
a. Menyanyi	c. Menari
b. Menggambar	d. Melompat

10. Sing means	
a. Menyanyi	c. Menari
b. Menggambar	d. Melompat

11. Ballon means	
a. Karet	c. Balon
b. Gelembung	d. Mainan

12. River means...

a. Danau	c. Laut
b. Jalan	d. Sungai

## B. Translate to English language

#### 1. Lautan means...

a.	Seas	c. lake
b.	River	d. sea

2. Danau Buaya means...

a.	Crocodile lake	c. Dragon lake
b.	Cat lake	d. Monkey lake

#### 3. Pulau harta karun means...

a.	Beautiful island	c. Dangerous island
b.	Treasure island	d. Sweet island

## 4. Gua Ular means...

a. Monkey's cave	c. Camel's cave
b. Bird's cave	d. Snake's cave

#### 5. Sinar Matahari means...

a. Sunrise	c. Sunshine
b. Sunset	d. Sun

## 6. Dingin means...

a. Hot	c. Cold
b. Warm	d. Rainy

#### 7. Labu means...

a. Pumpkin	c. Banana
b. Orange	d. Apple

#### 8. Pustakawan means...

a. Teacher	c. Librarian
b. Police	d. Student

## 9. Rumah means...

a. Hospital	c. Stadium
b. Post office	d. House

## 10. Lebah means...

a. Bee	c. Bear
b. Bird	d. Fly

## 11. Bebek means...

a. Dog	c. Cow
b. Bird	d. Duck

## 12. Beruang means...

a.	Bear	c. Ant
b.	Bird	d. Horse

13. Arloji means...

a. Picture	c. Television
b. Watch	d. Tape

Pre Test

Nama	:
NIS	:
Kelas/Sem	:

Instruction

Give mark (X) on the best your answer....!!!

## A. Translate to Indonesian language

1.	Back Pack means	
	a. Dompet	c. Tas ransel
	b. Kotak pensil	d. Kantong
2.	Map means	
	a. Peta	c. Pulpen
	b. Buku	d. Pensil
3.	Bridge means	
	a. Tongkat	c. Jendela
	b. Tiang	d. Jembatan
4.	Library means	
	a. Kantor	c. Kamar
	b. Kelas	d. Perpustakaan
5.	Open means	

a. Menutup	c. Melepaskan
b. Membuka	d. Makan

6.	Dance means	•
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a. Menyanyi	c. Menari
b. Menggambar	d. Melompat

- 7. Sing means...a. Menyanyib. Menggambarc. Menarid. Melompat
- 8. Ballon means...

a. Karet	c. Balon
b. Gelembung	d. Mainan

- 9. Boot means...a. Sepatu Bot c. Sandalb. Kapal Boat d. Sungai
- 10. Waterfall means...

a. Air	c. Sungai
b. Air terjun	d. Laut

#### B. Translate to English language

Lautan means...
 a. Seas
 b. River
 c. lake
 d. sea

#### 2. Pulau harta karun means...

a. Beauti	ful island	c. Dangerous	island
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- b. Treasure island d. Sweet island
- 3. Gua Ular means...

a.	Monkey's cave	c. Camel's cave
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## 4. Sinar Matahari means...

a. Sunrise	c. Sunshine
b. Sunset	d. Sun

## 5. Dingin means...

a.	Hot	c. Cold
b.	Warm	d. Rainy

## 6. Danau Buaya means...

a. Crocodile lake	c. Dragon lake
b. Cat lake	d. Monkey lake

## 7. Rumah means...

a. Hospital	c. Stadium
b. Post office	d. House

## 8. Lebah means...

a. Bee	c. Bear
b. Bird	d. Fly

## 9. Beruang means...

a. Bear	c. Ant
b. Bird	d. Horse

## 10. Arloji means...

a. Picture	c. Television
b. Watch	d. Tape

Post Test

Nama	:
NIS	:
Kelas/Sem	:

Instruction

Give mark (X) on the best your answer....!!!

## A. Translate to Indonesian language

c. Pulpen
d. Pensil

2.	Back Pack means	
	a. Dompet	c. Tas ransel

b. Kotak pensil	d. Kantong
-----------------	------------

- 3. Bridge means...a. Tongkatb. Tiangc. Jendelad. Jembatan
- 4. Library means...
  - a. Kantorb. Kelasc. Kamard. Perpustakaan
- 5. Sing means...

a.	Menyanyi	c. Menari
b.	Menggambar	d. Melompat

Ba	Ballon means		
a.	Karet	c. Balon	
b.	Gelembung	d. Mainan	
	Ba a. b.	<ul><li>Ballon means</li><li>a. Karet</li><li>b. Gelembung</li></ul>	

7. Waterfall means...

a. Air	c. Sungai
b. Air terjun	d. Laut

8. Open means...

a. Menutup	c. Melepaskan
b. Membuka	d. Makan

- 9. Dance means...a. Menyanyi c. Menarib. Menggambar d. Melompat
- 10. Boot means...
  - a. Sepatu botb. Kapal boatc. Sandald. Kaki

## B. Translate to English language

- 1. Pulau harta karun means...
  - a. Beautiful island c. Dangerous island
  - b. Treasure island d. Sweet island

#### 2. Lautan means...

a.	Seas	с.	lake
b.	River	d.	sea

## 3. Beruang means...

a.	Bear	c. Ant
b.	Bird	d. Horse

4		
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••	1 11 10 11	mounder

a. Picture	c. Television
b. Watch	d. Tape

5. Sinar Matahari means...

a. Sunrise	c. Sunshine
b. Sunset	d. Sun

## 6. Gua Ular means...

a. Monkey's cave	c. Camel's cave
b. Bird's cave	d. Snake's cave

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a. Crocodile lake	c. Dragon Lake
b. Cat lake	d. Monkey lake

# 8. Dingin means...

U	
a. Hot	c. Cold
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## 9. Rumah means...

a. Hospital	c. Stadium
b. Post office	d. House

## 10. Lebah means...

a. Bee	c. Bear
b. Bird	d. Fly

## **KEY ANSWER**

## Try out

Part A	Part B
1. C	1. A
2. A	2. A
3. C	3. B
4. C	4. D
5. D	5. C
6. B	6. C
7. A	7. A
8. B	8. C
9. C	9. D
10. A	10. A
11. C	11. D
12. D	12. A
	13. B

## **Pre-Test**

Part A	Part B
1. C	1. A
2. A	2. B
3. D	3. D
4. D	4. C
5. B	5. C
6. C	6. A
7. A	7. D
8. C	8. A
9. A	9. A
10. B	10. B

## Post-Test

## Part A

#### Part B

1.	А	1. B
2.	С	2. A
3.	D	3. A
4.	D	4. B
5.	А	5. C
6.	С	6. D
7.	В	7. A
8.	В	8. C
9.	С	9. D
10.	. A	10. A

## Validity of the Test

No	Instal											N	ımb	or	f Tt	ma											Score	
140.	Mp	1	2	2	4	E	6	7	0	0	10	11	12	12	14	15	16	17	10	10	20	21	22	22	24	25		$X^2$
	Mt	1		3	4	2	0	/	8	9	10	-11	12	13	14	15	10	1/	18	19	_20	-21	-22	23	4	2		
1	AF-01 Pobi	_1	1	_1	1	1	1	1	1	_1	_1	_1	1	_1	_1	1	_1	_1	_1	-0	-0	1	1	1	_1	1	23	529
2	AM -02	1	1	1	1	1	1	1	1	1	_1	1	1	1	1	1	_1	1	1	1	0	1	1	0	_1	1	23	529
3	AT-03	1	1	1	1	1	1	1	1	1	1	1	1	0	1	_1	1	1	1	1	0	0	1	1	_1	-0	21	441
4	AS-04	1	1	1	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	0	1	1	19	361
5	BM-05	1	1	1	0	1	1	1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	18	324
6	DA-06	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	0	0	0	0	0	17	289
7	DF-07	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	0	0	1	0	0	0	0	16	256
8	ES-08	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	0	0	1	1	0	1	0	1	1	18	324
9	FH-09	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	0	16	256
10	GH-10	1	0	0	1	1	1	1	0	1	0	1	1	1	0	0	1	1	1	1	0	1	0	1	0	1	16	256
11	GS-11	1	1	1	1	1	1	1	0	0	1	0	0	1	1	0	1	0	1	1	1	1	0	1	0	0	16	256
12	JK-12	1	1	1	1	0	1	1	0	0	0	0	1	1	1	0	1	0	0	1	1	1	1	0	0	0	15	225
13	LS-13	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	1	1	1	0	0	14	196
14	MS-14	1	0	1	1	1	0	0	1	0	1	0	1	0	1	0	1	0	0	1	1	1	0	0	0	1	13	196
15	MU-15	1	1	0	0	0	0	1	0	0	1	0	1	1	0	1	1	1	0	1	1	1	0	0	0	1	13	169
16	NH-16	1	1	1	1	1	1	1	0	0	1	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	14	196
17	NW-17	1	0	1	1	1	1	1	0	1	1	0	1	1	1	0	1	0	0	0	0	1	0	0	0	0	13	169
18	RA-18	1	0	0	1	0	0	1	1	0	1	0	1	0	0	0	1	0	0	1	0	1	1	1	1	0	13	169
19	RS-19	1	0	0	1	0	0	1	1	0	1	0	0	1	0	0	1	1	0	1	1	0	1	1	1	0	13	169
20	SA-20	1	1	1	1	0	0	0	0	0	1	0	1	0	0	0	1	0	1	0	1	0	0	0	0	0	9	81
21	UT-21	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	1	1	1	0	1	1	1	0	9	81
22	UW-22	1	0	0	1	1	0	0	0	0	0	0	1	0	1	1	0	0	0	0	1	0	0	1	1	1	10	100
	NP	21	13	15	20	15	13	15	11	10	17	10	18	11	13	10	19	11	10	14	12	15	12	10	11	10	339	5572
	р																											
	q																											
	- <b>/</b> 2																											
1	q																											

## **APPENDIX 5**

#### **RELIABILITY TEST**

To test reliability, researcher would use product moment formula, as follow:

$$\mathbf{r}_{11} = \left(\frac{n}{n-1}\right) \left(\frac{St^2 - \sum pq}{St^2}\right)$$

So:

$$r_{11} = \left(\frac{23}{23-1}\right) \left(\frac{3.97^2 - \sum 9.44}{3.97^2}\right)$$
$$= \left(\frac{23}{22}\right) \left(\frac{15.76 - \sum 9.44}{15.76}\right)$$
$$= (1.04) (0.4)$$
$$= 0.416$$

After doing the calculation, researcher got  $r_{count} = 0.416$  and n = 23 from product moment  $r_{table}$  was got  $r_{table} = 0.413$  with  $\alpha$  5 %, cause  $r_{count} > r_{table}$  (0.416 > 0.413). So, instrument test is reliable.

Table of the Difficult Level
------------------------------

Number	В	JS	Р	Criteria
of Items				
1	21	22	0.95	Easy
-	<i>~</i> .		0.20	Lusy
2	13	22	0.59	Medium
			5.10	11
3	15	22	0.68	Medium
1	20	22	0.0	Facy
4	20		0.7	Еабу
5	15	22	0.68	Medium
			~	
6	13	22	0.59	Medium
_			2.50	
7	15	22	0.68	Medium
8	11	22	0.5	Medium
U	11		0.5	WEUlulli
9	10	22	0.45	Medium
			••• -	
10	17	22	0.77	Easy
11	10	22	0.45	Medium
12	18	22	0.81	Facy
12	10		0.01	Цабу
13	11	22	0.5	Medium
14	13	22	0.59	Medium
15	10		0.45	M - times
15	10	22	0.45	Medium
16	19	22	0.86	Fasy
10	17		0.00	Lasy
17	11	22	0.5	Medium
18	10	22	0.45	Medium
10	14		0.62	Not the second
19	14	22	0.63	Medium
20	12	22	0.54	Medium
20	12		0.54	Wiedlum
21	15	22	0.68	Medium

22	12	22	0.54	Medium
23	10	22	0.45	Medium
24	11	22	0.5	Medium
25	10	22	0.45	Medium

#### Ranking Name Number of Score Student AF AM AT AS BM ES DA

DF

GS

GH

FH

## **Top Down Group**

#### **Bottom Up Group**

12	JK	12	15
13	NH	16	14
14	LS	13	14
15	MS	14	13
16	MH	15	13
17	RA	18	13

18	RS	19	13
19	NW	17	13
20	UW	22	10
21	UT	21	9
22	SA	20	9

## Table of the Distinguishing Effort

Number	BA	JA	PA	BB	JB	PB	D	Criteria
of Items								
1	11	11	1	10	11	0,9	0.1	Bad
2	9	11	0.81	4	11	0,36	0.47	Good
3	9	11	0.81	6	11	0,54	0.27	Enough
4	10	11	0.9	10	11	0,9	0	Very Bad
5	10	11	0.9	5	11	0,45	0.45	Good
6	9	11	0.81	4	11	0,36	0.47	Good
7	9	11	0.81	6	11	0,54	0.27	Enough
8	8	11	0.72	3	11	0,27	0.45	Good
9	9	11	0.81	1	11	0,09	0.72	Very Good
10	9	11	0.81	8	11	0,72	0.09	Bad
11	9	11	0.81	1	11	0,09	0.72	Very Good
12	9	11	0.81	9	11	0,81	0	Very Bad
13	7	11	0.63	4	11	0,36	0.27	Enough
14	8	11	0.72	5	11	0,45	0.27	Enough
15	8	11	0.72	2	11	0,18	0.54	Good
16	11	11	1	8	11	0,72	0.28	Enough
17	10	11	0.9	1	11	0,09	0.81	Very Good
18	7	11	0.63	3	11	0,27	0.36	Enough
19	7	11	0.63	7	11	0,63	0.27	Enough
20	4	11	0.36	8	11	0,72	-0.36	Very Bad
21	8	11	0.72	7	11	0,63	0.09	Bad

22	6	11	0.54	6	11	0,54	0	Very Bad
23	5	11	0.45	5	11	0,45	0	Very Bad
24	7	11	0.63	4	11	0,36	0.27	Enough
25	6	11	0.54	4	11	0,36	0.18	Bad
### **APPENDIX 10**

No	Students' Initial	Correct	Score	Category
1	AGF	17	85	Very High
2	FAA	17	85	Very High
3	AHD	16	80	High
4	ADZ	15	75	High
5	RAW	15	75	High
6	AUR	14	70	High
7	AAL	13	65	High
8	SKA	13	65	High
9	DAR	12	60	Enough
10	SUP	12	60	Enough
11	ATA	12	60	Enough
12	PAS	12	60	Enough
13	MHR	11	55	Enough
14	KHI	10	50	Enough
15	ALA	10	50	Enough
16	RIM	10	50	Enough
17	RAH	10	50	Enough
18	AYA	9	45	Enough
19	KHA	9	45	Enough
20	MUR	9	45	Enough
21	ZUL	9	45	Enough
22	FRE	9	45	Enough
23	PAD	9	45	Enough
		273	1360	

## Result of the Normality Tes in Pre-Test of Experimental Class

1. High = 85Low = 45Range = High - Low = 85 - 45= 40

2. Total of Classes  $= 1 + 3.3 \log (n)$  $= 1 + 3.3 \log (23)$ = 1 + 3.3 (1.36)= 1 + 4.98= 5.49

3. Length of Classes	= <u>Range</u>	=	40 = 8

Total of Classes 5

4. Mean ( $\overset{\textbf{x}}{\phantom{a}}$  and Standard of Deviation (SD<sub>t</sub>)

Interval of	F	Х	x'	fx'	x' <sup>2</sup>	fx' <sup>2</sup>
Classes						
45-52	9	48.5	0	0	0	0
53-60	6	56 5	-1	-6	1	6
55 00	Ŭ	50.5	1	Ū	1	0
61-68	1	64.5	-2	-2	4	4
69-76	3	72 5	-3	_9	9	27
0,70	5	12.5	5			27
77-84	2	80.5	-4	-8	16	32
07.07		00 <b>-</b>	_	10		-
85-92	2	88.5	-5	-10	25	50
i – 8	23			-35		119
$\iota = 0$	23			-55		117

$$\overline{x} = \frac{\Sigma x}{n} = \frac{1360}{23} = 59.13$$
$$SD_{t} = i \sqrt{\frac{\Sigma f x'^{2}}{N}} - \left[\frac{\Sigma f x'}{N}\right]^{2}$$
$$= 8 \sqrt{\frac{119}{23}} - \left[\frac{-35}{23}\right]^{2}$$
$$= 8 \sqrt{5.17} - (-1.52)^{2}$$
$$= 8 \sqrt{5.17} - 2.31$$
$$= 8 \sqrt{2.86}$$
$$= 8 (1.69)$$
$$= 13.52$$

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	$f_h$	$f_0$	<u>(f<sub>0</sub>-f<sub>h</sub>)</u> f <sub>h</sub>
	92.5	2.46	0.4931				
85-92				0.0238	0.5474	2	2.65
	84.5	1.87	0.4693				
77-84				0.0696	1.6008	2	0.24
	76.5	1.28	0.3997				
69-76				0.1448	3.3304	3	-0.09
	68.5	0.69	0.2549				
61-68				0.2151	4.9473	1	-0.79
	60.5	0.1	0.0398				
53-60				0.2277	5.2371	6	0.14
	52.5	-0.49	0.1879				
45-52				0.172	3.396	9	1.27
	44.5	-1.08	0.3599				
							3.42

Table of the Frequency Distribution is Expected and Observation

Based on previous table was found that  $x_{count}^2 = 3.42$  while  $x_{table}^2 = 5.99$ , cause  $x_{cause}^2 < x_{table}^2$  (3.42 < 5.99) with degree of freedom dk = 5 - 3 = 2 and significant level  $\alpha = 5\%$ . So distribution of experimental class (Pre-test) is normal.

#### 5. Median

No	Interval of Classes	F	Fk
1	45-52	9	9
2	53-60	6	15
3	61-68	1	13
4	69-76	3	16
5	77-84	2	18
6	85-92	2	20

Explanation :

Me = Bb + i 
$$\left(\frac{n/2 - F}{fm}\right)$$

Me = Median

Bb = Low limit of the interval median conceives Me

Fm = Frequency of class conceives Me

F = Frequency of cumulative before interval of classes conceives Me

i = Length of classes

n = Total of sample

Position of Me in the interval of classes is number 2, as follow:

$$Me = Bb + i \left(\frac{\frac{n}{2} - F}{fm}\right)$$
$$= 52.5 + 8 \left(\frac{11.5 - 9}{6}\right)$$
$$= 52.5 + 8 (2.5/6)$$
$$= 52.5 + 8 (0.41)$$
$$= 52.5 + 3.28$$
$$= 55.78$$

5. Modus = Mo = Bb + i  $\left(\frac{b1}{b1+b2}\right)$ 

Explanation :

- Bb = Low limit of interval conceives Mo
- b1 = Quarrel of frequency conceives modus with frequency before
- b2 = Quarrel frequency conceives modus with frequency next
- i = Length of classes

Mo reside in interval number 3, as follow:

$$Bb = 60.5$$
  

$$b_1 = 9 - 0 = 9$$
  

$$b2 = 9 - 6 = 3$$
  
i = 8  
So:  
Modus = Mo\_{--} = Bb +

Modus = Mo = Bb + i  $\left(\frac{b1}{b1+b2}\right)$ 

$$= 60.5 + 8 \left(\frac{9}{9+3}\right)$$
$$= 60.5 + 8 \left(\frac{9}{12}\right)$$
$$= 60.5 + 8 (0.75)$$
$$= 60.5 + 6$$
$$= 66.5$$

### **APPENDIX 11**

No	<b>Students Initial</b>	Correct	Score	Category
1	MRH	17	85	Very High
2	AND	17	85	Very High
3	NIJ	16	80	High
4	PNN	16	80	High
5	RLB	15	75	High
6	THD	14	70	High
7	MIW	14	70	High
8	LIA	13	65	High
9	ANJ	12	60	Enough
10	RIU	12	60	Enough
11	ZOM	12	60	Enough
12	RSW	12	60	Enough
13	ANM	11	55	Enough
14	WAN	11	55	Enough
15	EFY	10	50	Enough
16	PUN	10	50	Enough
17	SLA	10	50	Enough
18	SWD	10	50	Enough
19	BAS	10	50	Enough
20	MUS	9	45	Enough
21	MUA	9	45	Enough
22	BHA	9	45	Enough
23	FAU	9	45	Enough
		278	1380	

# Result of the Normality Test in Pre-Test of Control Class

1. High = 85Low = 45Range = High - Low= 85 - 45= 40

2. Tolas of Classes  $= 1 + 3.3 \log (n)$  $= 1 + 3.3 \log (23)$ = 1 + 3.3 (1.36)= 1 + 4.49= 5.49= 5

3. Length of Classes 
$$=$$
 Range  $=$  40  $=$  8  
Total of Classes 5

4.	Mean	$(\overline{x})$	and	Standard	of D	eviation	$(SD_t)$
----	------	------------------	-----	----------	------	----------	----------

Interval of	f	Х	x'	fx'	x' <sup>2</sup>	fx <sup>2</sup>
Classes						
45-52	10	48.5	0	0	0	0
53-60	5	56.5	-1	-5	1	5
61-68	2	64.5	-2	-4	4	8
69-76	1	72.5	-3	-3	9	9
77-84	3	80.5	-4	-12	16	48
85-92	2	88.5	-5	-10	25	50

i = 8	23		-34	120

$$\overline{x} = \frac{\Sigma x}{n} = \frac{1380}{23} = 60$$
$$SD_{t} = i\sqrt{\frac{\Sigma f x'^{2}}{N}} - \left[\frac{\Sigma f x'}{N}\right]^{2}$$
$$= 8\sqrt{\frac{120}{23} - \left[\frac{-34}{23}\right]^{2}}$$
$$= 8\sqrt{5.21 - (-1.47)^{2}}$$
$$= 8\sqrt{5.21 - (-1.47)^{2}}$$
$$= 8\sqrt{3.05}$$
$$= 8(1.74)$$
$$= 13.92$$

Interval of score	Real Upper Limit	Z – Score	Limit of large of the Area	Large of Area	$\mathbf{f}_{\mathbf{h}}$	f <sub>0</sub>	<u>(fo-fh)</u> f <sub>h</sub>
	92.5	2.33	0.4901				
85-92				0.0293	0.6739	2	1.96
	84.5	1.76	0.4608				
77-84				0.0798	1.8354	3	0.63
	76.5	1.18	0.3810				
69-76				0.1519	3.4937	1	-0.71
	68.5	0.61	0.2291				
61-68				0.2171	4.9923	2	-0.59
	60.5	0.03	0.0120				
53-60				0.2139	4.9197	5	0.01
	52.5	-0.53	0.2019				
45-52				0.1646	3.7858	10	1.64
	44.5	-1.11	0.3665				
	1					X <sup>2</sup>	2.94

Table of the Frekuency Distribution is Expected and Observation

Based on previous table was found that  $x_{count}^2 = 2.94$  while  $x_{table}^2 = 5.99$ , cause  $x_{cause}^2 < x_{table}^2$  (2.94 < 5.99) with degree of freedom dk = 5 - 3 = 2 and significant level  $\alpha = 5\%$ . So, distribution of control class (Pre-test) is normal.

_	3 6 11
-	Madian
1	<b>WIEGHAI</b>
<i>.</i> .	1 Louiun

No	Interval of Classes	F	Fk
1	45-52	10	10
2	53-60	5	15
3	61-68	2	17
4	69-76	1	18
5	77-84	3	21
6	85-92	2	23

Explanation :

Me = Bb + i 
$$\left(\frac{n/2 - F}{fm}\right)$$

Position of Me in the interval of classes is number 2, as follow:

Bb = 52.5  
F = 10  
fm = 5  
i = 8  
n = 23  
So:  
Me = Bb + i 
$$\left(\frac{n/2 - F}{fm}\right)$$

$$= 52.5 + 8\left(\frac{11.5 - 10}{5}\right)$$
$$= 52.5 + 8(1.5/5)$$
$$= 52.5 + 8(0.3)$$
$$= 52.5 + 2.4$$
$$= 54.9$$

6. Modus = Mo = Bb + i  $\left(\frac{b1}{b1+b2}\right)$ 

Mo reside in interval number 3, as follow:

$$Bb = 60.5$$
  

$$b_1 = 8 - 0 = 8$$
  

$$b_2 = 8 - 5 = 3$$
  

$$i = 8$$

Modus = Mo = Bb + i 
$$\left(\frac{b1}{b1+b2}\right)$$
  
= 60. 5 + 8  $\left(\frac{8}{8+3}\right)$   
= 60.5 + 8  $\left(\frac{8}{11}\right)$   
= 60.5 + 8 (0,72)  
= 60.5 + 5.76  
= 66.26

## **APPENDIX 12**

No	<b>Students Initial</b>	Correct	Score	Category
1	FAA	20	100	Very High
2	AHD	20	100	Very High
3	ADZ	20	100	Very High
4	RAW	20	100	Very High
5	AUR	20	100	Very High
6	AAL	20	100	Very High
7	ATA	20	100	Very High
8	PAS	20	100	Very High
9	KHI	20	100	Very High
10	AGF	19	95	Very High
11	SKA	19	95	Very High
12	DAR	19	95	Very High
13	ALA	19	95	Very High
14	RIM	19	95	Very High
15	MUR	19	95	Very High
16	ZUL	19	95	Very High
17	SUP	18	90	Very High
18	MHR	18	90	Very High
19	AYA	18	90	Very High
20	KHA	18	90	Very High
21	FRE	15	75	High
22	RAH	15	75	High
23	PAD	14	70	High
		429	2145	

## Result of the Normality Test in Post-Test of Experimental Class

- 1. High = 100Low = 70Range = High - Low= 100 - 70= 30
- 2. Total of Classes  $= 1 + 3.3 \log (n)$  $= 1 + 3.3 \log (23)$ = 1 + 3.3 (1.36)= 1 + 4.49= 5.49= 5

3. Length	= <u>Range</u>	= <u>30</u>	= 6
	Total of Classes	5	

4. Mean  $(\overline{x})$  and Standard of Deviation  $(SD_t)$ 

Interva Kelas	F	X	x'	fx'	x' <sup>2</sup>	fx' <sup>2</sup>
70-75	3	72.5	5	15	25	75
76-81	0	78.5	4	0	16	0
82-87	0	84.5	3	0	9	0
88-93	4	90.5	2	8	4	16
94-99	7	96.5	1	7	1	7
100-105	9	102.5	0	0	0	0
<i>i</i> = 6	23			30		98

$$\overline{x} = \frac{\Sigma x}{n} = \frac{2145}{23} = 93.26$$

$$SD_{t} = i \sqrt[i]{\frac{\Sigma f x'^{2}}{N}} - \left[\frac{\Sigma f x}{N}\right]^{2}$$

$$= 6\sqrt{\frac{98}{23} - \left[\frac{30}{23}\right]^{2}}$$

$$= 6\sqrt{4.26 - (1.3)^{2}}$$

$$= 6\sqrt{4.26 - (1.3)^{2}}$$

$$= 6\sqrt{2.57}$$

$$= 6 (1.6)$$

$$= 9.6$$

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of Area	$f_h$	f <sub>0</sub>	<u>(f<sub>0</sub>-f<sub>h</sub>)</u> f <sub>h</sub>
	105.5	1.27	0.3980				
100- 105				0.1558	3.5834	9	1.51
105	99.5	0.65	0.2422				
94-99				0.2342	5.3843	7	0.3
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	93.5	0.02	0.0080				
88-93				0.2377	5.4671	4	-0.26
00 75	87.5	-0.6	0.2257				
82-87				0.1631	3.7513	0	-1
02-07	81.5	-1.22	0.3888				
76-81				0.0790	1.817	0	-1
70 01	75.5	-1.85	0.4678				
70-75				0.0254	0.5842	3	4.13
10 10	69.5	-2.47	0.4932				
						3,68	

Table of the Frekuency Distribution is Expected and Observation

Based on previous table was found that  $x_{count}^2 = 3.68$  while  $x_{table}^2 = 5.99$ , cause  $x_{cause}^2 < x_{table}^2$  (3.68 < 5.99) with degree of freedom dk = 5 - 3 = 2 and significant level  $\alpha = 5\%$ . So, distribution of experimental class (Post-test) is normal.

#### 5. Median

No	Interval of Classes	F	Fk
1	70-75	3	3
2	76-81	0	3
3	82-87	0	3
4	88-93	4	7
5	94-99	7	14
6	100-105	9	23

Me = Bb + i 
$$\left(\frac{n/2 - F}{fm}\right)$$

Position of Me in the interval of Classes is number 4, as follow:

$$\begin{array}{rcl}
\text{Bb} & = 87.5 \\
\text{F} & = 3 \\
\text{fm} & = 4 \\
\text{i} & = 6 \\
\text{n} & = 23 \\
\text{c} \\
\end{array}$$

Me = Bb + i 
$$\left(\frac{\frac{n}{2} - F}{fm}\right)$$
  
= 87.5 + 6  $\left(\frac{11.5 - 3}{4}\right)$   
= 87.5 + 6 (8.5/4)  
= 87.5 + 6 (2.12)  
= 87.5 + 12.72

= 100.22  
6. Modus = Mo = Bb + i 
$$\left(\frac{b1}{b1+b2}\right)$$

Mo reside in interval number 5, as follow:

$$Bb = 93.5$$
  

$$b_1 = 9 - 7 = 2$$
  

$$b_2 = 9 - 0 = 9$$
  

$$i = 6$$
  
So:

Modus = Mo = Bb + i 
$$\left(\frac{b1}{b1+b2}\right)$$
  
= 93.5 + 6  $\left(\frac{2}{2+9}\right)$   
= 93.5 + 6  $\left(\frac{2}{11}\right)$   
= 93.5 + 6 (0.18)  
= 93.5 + 1.08  
= 94.58

### **APPENDIX 13**

No	Students Initial	Correct	Score	Category
1	MRH	20	100	Very High
2	AND	20	100	Very High
3	NIJ	20	100	Very High
4	PNN	20	100	Very High
5	RLB	20	100	Very High
6	LIA	20	100	Very High
7	THD	19	95	Very High
8	MIW	19	95	Very High
9	ZOM	19	95	Very High
10	PUN	17	85	Very High
11	BAS	16	80	High
12	MUS	16	80	High
13	ANJ	16	80	High
14	RSW	15	75	High
15	WAN	15	75	High
16	SWD	15	75	High
17	RIU	15	75	High
18	EFY	14	70	High
19	SLA	14	70	High
20	FAU	14	70	High
21	ANM	13	65	High
22	MUA	13	65	High
23	BAH	12	60	Enough
		382	1910	

# Result of the Normality Test in Post-Test of Control Class

1. High = 100 Low = 60 Range = High - Low =100 - 60 = 40

2. Total of Classes	$= 1 + 3.3 \log(n)$
	$= 1 + 3.3 \log(23)$
	= 1 + 3.3 (1.36)
	= 1 + 4.49
	= 5.49
	= 5

3. Length of Classes	= <u>Range</u>	= <u>40</u> $=$ 8	

Total of Classes 5

4. Mean (x) and Standar of Deviation (SD<sub>t</sub>)

Interval of	f	Х	x'	fx'	x' <sup>2</sup>	fx' <sup>2</sup>
Classes						
60-67	3	63.5	5	15	25	75
68-75	7	71.5	4	28	16	112
76-83	3	79.5	3	9	9	27
84-91	1	87.5	2	2	4	4
92-99	3	95.5	1	3	1	3
100-107	6	103.5	0	0	0	0
<i>i</i> = 8	23			57		221

$$\overline{x} = \frac{\overline{x}x}{n} = \frac{1910}{23} = 83.04$$

$$SD_{t} = i \sqrt[i]{\frac{\Sigma f x'^{2}}{N}} - \left[\frac{\Sigma f x}{N}\right]^{2}$$

$$= 8\sqrt{\frac{221}{23} - \left[\frac{57}{23}\right]^{2}}$$

$$= 8\sqrt{9.6 - [2.47]^{2}}$$

$$= 8\sqrt{9.6 - 6.1}$$

$$= 8\sqrt{3.5}$$

$$= 8 (1.87)$$

$$= 14.96$$

Interval of Classes	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of Area	$f_h$	f <sub>0</sub>	<u>(f<sub>0</sub>-f<sub>h</sub>)</u> f <sub>h</sub>
	107.5	1.63	0.4484				
100-				0.0841	1.9343	6	2.1
107	99.5	1.1	0.3643				
				0.1520	3.4960	3	-0.41
92-99	91.5	0.56	0.2123				
				0.2003	4.6069	1	-0.78
84-91	83.5	0.03	0.0120				
				0.0319	0.7337	3	3.08
76-83	75.5	-0.5	0.0199				
				0.3286	7.5578	7	-0.07
68-75	67 5	-1.03	0 3485				
	0112	1.02	0.0100	0 0033	2 1/159	3	0.39
60-67	50.5	1 57	0.4418	0.0755	2.1759	5	0.57
	39.3	-1.37	0.4410		<b>x</b> 2		4.50
					Χ -		4.58

Table of the Frekuency Distribution is Expected and Observation

Based on previous table was found that  $x_{count}^2 = 4.58$  while  $x_{table}^2 = 5.99$ , cause  $x_{cause}^2 < x_{table}^2$  (4.58 < 5.99) with degree of freedom dk = 5 - 3 = 2 and significant level  $\alpha = 5\%$ . So, distribution of control class (Post-test) is normal.

## 5. Median

No	Interval of Classes	F	Fk
1	60-67	3	3
2	68-75	7	10
3	76-83	3	13
4	84-91	1	14
5	92-99	3	17
6	100-107	6	23

Me = Bb + i 
$$\left(\frac{n/2 - F}{fm}\right)$$

Position of Me in the interval of Classes is number 2, as follow:

Bb
 
$$= 67.5$$

 F
  $= 3$ 

 fm
  $= 7$ 

 i
  $= 8$ 

 n
  $= 23$ 

Me = Bb + i 
$$\left(\frac{n/2 - F}{fm}\right)$$
  
= 67.5 + 8  $\left(\frac{11.5 - 3}{7}\right)$   
= 67.5 + 8 (8.5/7)  
= 67.5 + 8 (1.21)  
= 67.5 + 9.68

6. Modus = Mo = Bb + i 
$$\left(\frac{b1}{b1+b2}\right)$$

Mo reside in interval number 3, as follow:

Bb = 
$$75.5$$
  
b<sub>1</sub> =  $7-3 = 4$   
b2 =  $7-3 = 4$   
i =  $8$   
So:

Modus = Mo = Bb + i 
$$\left(\frac{b1}{b1+b2}\right)$$
  
= 75.5 + 8  $\left(\frac{4}{4+4}\right)$   
= 75.5 + 8  $\left(\frac{4}{8}\right)$   
= 75.5 + 8 (0.5)  
= 75.5 + 4  
= 79.5

#### **APPENDIX 14**

#### **HOMOGENEITY TEST (PRE-TEST)**

Calculation of parameter to get variant of the experimental class sample and variant of the control class sample are used homogeneity test by using formula:

$$\mathbf{S}^{2} = \frac{n\Sigma xi^{2} - (\Sigma xi)}{n(n-i)}$$

Hypothesis:

 $\mathbf{H}_0 \qquad : \, \delta_1^2 = \delta_2^2$ 

 $\mathbf{H}_1 \qquad : \, \delta_1^2 \neq \delta_2^2$ 

So, variant of the experimental class sample is:

Xi	xi <sup>2</sup>
85	7225
85	7225
80	6400
75	5625
75	5625
70	4900
65	4225
65	4225
60	3600
60	3600
60	3600
60	3600

55	3025
50	2500
50	2500
50	2500
50	2500
45	2025
45	2025
45	2025
45	2025
45	2025
45	2025
1360	85025

$$S^{2} = \frac{n\Sigma xi^{2} - (\Sigma xi)}{n(n-i)}$$
$$= \frac{23(85025) - (1360)^{2}}{23(23-1)}$$
$$= \frac{1955575 - 1849600}{23(22)}$$
$$= \frac{105975}{506}$$
$$= 209.43$$

Variant of the control class sample is:

Xi	xi <sup>2</sup>
85	7225
85	7225
80	6400
80	6400
75	5625
70	4900
70	4900
65	4225
60	3600
60	3600
60	3600
60	3600
55	3025
55	3025
50	2500
50	2500
50	2500
50	2500
50	2500
45	2025
45	2025
45	2025
45	2025
1380	87950

$$S^{2} = \frac{n\Sigma x_{1}^{2} - (\Sigma x_{1})^{2}}{n(n-1)}$$
$$= \frac{23(87950) - (1380)^{2}}{23(23-1)}$$
$$= \frac{2022850 - 1904400}{23(22)}$$
$$= \frac{118450}{506}$$
$$= 234.09$$

The Formula was used to test hypothesis is:

F = The Biggest Variant F = The Smallest Variant

So:

$$F = \frac{234.09}{209.43}$$

= 1.11

After doing the calculation, researcher got  $F_{count} = 1.11$  with  $\alpha$  5 % and dk = 23 from the distribution list F was got  $F_{table} = 3.42$ , cause  $F_{count} < F_{table}$  (1.11 < 3.42). So, there is no difference the variant between experimental class and control class (homogeneous).

#### HOMOGENEITY TEST OF THE BOTH AVERAGES

The formula was used to analyse homogeneity test of the both averages was t-test, as follow:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[5]{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

So:

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$
$$= \sqrt{\frac{(23 - 1)(234.09) + (23 - 1)(209.43)}{23 + 23 - 2}}$$
$$= \sqrt{\frac{22(234.09) + 22(209.43)}{23 + 23 - 2}}$$
$$= \sqrt{\frac{5149.98 + 4607.46}{44}}$$
$$= \sqrt{\frac{9757.44}{44}}$$
$$= \sqrt{221.76}$$
$$= 14.89$$

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[5]{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{59.13 - 60}{14.89} \sqrt{\frac{1}{23} + \frac{1}{23}}$$
$$= \frac{-0.87}{14.89} \sqrt{\frac{2}{23}}$$
$$= \frac{-0.87}{14.89} \sqrt{0.08}$$
$$= \frac{-0.87}{0.84}$$
$$= -1.03$$

Based on calculation result of the homogeneity test of the both averages was got  $t_{count}$ = -1.03 with opportunity (1- $\alpha$ ) = 1 - 5% = 95% and dk = n<sub>1</sub> + n<sub>2</sub> -2 = 23 + 23 - 2 = 44 was got  $t_{table}$  = 1.68, cause  $t_{count} < t_{table}$  (-1.03 < 1.68). So, H<sub>0</sub> is accepted, it means no difference the average between experimental class and control class in this research.

#### HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the experimental class sample and variant of the control class sample were used homogeneyity test by using formula:

$$\mathbf{S}^{2} = \frac{n\Sigma xi^{2} - (\Sigma xi)}{n(n-i)}$$

Hypothesis:

$$\mathbf{H}_0 \qquad : \, \boldsymbol{\delta}_1^2 = \boldsymbol{\delta}_2^2$$

$$\mathbf{H}_1 \qquad : \, \delta_1^2 \neq \delta_2^2$$

So, variant of the experimental class sample is:

Xi	xi <sup>2</sup>
100	10000
100	10000
100	10000
100	10000
100	10000
100	10000
100	10000
100	10000
100	10000
95	9025
95	9025
95	9025

95	9025
95	9025
95	9025
95	9025
90	8100
90	8100
90	8100
90	8100
75	5625
75	5625
70	4900
2145	201725

$$S^{2} = n\Sigma xi^{2} - (\Sigma xi)^{2}$$
$$= \frac{23(201725) - (2145)^{2}}{23(23-1)}$$
$$= \frac{4639675 - 4601025}{23(22)}$$
$$= \frac{38650}{506}$$
$$= 76.38$$

Variant of the control class sample is:

Xi	xi <sup>2</sup>
100	10000
100	10000
100	10000
100	10000

100	10000
100	10000
95	9025
95	9025
95	9025
85	7225
80	6400
80	6400
80	6400
75	5625
75	5625
75	5625
75	5625
70	4900
70	4900
70	4900
65	4225
65	4225
60	3600
1910	162750

$$S^{2} = \frac{n\Sigma x_{1}^{2} - (\Sigma x_{1})^{2}}{n(n-1)}$$
$$= \frac{23(162750) - (1910)^{2}}{23(23-1)}$$

$$= \frac{3743250 - 3648100}{23(22)}$$
$$= \frac{95150}{506}$$
$$= 188.04$$

The formula was used to test hypothesis is:

 $F = \frac{The Biggest Variant}{The Smallest Variant}$ So:  $F = \frac{188.04}{76.38}$ = 2.46

After doing the calculation, researcher got  $F_{count} = 2.46$  with  $\alpha$  5 % and dk = 23 from the distribution list F was got  $F_{table} = 3.42$ , cause  $F_{count} < F_{table}$  (2.46 < 3.42). So, there is no difference the variant between experimental class and control class (homogeneous).

#### DIFFERENCE TEST OF THE BOTH AVERAGES

To test difference of the both averages was used t-test formula, as follow:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[5]{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

H<sub>0</sub> is accepted if  $t \ge t_{(1-a)(n1 + n2)}$  with opportunity  $(1-\alpha) = 1 - 5 = 95$  % and dk = (n1 + n2 - 2)

So:

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$
$$= \sqrt{\frac{(23 - 1)(188.04) + (23 - 1)(76.38)}{23 + 23 - 2}}$$
$$= \sqrt{\frac{22(188.04) + 22(76.38)}{44}}$$
$$= \sqrt{\frac{4136.88 + 1680.36}{44}}$$
$$= \sqrt{\frac{5817.24}{44}}$$
$$= \sqrt{132.21}$$
$$= 11.49$$

$$t = \frac{\overline{X}_{1} - \overline{X}_{2}}{\sqrt[5]{\frac{1}{n_{1}} + \frac{1}{n_{2}}}}$$
_ 93.26 - 83.04
$=\frac{11,49}{\sqrt{\frac{1}{23}+\frac{1}{23}}}$
$=\frac{10.22}{\sqrt[11,49]{\frac{2}{23}}}$
$=\frac{10,22}{\sqrt[11,49]{0.08}}$
$=\frac{10.22}{0.8}$
= 12.77

Based on calculation result of the difference test of the both averages was got  $t_{count} = 12.77$  with opportunity  $(1-\alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 23 + 23 - 2 = 44$  was got  $t_{table} = 1.68$ , cause  $t_{count} > t_{table}$  (12.77 > 1.68). So, H<sub>0</sub> is rejected, it means score averages of the result studying vocabulary by using media video Dora the Explorer is higher than score averages of the result studying vocabulary without using media.

# **APPENDIX 18**

N	Taraf	Signif	N	Taraf	Signif	Ν	Taraf	Signif
	5 %	1 %		5 %	1%		5 %	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,612	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,261
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
1								

# PRODUCT MOMENT r Table

21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,517	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Z-Table



	Area between 0 and z										
	0 z										
	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09	
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359	
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753	
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141	
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517	
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879	
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224	
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549	
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852	
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133	
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389	
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621	

1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990

# **APPENDIX 20**

df	0.995	0.99	0.975	0.95	0.90	0.10	0.05	0.025	0.01	0.005
1			0.001	0.004	0.016	2.706	3.841	5.024	6.635	7.879
2	0.010	0.020	0.051	0.103	0.211	4.605	5.991	7.378	9.210	10.597
3	0.072	0.115	0.216	0.352	0.584	6.251	7.815	9.348	11.345	12.838
4	0.207	0.297	0.484	0.711	1.064	7.779	9.488	11.143	13.277	14.860
5	0.412	0.554	0.831	1.145	1.610	9.236	11.070	12.833	15.086	16.750
6	0.676	0.872	1.237	1.635	2.204	10.645	12.592	14.449	16.812	18.548
7	0.989	1.239	1.690	2.167	2.833	12.017	14.067	16.013	18.475	20.278
8	1.344	1.646	2.180	2.733	3.490	13.362	15.507	17.535	20.090	21.955
9	1.735	2.088	2.700	3.325	4.168	14.684	16.919	19.023	21.666	23.589
10	2.156	2.558	3.247	3.940	4.865	15.987	18.307	20.483	23.209	25.188
11	2.603	3.053	3.816	4.575	5.578	17.275	19.675	21.920	24.725	26.757
12	3.074	3.571	4.404	5.226	6.304	18.549	21.026	23.337	26.217	28.300
13	3.565	4.107	5.009	5.892	7.042	19.812	22.362	24.736	27.688	29.819
14	4.075	4.660	5.629	6.571	7.790	21.064	23.685	26.119	29.141	31.319
15	4.601	5.229	6.262	7.261	8.547	22.307	24.996	27.488	30.578	32.801
16	5.142	5.812	6.908	7.962	9.312	23.542	26.296	28.845	32.000	34.267
17	5.697	6.408	7.564	8.672	10.085	24.769	27.587	30.191	33.409	35.718
18	6.265	7.015	8.231	9.390	10.865	25.989	28.869	31.526	34.805	37.156

# Chi-Square Table

df	0.995	0.99	0.975	0.95	0.90	0.10	0.05	0.025	0.01	0.005
19	6.844	7.633	8.907	10.117	11.651	27.204	30.144	32.852	36.191	38.582
20	7.434	8.260	9.591	10.851	12.443	28.412	31.410	34.170	37.566	39.997
21	8.034	8.897	10.283	11.591	13.240	29.615	32.671	35.479	38.932	41.401
22	8.643	9.542	10.982	12.338	14.041	30.813	33.924	36.781	40.289	42.796
23	9.260	10.196	11.689	13.091	14.848	32.007	35.172	38.076	41.638	44.181
24	9.886	10.856	12.401	13.848	15.659	33.196	36.415	39.364	42.980	45.559
25	10.520	11.524	13.120	14.611	16.473	34.382	37.652	40.646	44.314	46.928
26	11.160	12.198	13.844	15.379	17.292	35.563	38.885	41.923	45.642	48.290
27	11.808	12.879	14.573	16.151	18.114	36.741	40.113	43.195	46.963	49.645
28	12.461	13.565	15.308	16.928	18.939	37.916	41.337	44.461	48.278	50.993
29	13.121	14.256	16.047	17.708	19.768	39.087	42.557	45.722	49.588	52.336
30	13.787	14.953	16.791	18.493	20.599	40.256	43.773	46.979	50.892	53.672
40	20.707	22.164	24.433	26.509	29.051	51.805	55.758	59.342	63.691	66.766
50	27.991	29.707	32.357	34.764	37.689	63.167	67.505	71.420	76.154	79.490
60	35.534	37.485	40.482	43.188	46.459	74.397	79.082	83.298	88.379	91.952
70	43.275	45.442	48.758	51.739	55.329	85.527	90.531	95.023	100.425	104.215
80	51.172	53.540	57.153	60.391	64.278	96.578	101.879	106.629	112.329	116.321
90	59.196	61.754	65.647	69.126	73.291	107.565	113.145	118.136	124.116	128.299
100	67.328	70.065	74.222	77.929	82.358	118.498	124.342	129.561	135.807	140.169

# **APPENDIX 21**

# **T-Table**

df -

degrees of freedom for t curve area under the t curve with df degrees of freedom to the right of t(df) P -

Example: P[t(2) > 2.92] = 0.05 P[-2.92 < t(2) < 2.92] = 0.9

	0.25	0.2	0.15	0.1	0.05	0.025	0.02	0.01	0.005	0.0025	0.001 0.0005
df											
1	1.000	1.376	1.963	3.078	6.31	12.70	15.90	31.82	63.65	127.3	318.3
	636.61	9									
2	0.817	1.061	1.386	1.886	2.920	4.303	4.849	6.965	9.925	14.08	22.33
	31.599										
3	0.765	0.979	1.250	1.638	2.353	3.182	3.482	4.541	5.841	7.453	10.22
	12.924										
4	0.741	0.941	1.190	1.533	2.132	2.776	2.999	3.747	4.604	5.598	7.173
	8.610										
5	0.727	0.920	1.156	1.476	2.015	2.571	2.757	3.365	4.032	4.773	5.893
	6.869										
6	0.718	0.906	1.134	1.440	1.943	2.447	2.612	3.143	3.707	4.317	5.208
	5.959										
7	0 711	0 896	1 119	1 41 5	1 895	2365	2 517	2,998	3 499	4 02 9	4 785
,	5 408	0.070	1.117	1.110	1.070	2.000	2.017	2.770	5.177	1.022	
8	0 706	0 889	1 108	1 397	1 860	2 306	2 4 4 9	2,896	3 355	3 833	4 501
0	5.041	0.007	1.100	1.577	1.000	2.200	2.119	2.070	0.000	5.055	
9	0.703	0.883	1 100	1 383	1 833	2 262	2 398	2 821	3 250	3 690	4 297
/	0.703 1/781	0.005	1.100	1.505	1.055	2.202	2.570	2.021	5.250	5.070	<i>ч.271</i>
10	4.701 0.700	0.870	1.002	1 27 2	1 912	2 228	2 250	2761	2 160	2 5 9 1	4 144
10	1 597	0.079	1.095	1.572	1.012	2.220	2.339	2.704	5.109	5.561	4.144
11	4.307	0 976	1 000	1 262	1 706	2 20 1	2 220	2710	2 106	2 407	4 025
11	0.097	0.870	1.000	1.505	1.790	2.201	2.328	2.710	5.100	5.497	4.023
10	4.437	0.072	1 092	1 25 6	1 700	2 170	2 202	2 69 1	2 055	2 120	2 020
12	0.090	0.8/3	1.083	1.330	1.782	2.179	2.303	2.081	3.055	3.428	3.930
10	4.318	0.070	1.070	1 250	1 77 1	0.160	0.000	0.650	2 0 1 2	0.070	2.052
13	0.694	0.870	1.079	1.350	1.771	2.160	2.282	2.650	3.012	3.372	3.852
	4.221	0.060	1.056	1 0 4 5	1 8 4 1	0.1.1.5	0.044	2 (2)		2 22 6	0 707
14	0.692	0.868	1.0/6	1.345	1.761	2.145	2.264	2.624	2.977	3.326	3.787
	4.140										
15	0.691	0.866	1.074	1.341	1.753	2.131	2.249	2.602	2.947	3.286	3.733
	4.073										
16	0.690	0.865	1.071	1.337	1.746	2.120	2.235	2.583	2.921	3.252	3.686
	4.015										
17	0.689	0.863	1.069	1.333	1.740	2.110	2.224	2.567	2.898	3.222	3.646
	3.965										
18	0.688	0.862	1.067	1.330	1.734	2.101	2.214	2.552	2.878	3.197	3.610
	3.922										
19	0.688	0.861	1.066	1.328	1.729	2.093	2.205	2.539	2.861	3.174	3.579
	3.883										
20	0.687	0.860	1.064	1.325	1.725	2.086	2.197	2.528	2.845	3.153	3.552
	3.850										

21	0.686 3.819	0.859	1.063	1.323	1.721	2.080	2.189	2.518	2.831	3.135	3.527
22	0.686	0.858	1.061	1.321	1.717	2.074	2.183	2.508	2.819	3.119	3.505
23	0.685	0.858	1.060	1.319	1.714	2.069	2.177	2.500	2.807	3.104	3.485
24	0.685 3.745	0.857	1.059	1.318	1.711	2.064	2.172	2.492	2.797	3.091	3.467
25	0.684 3.725	0.856	1.058	1.316	1.708	2.060	2.167	2.485	2.787	3.078	3.450
26	0.684 3.707	0.856	1.058	1.315	1.706	2.056	2.162	2.479	2.779	3.067	3.435
27	0.684 3.690	0.855	1.057	1.314	1.703	2.052	2.158	2.473	2.771	3.057	3.421
28	0.683 3.674	0.855	1.056	1.313	1.701	2.048	2.154	2.467	2.763	3.047	3.408
29	0.683 3.659	0.854	1.055	1.311	1.699	2.045	2.150	2.462	2.756	3.038	3.396
30	0.683 3.646	0.854	1.055	1.310	1.697	2.042	2.147	2.457	2.750	3.030	3.385
40	0.681 3.551	0.851	1.050	1.303	1.684	2.021	2.123	2.423	2.704	2.971	3.307
50	0.679 3.496	0.849	1.047	1.299	1.676	2.009	2.109	2.403	2.678	2.937	3.261
60	0.679 3.460	0.848	1.045	1.296	1.671	2.000	2.099	2.390	2.660	2.915	3.232
80	0.678 3.416	0.846	1.043	1.292	1.664	1.990	2.088	2.374	2.639	2.887	3.195
100	0.677 3.390	0.845	1.042	1.290	1.660	1.984	2.081	2.364	2.626	2.871	3.174
1000	0.675 3.300	0.842	1.037	1.282	1.646	1.962	2.056	2.330	2.581	2.813	3.098
Z*	0.674 3.291	0.841	1.036	1.282	1.645	1.960	2.054	2.326	2.576	2.807	3.090
	50% 99.9%	60%	70%	80%	90%	95%	96%	98%	99%	99.5%	99.8%
						Confid	ence lev	el C			

#### **CHAPTER I**

#### INTRODUCTION

#### A. Background of Problem

Language is a social phenomenon. It means language is a set of convention of communicative signal used by human for communication in a community. Language in this sense is possession of a social group, comprising an indispensable set of rules, which permits its member to relate to each other. One of the languages that have a significant influence in international interaction is English language. English is used in many aspects of international relationship; people use English for business, technology, even in educational interaction.

Educational field has rapidly grown up. English becomes a tool of communication around the world include educational aspect. Government realizes that English language should be learned since the beginning of educational process to get the best result for the next Indonesian generation. As a forward orientation, Indonesian government had published Indonesian rules (UUD) No. 2 year in 1989 about national educational system to develop human resource in educational world.<sup>1</sup>

In 1993, Indonesian government decided to involve English language started since in elementary school students. The recruitment of Indonesian educational ministry number 060/U/1993 date 25 February 1993 about the

<sup>&</sup>lt;sup>1</sup>Kasihani K. E. Suyanto, *English for Young Learners* (Jakarta: Bima Aksara, 2008) p. 1.

possibility of English language as one of a subject in elementary school. The curriculum started in fourth class of Elementary school.<sup>2</sup>

The growing of English language as one of the subject study in elementary school is not early stopped. In 2005, Indonesian government states national educational standard that include English as esthetic subject group that need a relevant progress to teach it. Finally, in 2006, Indonesian educational ministry completes graduation competence standard (SKLSP) for elementary and secondary school, the standard is developed from the goal of educational program. The existence of English in elementary curriculum is very necessary in upgrading and improving the quality of formal elementary school in Indonesia.

As what have decided in graduation competence standard (SKLSP) for elementary students, English language is competence with many skills include reading, writing, listening, and speaking. All those skills are related to many parts of English aspects such as vocabulary, grammatical resource, media of learning and etc. English learners are expected to master all skills and all aspects inside them. Vocabulary mastery becomes an important part in English that should be owned by all students to understand English completely.

Vocabulary as a major part in English language has to be taught effectively, because students should feel glad and interesting in learning vocabulary. If the process of learning is going on without giving and holding the interesting condition of learning, students will easy to be bored, and finally they

<sup>&</sup>lt;sup>2</sup>*Ibid.*, p. 2.

cannot master and memorize vocabulary well. If this case actually happened, process of learning English is not running well, because students cannot understand vocabulary as the root of English, so how come they will have ability for all aspect in English without mastering vocabulary. So also it was happened at SD Negeri 200201/4 Padangsidimpuan, as English teacher told to the researcher before that the students felt boring in time studying English vocabulary by using conventional teaching (without media) was given by their English teacher. Finally, the students could not master and memorize vocabulary well. In essentially, researcher could conclude that vocabulary have to be taught with an interesting media.

According to Sadiman, teaching and learning are the process of communication. It is the process of transferring message from resources to receiver by using appropriate media, the messages are consist of educational attitude which make into the symbols of verbal and visual communication. <sup>3</sup> So that media is a tool to communicate an educational material. English teachers have to think, the media that they use in teaching vocabulary is a kind of media being loved by their students such as using a song by a cassette or watching a film on Television.

Dora the explorer is a television animation series for children in united state of America. But now on, it's has been known by all people especially for

<sup>&</sup>lt;sup>3</sup>Arief Sadiman, *Media Pendidikan: Pengertian, Pengembangan, Dan Pemanfaatan* (Jakarta: Grafindo Pers, 1993) p. 6.

children almost around the world. That why the researcher interest to research whether this video can affect the students' ability in mastering vocabulary.

# "The Effect of Using Media Video Dora the Explorer to Students' Vocabulary Mastery at SD Negeri 200201/4 Padangsidimpuan."

#### **B. Identification of Problem**

Vocabulary mastery is one of the main skills have to be mastered by students. Without mastering vocabulary, students are not able to get the best of English language skills, such as reading, writing, speaking, and listening. In addition, teaching vocabulary is significant to learned; in teaching vocabulary of English language is different ways with foreign languages, because the lettering differs with the pronunciation. To teach vocabulary especially for elementary students, teacher should find an appropriate strategies, methods, and media; because students need an interesting way to learn so they can cover the entire of learning message. Especially at SD Negeri 200201/4 Padangsidimpuan, researcher found there that students can not mastered the meaning of English vocabulary was given by their teacher with conventional teaching, as English teacher told to researcher before that the students of SD Negeri 200201/4 Padangsidimpuan felt boring in time studying English vocabulary by using conventional teaching (without media). Finally, the students could not master and memorize vocabulary well.

#### **C. Limitation of Problem**

Based on the background of problem, researcher found many problems in teaching and learning vocabulary, but many methods to accomplish these problems. In this research, researcher wanted to focus about finding and getting the effect of using media video Dora the Explorer to students' vocabulary mastery at SD Negeri 200201/4 Padangsidimpuan. From all students at SD Negeri 200201/4 Padangsidimpuan, researcher would focused only for fifth grade students.

## **D.** Formulation of Problem

In order to be clear about the problem in this research, the researcher would make the formula of problems as follows:

- How was the ability of students in mastering vocabulary before using media video Dora the Explorer at fifth grade of SD Negeri 200201/4 Padangsidimpuan?
- 2. How was the ability of students in mastering vocabulary after using media video Dora the Explorer at fifth grade of SD Negeri 200201/4 Padangsidimpuan?
- 3. Was there a significant effect of using media video Dora the Explorer to students' vocabulary mastery at fifth grade of SD Negeri 200201/4 Padangsidimpuan?

#### E. Aims of Research

Based on the focus of the problems, the research determined that the aims of the research can be stated as follows:

- To know the ability of students in mastering vocabulary before using media video Dora the Explorer at fifth grade of SD Negeri 200201/4 Padangsidimpuan.
- To know the ability of students in mastering vocabulary after using media video Dora the Explorer at fifth grade of SD Negeri 200201/4 Padangsidimpuan.
- 3. To know a significant effect of using media video Dora the Explorer to students' vocabulary mastery at SD Negeri 200201/4 Padangsidimpuan.

#### F. Signification of Research

#### **1.** Theoretical Signification of Research

- a. For education services as information to improve the quality of teaching English language in elementary school.
- b. For the headmaster as information to improve the quality of English teachers of English Department at SD Negeri 200201/4 Padangsidimpuan.
- c. For other readers as an input to conduct further research.

## 2. Practical Signification of Research

a. For English teachers as information to improve the quality of teaching vocabulary at SD Negeri 200201/4 Padangsidimpuan.

# G. Definition of Variable

To reduce misunderstanding about the terms that used in this research, researcher maked a limitation of terms, they are:

1. Using Media Video Dora the Explorer

For the first, defend on Sadiman, adopted an idea from F. Pervical and H. Ellington, media is the physical tools of educational technology including printed, words, films, tapes, records, slides and the various combinations thereof.<sup>4</sup> While Defend on Sudarwan Danim, media is the component of educational tools that used by teachers in the process of teaching.<sup>5</sup>

Media means in this research is the media film Dora the Explorer that used by researcher in teaching vocabulary at SD Negeri 200201/4 Padangsidimpuan.

Secondly, Ronald Anderson said that video is a series of electronic picture along whit the sound. Those series then will be revved with the tools

<sup>&</sup>lt;sup>4</sup>Arif Sukadi Sadiman, *Beberapa Aspek Pengembangan Sumber Belajar* (Jakarta: Mediayatama Sarana, 1989) p. 164.

<sup>&</sup>lt;sup>5</sup>Sudarwan Danim, *Media Komunikasi Pendidikan* (Jakarta: Bumi Akasara, 2008) p. 7.

namely video cassette recorder or video player.<sup>6</sup> Video means here is VCD (Video Compact Disc) of Dora the Explorer.

Thirdly, Dora the explorer is a serial television animation for children from United State of America owned by television network Nickelodeon. This serial is made by Chris Gifford, Valerie Walsh, dan Eric Weiner.<sup>7</sup>

So, researcher got summary that using media video Dora the Explorer is one of the tool to learning English by using media video with video Dora the Explorer exactly.

2. Vocabulary Mastery

Based on Webstren New World Collage Dictionary, mastery means to become master of control, conquer. <sup>8</sup> In this research, mastery means that the students of SD Negeri 200201/4 Padangsidimpuan can become a master of control in vocabulary.

Then, vocabulary is one aspect should be owned by every student to make them understand and master reading a text.<sup>9</sup> While Howard Jackson said that vocabulary is a representative collection of the words that exist in English language.<sup>10</sup>

<sup>&</sup>lt;sup>6</sup>Anderson Ronald. H, *Pemilihan dan Pengembangan Media Video Pembelajaran* (Jakarta: Grafindo Pers. 1994) p. 99.

<sup>&</sup>lt;sup>7</sup>Chris Gifford et.al, *Dora The Explorer*. Retrieved on 15<sup>th</sup> November 2011from http/www.Wilkipedia.org/Dora the explorer, p. 2.

<sup>&</sup>lt;sup>8</sup>Victoria Neufelat, David B. Guralmik. Webstren New World Collage Dictionary (USA: MacMillan, 1995) p. 833.

<sup>&</sup>lt;sup>9</sup>Penny Ur, *A Course in Language Teaching* (United Kingdom: University Press, 2000) p. 60. <sup>10</sup>Howard Jackson, *Words, Meaning and Vocabulary* (London: Casell, 2000) p. 118.

So, researcher could conclude that vocabulary mastery is a skill in mastering vocabulary, specifically in mastering English vocabulary to understand reading, writing, speaking, and listening.

## H. Outline of the Thesis

The researcher is going to organize this research paper in order to make the reader easier to understand:

In chapter I, it consists of; *First*, background of the problem explained about the students' ability in mastering vocabulary was poor and cause effect. *Second*, identification of problem organized all of the students' problems and teachers' problem inside. *Third*, limitation of problem is researcher's ways to focus the research. *Fourth*, formulation of problem about some questions about students' ability in mastering vocabulary at SD Negeri 200201/4 Padangidimpuan. *Fifth*, aims of research about some missions of research in mastering vocabulary. *Sixth*, significances of research explained to whom would be useful about this research. *Seventh*, definition of operational variable explained about the variables was used in the research.

In chapter II, it consists of; *First*, theoretical description, which explained about concept of teaching media, kinds of media, defenition of video, advantages and disadvantages of video, Dora the Explorer, the nature of vocabulary mastery, kinds of vocabulary, teaching vocabulary, principles of teaching vocabulary to elementary students, developing audio visual media in teaching vocabulary. *Second*, review related findings told about the other research which related with this title. *Third*, framework of thingking was thought by researcher about using media video Dora the Explorer and students' vocabulary mastery. *Fourth*, hypothesis is temporary statement about result in using media video Dora the explorer to students' vocabulary mastery.

In chapter III presented research methodology, it desribed about research design, time and place of research, population and sample of research, technique of data collection, procedures of research, instrumentation, validity of instrument analysis, qualification test of data analysis pre-test and post-test, data analysis, and the result of try-out instrument test.

In chapter IV presented description of the data and discussion, it described about students' vocabulary mastery in pre-test and post-test, testing hyphotesis, and discussion.

In chapter V presented conclusion and suggestion, conclusion told about researcher answers formulation of the problem and hypothesis. Suggestion told about suggestion of the researcher.

#### **CHAPTER II**

# **REVIEWE OF RELATED LITERATURE**

#### **A.** Theoretical Description

#### 1. Teaching Media

#### a. The Concepts of Teaching Media

Media is a tool; here in this case media means a tool of transferring learning materials from the teachers to the students that can make them easier and more interest in the process of teaching and learning. These are several experts' terms about definition of media, such as: firstly, Association for Education and Communication Technology (AETC) said that media is all things that used as a medium of information. Secondly, National Educational Association (NEA) interprets media as printed and audiovisual forms of communication and their accompanying technology.<sup>1</sup>

Thirdly, according to Sadiman, media is a tool to deliver messages include of educational attitude, which make into the symbols of verbal and visual communication.<sup>2</sup> Fourthly, Gagne and Briggs said that media is an aids which are used physically to convey the content of material that includes a books, tape recorder, cassette, video recorder, film, photo, picture, graph, television and computer.<sup>3</sup>

<sup>&</sup>lt;sup>1</sup>Basyiruddin Usman, *Media Pembelajaran* (Jakarta: Ciputat Pers, 2002) p. 11.

<sup>&</sup>lt;sup>2</sup>Arief Sadiman, *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatan* (Jakarta: Grafindo Pers, 1993) p. 6.

<sup>&</sup>lt;sup>3</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Raja Grafindo Persada, 2004) p. 3.

From those definitions above, researcher concluded that media is the medium of transferring message from the source to the receiver of message. Media is used as supporting aids to improve students' interesting and motivation in the process of teaching and learning.

Teaching media is the part of teaching resources to transfer the information of material.<sup>4</sup> By using media in the process of teaching and learning, teacher expected to find the better way and the suitable method to deliver learning material. So, teachers have to use media in all process of teaching and learning to reach the goal of education.

There are many functions of teaching media in the process of teaching in learning. Azhar Arsyad said that media is used for instructional objective in where information should involve students' participation both in mind and other mental aspect and in real activities form, so that the learning process can be carried.<sup>5</sup>

Teaching media has increased and developed, the media that researcher used for teaching should be able to explain what researcher wanted to deliver to students precisely and effectively,<sup>6</sup> if the media was not suited with the process of teaching, learning, and material, researcher needed to find another media to repaired and replaced an old media that could not be appropriated to the goal of learning any more. Students were easy become

<sup>&</sup>lt;sup>4</sup>Drs. Sudirman N, et.al, *Ilmu Pendidikan* (Bandung: Remaja Rosdakarya, 1992) p. 205. <sup>5</sup>Azhar Arsvad, *Op.Cit.*, p. 21.

<sup>&</sup>lt;sup>6</sup>Basyiruddin Usman, M.Pd. *Op.Cit.*, p. 16.

boring in receiving learning material if they go uninteresting media, so researcher needed the changing to strange the process of learning.

Media is a medium of for improving learning activities. Remembering about the kinds of media, teachers have to choose the correct media that can be used in the process of teaching and learning. There are some points that teachers should comprehend in choosing media. They are; aim, correct using, standard of students' ability, cost, availability and technical quality.<sup>7</sup>

These are the explanations about those points:

1. Aim

The media has to support the aim of learning. When the process of learning begun, teachers have to arrange the aim of learning that must be passed by students. Actually, the media which has chosen by teachers must be suitable to that aim of learning.

2. Correct using

The media what has chosen by teachers must be in mutual accord in the process of delivering learning messages. When the teachers communicate or deliver the messages of learning, they have to use an appropriate media to make that process is running well.

<sup>&</sup>lt;sup>7</sup>Daryanto, *Media Visual Untuk Pengajaran Teknik* (Bandung: Tarsito, 1993) p. 3.

3. Standard of students' ability

The media which will be used by the teachers must be along with the standard of students' ability, approximation to the problems, size of students' group and the extent of using that media.

4. Cost

The cost of media must be along with the result of media and suitable to the available budgets. For this case, teachers can choose the media that have a significant function and also a significant cost. <sup>8</sup>

5. Availability

Availability of the media in the school is also points that teachers have to comprehend it. Is the media available or not? Can the teachers find the substitution of media which has a relevant to the older media? Both of those questions inspire the teachers to comprehend the availability of the media.

6. Technical quality

The quality of media must be comprehended, if the media has broken or not clear enough, the process of transferring information will not interesting anymore or will be difficult to understand.

There are many kinds of media that can be used in as a teaching instructional in the teaching and learning process, they are: media visual-

<sup>8</sup> Ibid.

silent, media visual-moving, media audio, printed media, media audio-semi moving, media audio-visual silent, media audio-visual moving.

## b. Kinds of Media

Media is very important to use in learning process, teachers can use many kinds of media. Depend on Sudjarwo that many kinds of media, there are: <sup>9</sup>

1. Media Visual-Silent

Media visual silent is media can be showed quietly in visual form. Such as; video archives, printed page, picture series.

2. Media Visual-Moving

Media visual moving is media can be showed in motion, in visual form. Such as; mute film.

3. Media Audio

Media audio relates with hearing sense, such as; radio, magnetic tape recording,

- 4. Printed Media, such as; perforated tape.
- 5. Media Audio-Semi Moving

Media audio-semi moving relates with distant lettering, such as; power point.

<sup>&</sup>lt;sup>9</sup>Sudjarwo, *Beberapa Aspek Pengembangan Sumber Belajar* (Jakarta: Mediayatama Sarana Perkasa, 1989) p. 175.



6. Media Audio-Visual Silent

Media audio-visual silent is the media that present sound and silent picture. Concluding from the completeness of media, Media audiovisual silent is the second grade after audio-visual moving. The different function between both of those media is just in about the moving picture. Sample of silent audio-visual are sound filmstrip and sound slide.

7. Media Audio-Visual Moving

This media is the most complete media, because it's presenting unsure of sound along with moving picture in the same time. Kinds of media which are included into audio visual-moving are sound film, television and video cassette.<sup>10</sup>

# c. Media Video

#### 1. Definition of Video

Ronald Anderson said that video is a series of electronic picture along whit the sound. Those series then will be revved with the tools namely video cassette recorder or video player.<sup>11</sup> Video is the media that

<sup>&</sup>lt;sup>10</sup> Ibid.

<sup>&</sup>lt;sup>11</sup>Anderson Ronald. H, *Pemilihan dan Pengembangan Media Video Pembelajaran* (Jakarta: Grafindo Pers, 1994) p. 99.

used to deliver learning messages. There are two elements that is combined in this media include audio and visual. The existence of audio enables students accept the messages of learning through listening, while the existence of visual element enable students to create the understanding circle for the learning messages in visualization forms.

From the explanations above, researcher concluded that video is:

- Technology of electronically capturing, recording, processing, storing, transmitting and reconstructing a sequence of pictures and representing scenes in motion.
- 2) Recording of both the visual and audible components.

#### 2. Advantages and disadvantages of video

There are some advantages and disadvantages of using media video in the process of teaching and learning. Ronald Anderson said that the advantages of using video are:

- 1) Can be used for classical of individual person.
- 2) Can be used directly (when we need it).
- 3) Can be used many times over.
- Can deliver a dangerous object which cannot be presented directly in the class.
- 5) Can deliver an object in sufficient detail.
- 6) Can be slow up and speed up.

7) Present the picture along with the sound.

The disadvantages of using media video based on Ronald Anderson are:

- 1) Difficult to revise it.
- 2) Relative expensive
- 3) Need a special ability to operate it.<sup>12</sup>

Actually, every film or video cannot impact the positive effect to the process of teaching and learning, especially to elementary students, but not a few of them which can influence the students' interesting in learning, such as: Upin Ipin and The Adventure of Mouse Dear as foreign film, and Si Unyil and Laskar Pelangi as Indonesian film. One of the famous children film in the world is Dora the Explorer. This film was famous in Indonesia around along times ago, it was used by researcher in learning vocabulary.

# d. Dora the Explorer

Dora the Explorer is a serial television animation for children from United State of America owned by television network Nickelodeon. This serial is made by Chris Gifford, Valerie Walsh, dan Eric Weiner.<sup>13</sup> Their first idea about production this serial because they wanted to create a show about

<sup>&</sup>lt;sup>12</sup>*Ibid.*, p. 103-105.

<sup>&</sup>lt;sup>13</sup>Chris Gifford et.al, *Dora The Explorer*. Retrieved on 15<sup>th</sup> November 2011from http/www.Wilkipedia.org/Dora the explorer, p.12.

teaching the children to problem solving skills. Trying episode of the serial began in 1999 and starting the regular episode on 14 August 2000.

Dora the Explorer is one of the famous children animations in the world even in Indonesia and this serial has some meterials like material of education; counting, singing, founding the meaning of vocabulary, and material of life; love each other, helping each other, honour each other, about friendship. This serial has produce \$1 Billion for selling only in 2004. As with many animated series made in the United State of America., Dora the Explorer has been dubbed into 25 languages all over the world. The simplicity and repetitious nature of the episodes make this series especially well-suited for learning important phrases in a foreign language. These are the adaption of Dora the Explorer all around the world:

- 1) Arabic. In the Arabic language version broadcast on the "Nickelodeon on MBC3" block of MBC3, the bilingualism is Arabic-English
- Chinese. In the Chinese language's version, *Dora* the characters speak mainly Mandarin with limited English. It is broadcast on Yo-yo TV in Taiwan (Channel 25).
- 3) Danish. In the Danish language version Dora is similarly to Swedish listed by Nickolodeon as *Dora- utforskaren* although this title is actually incorrect use of Danish.
- Dutch. In the Dutch language version, broadcast on Nickelodeon and Nick .Jr, the bilingualism is Dutch-English. Starring Voice Actors: Lottie Hellingman as Dora and Dieter Jansen as Boots.
- 5) French. In the French language version, *Dora l'exploratrice*, broadcast on TF1 in France and Télé-Québec in Canada, the bilingualism is French-English, with Dora and Boots (called Babouche) speaking French and other protagonists speaking and answering in English.
- 6) Filipino. In the Filipino language version broadcast on ABS-CBN entitled as its English title "Dora, the Explorer". The characters speak Filipino and some English, Dora teaches English in this version.

- 7) German. In the German language version, broadcast on the recently restarted German branch of Nickelodeon, the bilingualism is German-English.
- 8) Greek. In the Greek version called "Ντόρα η μικρή εξερευνήτρια" (or Dora the Little Explorer), broadcast on Nickelodeon and Star Channel, the bilingualism is Greek-English. Dora and Boots (called Botas) speak Greek and other protagonists speak and answer in English.
- 9) Hebrew. In the Hebrew version, broadcast on HOP channel, the bilingualism is Hebrew-English. The series is called מגלים עם דורה (or *Megalim Im Dora*--English: *Discovering with Dora*).
- 10) Hindi. In the Hindi language version, Dora and the other characters speak Hindi. It is broadcast on Nickelodeon.
- 11) Indonesian. The Indonesian language version, formerly broadcast on TV One is now broadcast on Global TV. The bilingualism is Indonesian-English.
- 12) Irish. In the Irish language version, broadcast on the Irish station TG4, the bilingualism is Irish-Spanish, with Dora and Boots speaking in Irish and some other characters speaking Spanish as in the original.
- 13) Italian. In the Italian language version, broadcast on Italia 1 and on Nickelodeon in the subscription of Sky, the bilingualism is Italian-English. The series is called *Dora l'esploratrice* ("Dora the Explorer"). Most characters speak Italian, but some characters and especially Dora's parents and backpack speak English together with Italian.<sup>14</sup>
- 14) Japanese. In the Japanese language version, broadcast on Nick Japan, the bilingualism is Anglo-Japanese, with Dora and Boots speaking Japanese and other protagonists speaking and answering in English. The version is called ドーラといっしょに大冒険 (Dōra to issho ni dai bōken/Adventures with Dora).
- 15) Korean. The Korean language version is broadcast on Nick Jr in Korea. The title is different it is called "Hi Dora" and is introduced by a real person whose name is Dami she introduces key English vocabulary for each episode. The episode is primarily in Korean with some English.
- 16) Malay. The Malay language version is broadcast on TV9. The bilingualism is Malay-English. Dora speaks primarily in Malay instead of English, and the secondary language is English instead of Spanish. The original English-Spanish version, however, is also available on Nickelodeon South East Asia via the Nick Jr. programming slot to subscribers of the ASTRO satellite TV service.

- 17) Norwegian. In the Norwegian language version, the bilingualism is Norwegian-English.
- 18) Polish. In the Polish language version, broadcast on Nickelodeon in Poland, the bilingualism is Polish-English. The series is called *Dora poznaje świat* ("Dora explores the world").
- 19) Portuguese. In the Portuguese language versions, *Dora a Exploradora*, broadcast on RTP2 and Nickelodeon Portugal.
- 20) Russian. In the Russian language version, broadcast on TNT and Nickelodeon, the bilingualism is Russian-English. The series is called *Dasha-sledopyt* ("Dasha the Pathfinder"). Dasha is the children's name of Daria (Darya).
- 21) Serbian. In the Serbian language version, broadcast on B92, the bilingualism is Serbian-Spanish. The series is called *Dora istražuje* (Dora is exploring).
- 22) Spanish. There are different Spanish language versions for Latin America and Spain. In *Dora la Exploradora*, broadcast on Nickelodeon in Latin America (and until September 2006 on Telemundo in the USA; since April 2008 on Univisión), Dora and Boots (called *Botas*) speak Spanish and the other protagonists speak and answer in English.
- 23) Swedish. In the Swedish language's version *Dora- utforskaren* the characters speak mainly Swedish but will have commands and expressions in English. It is broadcast on Nickelodeon and TV4.
- 24) Tamil. In the Tamil language's version *Dora the Explorer*, the characters all speak Tamil, with some English interspersed. It is broadcast on a local kids programming channel Chutti TV, a channel run by the Sun Network.
- 25) Turkish. In the Turkish language's version *Dora* the characters speak mainly Turkish, Spanish and English but will have commands and expressions in Turkish. It is broadcast on Nickelodeon and CNBC-e.<sup>15</sup>

There are some characters that can be found in serial Dora the

Explorer, they are:

1) Dora Marquez

- 2) Boots the Monkey
- 3) Swiper the Fox
- 4) Fiesta Trio include three small animals; a grasshopper, a snail, and a frog
- 5) Backpack
- 6) Map
- 7) Isa the Iguana.<sup>16</sup>

Dora, the main character, is an 8 Year old girl who embarks on a trip in every episode in order to find something or help somebody. She asks the viewers at home to help her find new ways to reach places with the help of Map. She also teaches viewers Spanish, introducing them to short words and phrases.

Dora has a positive view of the characters she meets, failing even to hold a grudge against the mischievous fox, Swiper, who continually attempts to steal items from her party. She acts against villains only when it seems that compromise is impossible, and even in these cases, fails to display actual anger. She gives others a chance to try their hands at tasks even when she herself might have an easier time with them.

Dora values her family, whom she loves openly, though she spends little time indoors at home with them. She tries to introduce her traditions and customs, subtly and without compulsion, to those who are not familiar with them. Dora is fond of Boots, who became her best friend when she saved his beloved red boots from being swiped by Swiper.

 $^{16}Ibid.$ 

Serial of Dora the Explorer also involves educational parts include teaching vocabulary. Along the journey, Dora with Boots will find something with their map. When they find the missing object, they will ask the viewer to tell the object in English language. This is one of the educations partial that can we find in Dora the Explorer.

Here are some vocabularies that can be found in serial Dora the Explorer based on six episodes, they are:

# Table I

Vocabularies in some serials Dora the l	Explorer based on four	episodes.
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			Vocabulary		
No.	Episode	Adjective	Noun	Verb	Meaning
1	Backpack		Backpack		Tas ransel
	_		Map		Peta
			Bridge		Jembatan
			Rock		Batu besar
			Library		Perpustakaan
2	River		Waterfall		Air terjun
			Boot		Sepatu bot
				Open	Buka
3	Pirates		Seas		Lautan
			Treasure island		Pulau harta karun
				Dance	Menari
				Sing	Menyanyi
4	Fairy land	Cold			Dingin
			Dragon's cave		Gua naga
			Giant rock		Batu raksasa
			Sunshine		Sinar matahari
5	Halloween		Pumpkin		Labu
			Witch		Penyihir
			Monster House		Rumah Monster
			Bee		Lebah
			Pig		Babi
6	Balloon		Balloon		Balon

	River	Sungai
	Crocodile	Danau Buaya
	Lake	

#### 2. Vocabulary Mastery

#### a. The Nature of Vocabulary Mastery

Vocabulary is one aspect should be owned by every student to make them understand and master English language. Considering that English language consists of skills that have a mutual affect to the achievement of vocabulary. Howard Jackson said "Vocabulary is a representative collection of the words that exist in English language".<sup>17</sup> It means that vocabulary is a collection of English words or it can be another language has a part and to make that collection be easier to find out. Penny Ur also definites vocabulary as the words we teach in foreign language".<sup>18</sup> It means vocabulary is the list of words that work in language and it is taught by the teacher based on the student's level. However, new items of vocabulary many be more than a single word, for example: post office and mother in law, which made up of two or three words but express a single idea.

Other definitions said that vocabulary discusses words meaning, how words extend their use, how words combine and the grammar of

<sup>&</sup>lt;sup>17</sup> Howard Jackson, *Words, Meaning and Vocabulary* (London: Casell, 2000) p. 118.

<sup>&</sup>lt;sup>18</sup> Penny Ur, A Course in Language Teaching (United Kingdom: University Press, 2000) p.
60.

words".<sup>19</sup> It means that vocabulary may discuss about the extent of words, how combine words based on grammar to get the right meaning in a text. There are some aspects that have to be understood in understanding vocabulary. They are: meaning, synonym, antonym, pronunciation and spelling.

1) Meaning

The meaning of a word is defined to get the information from the context. It means to get the meaning from a word or sentences, the speaker should write or pronounce it well, so that the listener get the information and the speaker's feelings of course in a certain language.

2) Synonym

Synonym is the similarity of meaning. It means a word that has the same meaning with another word can be used in the same context to make another reader understand easily. For example: beautiful synonymy with pretty, fast synonymy with quickly and look synonymy with see.

3) Antonym

Antonym is the opposite or contrastive meaning. For example: leave><arrive, big><small, get><give, expensive><cheap, etc.

<sup>&</sup>lt;sup>19</sup> Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 2000), p. 16.

Further, vocabulary is the counting words that are needed to learn".<sup>20</sup> In presenting new vocabulary, the teacher must first convey the meaning of the words. Then, the students must be taught to use the words properly in full sentences, so that the teachers are expected to find out the best way and appropriate media to teach vocabulary.

4) Pronunciation

With greater attention to grammatical structures as important elements in discourse, to a balance between fluency and accuracy, and to explicit specification of pedagogical tasks that a learner should accomplish, it became clear that pronunciation was a key to gaining full communicative competence.<sup>21</sup>

5) Spelling

Spelling is the writing of one or more words with letters and diacritics. In addition, the term often, but not always, means an accepted standard spelling or the process of naming the letters.<sup>22</sup>

So that, to learn vocabulary in English, firstly, we must understand them that; meaning, synonym, antonym, pronunciation, and spelling.

<sup>&</sup>lt;sup>20</sup>David Nunan, *Practical English Language Teaching* (Singapore: Mc Graw Hill, 2003) p.
130.

<sup>&</sup>lt;sup>21</sup> H. Douglas, Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (New York: Longman, 2000) p. 283.

<sup>&</sup>lt;sup>22</sup> Andrew Jackson, *Spelling*. Retrieved on April 11<sup>th</sup> 2012 from http://www.wikipedia.com/Spelling, p. 1.

#### b. Kinds of vocabulary

According to Thornbury, there are two kinds of vocabulary, as follows: Receptive vocabulary or Passive vocabulary and Productive vocabulary or Active vocabulary.<sup>23</sup>

## 1) Receptive Vocabulary or Passive Vocabulary

Receptive vocabulary can be understood only through listening and reading. Someone doesn't need to know much about the receptive vocabulary because someone rarely uses the receptive vocabulary and it is impossible for someone to memorize all the vocabularies of a certain language but someone can understand the ideas of the utterance contextually not word by word.

2) Productive Vocabulary or Active Vocabulary

Productive vocabulary involves of knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words that usually collocate with.<sup>24</sup>

# c. Teaching Vocabulary

Vocabulary teaching and learning must fit into the boarder framework of language course. One way to make sure that there is balanced range of learning opportunities is to see a language course as consisting of

<sup>&</sup>lt;sup>23</sup> Jeremy Harmer, *Op. Cit.*, p. 158.
<sup>24</sup> *Ibid*.
four strands. They are as follow: learning from meaning-focused input, learning from meaning-focused output deliberate learning or language study and fluency development.<sup>25</sup>

1) Learning from meaning-focused input

The learning from meaning-focused input strands involves learning from listening and reading. In vocabulary learning, learners need to know 98 percent of the running words already. For example, in the text, there should be only one unknown word in every fifty running word. This one unknown word in fifty is something that can be learned through guessing from context and which does not stop comprehension of the text.

2) Learning from meaning-focused output

The learning from meaning-focused output strands involves learning through speaking and writing where the learners' main attention is on communicating messages. '' It may seem a little strange to see the productive skills as sources of vocabulary learning, but using vocabulary productively can strengthen learning and push learners to focused on aspect of vocabulary knowledge that they did not need to attend to when listening and reading.''

3) Deliberate learning or language study

The deliberate learning strand is sometimes called formfocused instruction, language- focused learning, or language study. It

<sup>&</sup>lt;sup>25</sup> David Nunan, *Op.Cit.*, p. 133-134.

involves paying deliberate attention to language features such as sounds, spelling, vocabulary, grammar, or discourse that are presented out of context.

4) Fluency development<sup>26</sup>

Vocabulary must not only be known, it must be readily available for use. The fluency development strands of a course aims at helping learners make the best use of what they already know. It is important to see fluency as being related to each of the four skills of the four skills of listening, speaking, reading and writing needing to be independently in each of these skills.

Adrian Doff stated that teacher have to evaluate technique and methodology of teachp;ing from the learners' point of view to make the learning more effectively.<sup>27</sup> Especially for elementary students, teachers need to find out the suitable method that can encourage students to master vocabulary fluently. However, teaching method that probably can be applied to adult students cannot be applied to young learner. The young learner especially for elementary students has a special characteristic which cannot be treated the same as adult students, they need to be explore and they must be taught attractively by using interesting media and method.

 $<sup>^{26}</sup>$  Ibid.

<sup>&</sup>lt;sup>27</sup> Adrian Doff, *Teach English, a Training Course of Teachers* (New York: Cambridge University Press, 1990) p. 9.

Media plays the big role in the process of teaching vocabulary at elementary school students. Kasihani K.E. Suyanto stated that the process of teaching and learning vocabulary will be easier if teachers use an appropriate media, because children like the visual things include picture, puppets, or miniature which can make them fun and interested.<sup>28</sup> One of the media that can be used in teaching vocabulary is audio-visual media. Researcher will discuss the implementation of using media in teaching vocabulary next explanation.

# d. Principles of Teaching Vocabulary to Elementary Students

Kasihani K.E.p Suyanto said that there are some aspects that teachers have to consider in teaching elementary school. Those aspects directly influence the failure and the successful of students in learning English especially vocabulary mastery. Those aspects are: egocentric attitude, difficult to different concrete and abstract things, trend to be active and imaginative, feeling bored and teaching media.<sup>29</sup>

1) Egocentric attitude

Generally, children have egocentric attitude, means that they like to connect what they studied with all activities what they have done before. Elementary students like to learn which has a relationship with

 <sup>&</sup>lt;sup>28</sup> Kasihani K. E. Suyanto, *English for Young Learners*, (Jakarta: Bima Aksara, 2008) p. 22.
<sup>29</sup> *Ibid.*, p. 15-17.

their daily activities. In the process of teaching vocabulary, teachers have to connect the material with students' daily activities.

2) Difficult to different concrete and abstract things

Young learners are difficult to make a different between abstract and concrete things. It's better to start the learning with the concrete things before going to abstract things. There are many subjects that teachers can present before tell them orally. Ex: Teachers show the picture before saying the English language of that picture.

3) Trend to be active and imaginative.

Children are trend to be active and imaginative. They like the learning base on the game, song, or stories which make them motivated in learning English. Teachers can use song, game or the media in teaching vocabulary to make the students interest the process of learning.

4) Feeling bored

Elementary students are easy to feel bored in learning. They have a shorter concentration than adult students. Feeling bored comes from the way teachers teaching, uninteresting media, or the long time study. In the process of teaching vocabulary, teachers have to avoid the boredom of students by giving a learning variation.

5) Teaching media

Teaching vocabulary orally is not effective enough for elementary students. They need to get something attractive and

interesting. Teachers have to use an interesting media to get their attention. The using of media will help the teachers to create an interesting learning situation for elementary students.<sup>30</sup>

Often times, Teachers teach vocabulary for children by giving the free words without giving the context of the worlds. Factually if the worlds are presented in context, the process of learning will run well and concretely, because students will get the full understanding. And the learning of vocabulary will be more effective if the context is related to the children world.

Process of teaching vocabulary for children can be divided into four steps, such as:<sup>31</sup>



1) Introducing: Teachers introduce the new words with the clear utterance by using picture or the other media.

- 2) Modeling: Teachers make the sample by acting as a model of sentence.
- <sup>30</sup> Ibid. <sup>31</sup> Ibid.

- 3) Practicing: Teachers train the students to practice and exercise the new words.
- Applying: Students apply the words in a correct situation with teachers' helping.

The steps of teaching vocabulary above can help teachers to teach vocabulary effectively. All steps are directly connected each other. Finally, the result of learning vocabulary will be more effective.

# e. Developing Audio-Visual Media in Teaching Vocabulary

Most of teachers for elementary school still use conventional method in the process of teaching and learning. Lecturing method is one of the regular method that teacher use in teaching vocabulary. This classical learning phenomenon will affect the result of learning. The main problems for teachers are distortion or noise. Besides that, students' interpretation to the material of learning will be less enough.

Based on the explanations above, the teachers need to use media to solve all barriers in the class. There are many kinds of media that teachers can use in teaching vocabulary, such as: Film, video, OHP and others. Audio-visual media will become an interesting media in teaching and learning vocabulary especially for elementary students. For this research, researcher will present audio-visual media VCD (Video Compact Disc) in teaching vocabulary mastery. There are some reasons why researcher used audio-visual media in teaching vocabulary, they are:

- a. The using of audio-visual media can decrease distortion, because this media easy in using, present both of audio and visual in a same time, and others specialty.
- b. Audio-visual media can take students' attention and encourage them to study English especially in learning vocabulary

# **B.** Review of Related Findings

The research is related to Muhammad Yusuf (2011) STAIN Padangsidimpuan, research on the title "The Effect of Total Physical Response (TPR) on Grade V Students' Vocabulary Mastery. The result is the score of experimental group is higher than control group, and from the calculation of t tets 2,20 and t table 1,17, it means that, t test is higher than t table (2,20>1,17).<sup>32</sup> So, there was a significant effect of Total Physical Response (TPR) on V grade students' vocabulary mastery at SD Negeri 142612 Panyabungan.

The research is also related to Fatimah Imas (2006) University of Budi Utomo Malang, research on the title "Improving The Student Mastery on Vocabulary Through Picture Cards of The First Year Students of Mts Nurul Huda Mangunsari Tekung Lumajang in Academic Year 2005/2006. Where find out

<sup>&</sup>lt;sup>32</sup> Muhammad Yusuf, The Effect of Total Physical Response (TPR) on Grade V Students' Vocabulary Mastery (Padangsidimpuan: np,2011) p. 33.

there are significant difference scores. There is better improvement of vocabulary mastery gained by students at the end of action cycle 2. The mean score increased from 65.58 in the first cycle to 71.28 in the second one, which was categorized good enough.<sup>33</sup>In relation with that, researcher wanted to know and to try a new thing to do a research whether the media and strategy affect the students' vocabulary mastery.

# C. Framework of Thinking

Vocabulary mastery is should be owned by every student to make them understand and master all skills in English language. Considering that vocabulary mastery has a mutual affect to the students' achievement in English language, teachers have to find an appropriate method and media to teach vocabulary. Teaching vocabulary for elementary students cannot be analogous with adult students; elementary students need the learning process which suited with the children world.

Now days, there are many English teachers for elementary students who still do not understand to this situation, they still use the conventional method to teach vocabulary. In this research, researcher would like to present the media, which related to the children world and probably can interest them in learning vocabulary. That media is video Dora the explorer. Dora the Explorer as the

<sup>&</sup>lt;sup>33</sup> Fatimah Imas, Improving The Student Mastery on Vocabulary Through Picture Cards of The First Year Students of Mts Nurul Huda Mangunsari Tekung Lumajang in Academic Year 2005/2006 (Malang: np, 2006).

famous serial animation for children maybe can be used to teach vocabulary. Besides this serial is almost well-known by all children in the world, it's also involved educational attribute inside. This media will make elementary students enjoy learning vocabulary, and finally, they can master vocabulary as good as possible.

# **D. Hypothesis**

Hypothesis is a provisional respond to the problem, proved after collecting the data. Suharsimi says "Hypothesis is a tentative answer that is needs the answer to the Problem".<sup>34</sup> The hypothesis is not a final answer so, it needs testing. An established the nature of the problem and gives direction to the data gathering process. It will be accepted if the data findings suitable with the hypothesis unless it will be rejected if the data lose from the hypothesis.

The hypothesis of this research stated that:

- H<sub>a</sub>: There is a significant effect of using media Dora the Explorer to students' vocabulary mastery.
- H<sub>o</sub>: There is no significant effect of using media Dora the Explorer to students' vocabulary mastery.

<sup>&</sup>lt;sup>34</sup> Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2009) p. 55.

# **CHAPTER III**

# **RESEARCH METHODOLOGY**

### A. Research Design

This research was conducted quantitative method by using experimental design. Suharsimi Arikunto states "Experimental method is the way to find out the cause effect relationships between two factors and it happened by researchers with the elimination or unless or avoid others factor can be influenced".<sup>1</sup>

Table II Research Design

Class	Pre-test	Treatment	Post-test
Experimental	$\checkmark$	$\checkmark$	$\checkmark$
Control	$\checkmark$	x	$\checkmark$

So, from above explanation of table that pre-test, treatment, and posttest were used in research in experimental class, while in control class used pretest and post-test.

# **B.** Time and Place of Research

This research was conducted about 5 months that started since December 2011 till May 2012. This research was conducted in SD Negeri

<sup>&</sup>lt;sup>1</sup> Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2009) p. 220.

2002001/4 Padangsidimpuan which located at Jln. Melati No. 58 Ujung Padang, South Padangsidimpuan, Padangsidimpuan city.

# **C.** Population and Sample

# **1.** Population

According to Suharsimi Arikunto, "Population is a set or collection of all elements possessing one or more attributes of interest"<sup>2</sup> The population of this research is fifth grade students of SD Negeri 2002001/4 Padangsidimpuan that consists of 46 students that separated 23 girls and 23 boys. There are 2 classes of fifth grade students of SD Negeri 2002001/4 Padangsidimpuan. So that, it can be seen the table follow:

# **Table III**

No	Class	Male	Female	Number of Students
1	VA	12	11	23
2	V <sub>B</sub>	11	12	23
	Total of The	46		

# Population of Fifth Grade Students SD Negeri 2002001/4

### 2. Sample

Sample is presentative whole of population. Suharsimi said that when subject less than 100, sample was taken from all total of subject, while if its

<sup>2</sup> *Ibid.*, p. 120.

amount more than 100, sample was taken by 10% - 15% or 20% - 25% or more appropriate with the researcher's ability.<sup>3</sup>

Based on the explanation above, all population of fifth grade students of SD Negeri 2002001/4 Padangsidimpuan are 46 students. So, that the researcher took all population as a sample of research. It also can be called as availability population.<sup>4</sup>

# **Table IV**

# Sample of Fifth Grade Students SD Negeri 2002001/4

Experimental Class	Control Class
23 students	23 Students

So, total of the sample is 46 students.

### **D.** Technique of Data Collection

Data of this research is collected by using an instrument. The instrument of collecting data in this research was test. The test applied to the experimental class and to the control class and then the result of the test was used as the data of this research.

There were tehniques of data collection:

1. Pre-test

<sup>&</sup>lt;sup>3</sup> *Ibid.*, p. 112.

<sup>&</sup>lt;sup>4</sup> Ibnu Hajar, *Dasar-dasar Metodologi Penelitian Kwantitatif Dalam Pendidikan* (Jakarta: Grafindo Persada, 1999) p. 135.

The pre-test was given to both of control class and experimental class to measure the students' ability before applying the treatment and also to find out whether they are in the same level or not.

2. Treatment

The experimental class and the control class were given some material, which is consisted of video Dora the Explorer aspects that was taught by the researcher in different ways. The experimental class was given treatment, it was taught by using media video Dora the Explorer and the control class was taught by conventional teaching without media.

3. Post-test

The post test was given to both of control class and experimental class to know the ability of students after applying the treatment. Post-test was done to find out the differentiate between using conventional teaching without media in teaching vocabulary and using media video Dora the Explorer in teaching vocabulary.

# **E. Procedures of Research**

In conducting the research, the researcher took the following steps:

 The research was started on December 2011, the research consist of consultation and observation to fifth grade of SD Negeri 200201/4 Padangsidimpuan as object the research, then set the research and prepared test.

- 2. Sample of the research was taken from all population, because the number of population is not more one hundred.
- 3. To determine control class and experimental class, researcher gave pre-test to the sample. After getting the result, researcher sorted the score from very high score to very low score, and grouped them into the same class of vocabulary mastery. They were control class and experimental class.
- 4. The researcher used media video Dora the Explorer in teaching vocabulary in the experimental class, while in the control class used conventional teaching without media to teaching vocabulary.
- 5. After giving the treatment, researcher gave them post-test to measure their mastery. Indicator of answer in post test was same with in the pre-test.
- 6. To calculate normality test by using formula  $x^2 = \sum \left(\frac{f_o f_h}{f_h}\right)$ , to calculate

homogenity variant test by using formula  $F = \frac{The Biggest Variant}{The Smallest Variant}$ , and to test homogeneity of the both averages and to test difference of the both

averages by using formula 
$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt[s]{\frac{1}{n_1} + \frac{1}{n_2}}}$$

- 7. Calculating the result of pre-test and post-test, then comparing them.
- 8. To test the hypothesis, researcher analyzed the result of pre-test and post test with T-test.

9. From the analyzing of the data researcher took the conclusion.

### **F.** Instrumentation

In this research, test was used as an instrument. "Test can be defined as a sample of behavior."<sup>5</sup> The students were given a test to know and to get the data about students' mastery in vocabulary (variable y) that consists of 20 questions. The test was multiple choices test with four alternatives a, b, c, d. The students were given time 35 minutes. If the students can answer all the questions correctly, the score was 100. It means that the correct answer would be given score 5 while the wrong answer would be given 0. This score would be given in pre-test and post-test.

According to Riduan, the students' score classification could be seen the following table:

#### Table V

# The Students' Score Classification

Score	Category
81 - 100	Very high
61 - 80	High
41 - 60	Enough
21 - 40	Low
0 - 20	Very low

(Resource: Riduan, Belajar Mudah Penelitian Untuk Guru, Karyawan Dan Peneliti Pemula)

<sup>&</sup>lt;sup>5</sup>Sandra J. Savignon, *Communicative Competence Theory and Classroom Practice* (Massachusetts: Addison- Wesley Publishing Company, 1983) p. 232.

### **Table VI**

Indicator	Items	No. Items	Score	<b>Total Score</b>
Backpack	5	1-5	5	25
River	3	6-8	5	15
Pirates	4	9-12	5	20
Fairy land	3	13-15	5	15
Halloween	5	16-20	5	25
Total	of Score			100

### **Indicator of the Test**

### **G. Validity of Instrument Analysis**

To analyse the data for this testing was:

1. Validity of the items

Before giving the test to the sample, test was tested to the other students outside of sample who has the same grade to check for the validity of the items of the test. In this research the test was tested to the fifth grade SD Negeri 200110/15 Padangsdimpuan.

To know validity of the items, researcher would use the correlation biserial formula, as follow:

$$r_{\text{pbi}} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

Where:

r <sub>pbi</sub>	=	Number of index Correlation Point Biserial
M <sub>p</sub>	=	Reaverage of the score of the students answer correctly
M <sub>t</sub>	=	Reaverage of the total score total that achieved successly by member of the test
SDt	=	Standard of deviation
р	=	Proporsition of the students answer correctly
60		Total of the student answer correctly
p	=	Total of the Student

q = Proporsiton of the incorrect answer student (q = 1 - p)<sup>6</sup>

Result of calculation by coefficient of correlation biserial is determined if  $r_{pbi} > r_{table}$  with the significant level 5 % (0.05) with the tabel r product moment. So, that the items is tested valid.

2. Difficulty level of items

To find difficulty level of items, researcher used the formula, as follow:

$$\mathbf{P} = \frac{B}{JS}$$

Where:

P = Difficulty level

- B = The sudents' correct answer
- JS = Total of the students who answer items

<sup>6</sup>Anas Sudijono, Pengantar Statistik Pendidikan (Jakarta: Raja Grafindo Persada, 2008) p.

Criteria:	
$0.00 \le P < 0.30$	difficult items
$0.30 \le P < 0.70$	medium items
$0.70 \le P < 1.00$	easy items <sup>7</sup>

3. Distinguishing effort

To calculate distinguishing effort of multiple choice items was used

formula, as follow:

$$D = PA - PB$$
 with  $PA = \frac{BA}{JA}$  and  $PB = \frac{BB}{JB}$ 

Where:

D	= Index of distinguishing effort
BA	= Total of the high student class who answer items correctly
JA	= Total of the high student class
BB	= Total of the low student class who answer items incorrectly
JB	= Total of the low student class

Criteria:

D < 0.00	very bad
$0.00 \le D < 0.20$	bad
$0.20 \le D < 0.40$	enough
$0.40 \le D < 0.70$	good
$0.70 \le D < 1.00$	very good <sup>8</sup>

4. Reliability of the test

<sup>&</sup>lt;sup>8</sup>*Ibid.*, p. 217-221.

Testing of reliability with the internal consistency, done in a way tryout the instrument once, and then were analyzed with a specific technique. The results of the analysis could be used to predict the reliability of the instrument.

Testing of instrument reliability could be done with the technique of KR.20 (Kurder Richardson) formula, as follow:

$$\mathbf{r}_{11} = \left(\frac{n}{n-1}\right) \left(\frac{St^2 - \sum pq}{St^2}\right)$$

Where:

= Realibility of the test
= Total of the result times p and q
= Proporsition of the students answer correctly
= Proporsition of the students answer incorrectly
= Total of the items
= Standard of deviation of the test

Result of calculation the realibility of the items  $(r_{11})$  is determined whether  $r_{11} > r_{table}$  with the significant level 5 % (0.05) with the table r product moment. So, that the items is reliable.

Criteria of realibility of the test, there are:

< 0.20	very low
< 0.20	very lov

0.20 - 0.40	low
-------------	-----

- 0.41 0.70 enough
- 0.71 0.90 high

#### H. Qualification Test of Data Analysis Pre-test and Post-test

1. Normality test

To know whether data of research has normal pamphlet. So, it was used Chi-Quadrate formula, as follow:

$$x^2 = \sum \left( \frac{f_o - f_h}{f_h} \right)$$

Where:

 $x^2$  = Chi-Quadrate

- $f_o$  = Frequency is gotten from the sample/result of observation (questioner)
- $f_h$  = Frequency is gotten from the sample as image from frequency is hoped from the population<sup>10</sup>

To calculate the result of Chi-Quadrate, it was used significant level 5 % (0.05) and degree of freedom as big as total of frequency is lessened 3 (dk = k - 3). If result  $x^2_{count} < x^2_{table}$ . So, it is can be concluded that the data is distributed by normal.

<sup>&</sup>lt;sup>9</sup>Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2008) p. 258.

<sup>&</sup>lt;sup>10</sup>Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal* (Jakarta: Bumi Aksara, 2003) p. 85.

2. Homogeneity variant test

Homogeneity variant test was used to know whether control class and experimental class have the same variant or not. If the both of classes is same, it is can be called homogeneous. To test it, it was used formula, as follow:

# <u>The Biggest Variant</u> F = <u>The Smallest Variant</u>

Criteria of the test with hypothesis was used, as follow:

$$H_0 : \sigma_1^2 = \sigma_2^2$$
  
 $H_1 : \sigma_1^2 \neq \sigma_2^2$ 

Where:

 $\sigma_1^2$  = Variant of experimental class  $\sigma_2^2$  = Variant of control class.

 $H_0$  is accepted if  $F \le F_{\frac{1}{2}(n_1-1)(n_2-1)}$  while if  $F_{count} > F_{table}$ . So,  $H_0$  is

rejected with significant level 5 % (0.05) and dk numerator is  $(n_1-1)$  while dk denominator is  $(n_2-1)$ .

Where:

 $n_1$  = Total of the data that bigger variant

 $n_2$  = Total of the data that smaller variant<sup>11</sup>

# I. Data Analysis

Data Analysis was used to test the hypothesis by using t-test, as follow:

$$H_o: \mu_1 = \mu_2$$
$$H_a: \mu_1 \neq \mu_2$$

If Ho :  $\mu_1 \leq \mu_2$  means the result of studying vocabulary by using media video Dora the Explorer is no significant than the result of studying vocabulary without using media video Dora the Explorer. But, if  $H_a : \mu_1 > \mu_2$  means result of studying vocabulary by using media video Dora the Explorer is more significant than the result of studying vocabulary without using media video Dora the Explorer.

From the above explanation, to test the hypothesis, it was used the formula, as follow:

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt[s]{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

<sup>&</sup>lt;sup>11</sup>Sudjana, Metoda Statistika (Jakarta: Tarsito, 2002) p. 250.

 $\overline{x_1}$  = Mean of experimental class sample

 $x_2$  = Mean of control class sample

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

To test criteria of hypothesis is if H<sub>0</sub> is accepted by  $-t_{table} < t_{count} <$ 

 $t_{table.}$  By opportunity  $\left(1-\frac{1}{2}\alpha\right)$  and dk = (n\_1 + n\_2 - 2) and H<sub>o</sub> is rejected if there is t

has the other results.

### J. Result of Try-out Instrument Test

1. Validity of the test about result of studying vocabulary by the using correlation point biserial formula, as follow:

$$r_{\rm pbi} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

Result of calculation by the using correlation point biserial formula is determined if  $r_{pbi} > r_{table}$  with significant level 5 % (0.05) with table r product moment, so that the items is tested valid. From the result of calculation was gotten 20 valid items from 25 items are given to the students,

<sup>&</sup>lt;sup>12</sup>*Ibid.*, p. 239.

there are; 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 21, 22, 24, 25 while for invalid items, there are; 4, 12, 19, 20, 23 (see appendix 5).

- 2. Reliability of the test about the result of studying vocabulary. Based on try out with significant level 5 % (0.05) and n = 23 was gotten  $r_{table} = 0.413$  and  $r_{count} = 0.416$ , cause  $r_{count} > r_{table}$  (0.416 > 0.413). So, instrument test is reliable (see appendix 6).
- 3. Difficulty level of the items

The formula was used to find difficulty level of the items was:

$$P = \frac{B}{JS}.$$

Based on that formula was gotten 5 items are easy categories ands 20 items are medium categories (see appendix 7).

4. Distinguishing effort

The formula was used to calculate the distinguishing effort was:

$$D = PA - PB$$
 with  $PA = \frac{BA}{JA}$  and  $PB = \frac{BB}{JB}$ 

Reseracher got 5 items are very bad categories, 4 items are bad categories, 8 items are enough categories, 5 items are good categories, and 3 items are very good categories (see appendix 9).

### **CHAPTER IV**

# DESCRIPTION OF THE DATA AND DISCUSSION

To evaluate the effect of using media video Dora the Explorer to students'

vocabulary mastery, researcher has calculated the data by pre-test and post-test. Next,

researcher described the data as follow:

### A. Students' Vocabulary Mastery

# 1. Result of Data Pre-Test

# a. Data Pre-test of Experimental Class and Pre-test Control Class

Based on research was done, researcher got the result of data pre-test of students' score in experimental class and control class, as follow:

# **Table VII**

Students' Score in Pre-Test of Experimental Class and Control Class

Experimental Class		Control Class			
No	Students' Initial	Score	No	Students' Initial	Score
1.	AGF	85	1.	MRH	85
2.	FAA	85	2.	AND	85
3.	AHD	80	3.	NIJ	80
4.	ADZ	75	4.	PNN	80
5.	RAW	75	5.	RLB	75

6.	AUR	70	6.	THD	70
7.	AAL	65	7.	MIW	70
8.	SKA	65	8.	LIA	65
9.	DAR	60	9.	ANJ	60
10.	SUP	60	10.	RIU	60
11.	ATA	60	11.	ZOM	60
12.	PAS	60	12.	RSW	60
13.	MHR	55	13.	ANM	55
14.	KHI	50	14.	WAN	55
15.	ALA	50	15.	EFY	50
16.	RIM	50	16.	PUN	50
17.	RAH	50	17.	SLA	50
18.	АҮА	45	18.	SWD	50
19.	КНА	45	19.	BAS	50
20.	MUR	45	20.	MUS	45
21.	ZUL	45	21.	MUA	45
22.	FRE	45	22.	BHA	45
23.	PAD	45	23.	FAU	45
$\sum_{x1}$	Total =	1360	$\sum_{x^2}$	Total =	1380
n <sub>1</sub>	=	23	n <sub>2</sub>	=	23
$-x_1$	=	59.13	$-x_2$	=	60

SDt	=	13.52	SDt	=	13.92
Me	=	55.78	Me	=	54.9
Мо	=	66.5	Мо	=	66.26

The Data in the previous table explained that data of the result studying vocabulary before treatment (pre-test) in the experimental class with the sample = 23 was got by total of score  $\sum_{x_1} = 1360$  with mean  $(\bar{x}_1) = 59.13$ , standard of deviation (SD<sub>1</sub>) = 13.52, median (Me) = 55.78, modus (Mo) = 66.5. For the data of the result studying vocabulary before treatment (pre-test) in the control class with the sample = 23 was got by total of score  $\sum_{x_2} = 1380$  with mean  $(\bar{x}_2) = 60$ , standard of deviation (SD<sub>1</sub>) = 13.92, median (Me) = 54.9, modus (Mo) = 66.26 (see appendix 10 and 11).

From distributing of the variable data of the test result studying vocabulary at SD Negeri 200201/4 Padangsidimpuan can be seen to the table and histogram, and difference between experimental class and control class (pre-test), as follow:

# **Tabel VIII**

# Distributing of the Variable Score Frequency of the Result Studying Vocabulary before Treatment in the Experimental Class

	Experimental Class				
No	Interval of Classes	Absolute Frequency	<b>Relative Frequency</b>		
1	85-92	2	8.69%		
2	77-84	2	8.69%		
3	69-76	3	13.04%		
4	61-68	1	4.34%		
5	53-60	6	26.08%		
6	45-52	9	39.13%		
	Total	23	100 %		

Based on previous table was explained that in the experimental class, researcher got 45-52 as the score that often appear. It was proven that students' average mastery in the interval of score.

By visual, distributing of the data can be desribed to histogram form, that:



Distributing of the data in the control class can be seen to the

table, that:

# Tabel IX

# Distributing of the Variable Score Frequency of the Result Studying Vocabulary before Treatment in the Control Class

	Control Class				
No	Interval of Classes	Absolute Frequency	Relative Frequency		

1	85-92	2	8.69%
2	77-84	3	13.04%
3	69-76	1	4.34%
4	61-68	2	26.08%
5	53-60	5	21.73%
6	45-52	10	43.47%
	Total	23	100%

Based on table above was explained that in the control class, researcher got 45-52 as the score that often appear. It was proven that students' average mastery in the interval of score.

By visual, distributing of the data can be desribed to histogram form, that



Based on result of the test studying vocabulary, mean of score was got by the students in the experimental class is 59.13. Highest score in the experimental class is 85 and smallest score is 45. While, mean of score was got by the students in the control class is 60. Highest score in the control class is 85 and smallest score is 45.

To more explicit about difference discription of the pre-test result studying vocabulary before treatment in the experimental class and before treatment in the control class can be seen to the chart, as follow:

# Picture 4. Achievement Chart of the Result Studying Vocabulary (Pre-test)

Y



Experimental Class Control Class

# 2. Result of Data Post-Test

# b. Data Post-test of Experimental Class and Post-test Control Class

Based on research was done, researcher got the result of data post-test of students" score in experimental class and control class, as follow:

# Table X

# Students' Score in Post-Test of Experimental Class and Control Class

Experimental Class		Control Class			
No	Students' Initial	Score	No	Students' Initial	Score
1.	FAA	100	1.	MRH	100
2.	AHD	100	2.	AND	100

3.	ADZ	100	3.	NIJ	100
4.	RAW	100	4.	PNN	100
5.	AUR	100	5.	RLB	100
6.	AAL	100	6.	LIA	100
7.	АТА	100	7.	THD	95
8.	PAS	100	8.	MIW	95
9.	KHI	100	9.	ZOM	95
10.	AGF	95	10.	PUN	85
11.	SKA	95	11.	BAS	80
12.	DAR	95	12.	MUS	80
13.	ALA	95	13.	ANJ	80
14.	RIM	95	14.	RSW	75
15.	MUR	95	15.	WAN	75
16.	ZUL	95	16.	SWD	75
17.	SUP	90	17.	RIU	75
18.	MHR	90	18.	EFY	70
19.	AYA	90	19.	SLA	70
20.	КНА	90	20.	FAU	70
21.	FRE	75	21.	ANM	65
22.	RAH	75	22.	MUA	65
23.	PAD	70	23.	ВАН	60
$\sum x_1$	Total =	2145	$\sum x_2$	Total =	1910

n <sub>1</sub>	=	23	n <sub>2</sub>	=	23
$-x_1$	=	93.26	$-x_2$	=	83.04
SDt	=	9.6	SDt	=	14.96
Me	=	100.22	Me	=	77.18
Мо	=	94.58	Мо	=	79.5

The Data in the previous table explained that data of the result studying vocabulary by using media video Dora the Explorer (post-test) in the experimental class with the sample = 23 was got by total of score  $\sum_{x_1} = 2145$  with mean  $(\bar{x}_1) = 93.26$ , standard of deviation (SD<sub>t</sub>) = 9.6, median (Me) = 100.22, modus (Mo) = 94.58. For the data of the result studying vocabulary without media (post-test) in the control class with the sample = 23 was got by total of score  $\sum_{x_2} = 1910$  with mean  $(\bar{x}_2) =$ 83.04, standard of deviation (SD<sub>t</sub>) = 14.96, median (Me) = 77.18, modus (Mo) = 79.5 (see appendix 12 and 13).

From distributing of the variable data of the test result studying vocabulary at SD Negeri 200201/4 Padangsidimpuan can be seen to the table and histogram, and difference between experimental class and control class (post-test), as follow:

# Tabel XI

# Distributing of the Variable Score Frequency of the Result Studying Vocabulary by Using Media Video Dora the Explorer in the Experimental Class

	Experimental Class			
No	Interval of Classes	Absolute Frequency	<b>Relative Frequency</b>	
1	100-105	9	39.13%	
2	94-99	7	30.43%	
3	88-93	4	17.39%	
4	82-87	0	0%	
5	76-81	0	0%	
6	70-75	3	13.04%	
	Total	23	100 %	

Based on previous table was explained that in the experimental class, researcher got 100-105 as the score that often appear. It was proven that students' average mastery in the interval of score.

By visual, distributing of the data can be desribed to histogram form, that:



Distributing of the data in the control class can be seen to the

table, that:

# **Tabel XII**

# Distributing of the Variable Score Frequency of the Result Studying Vocabulary without Media in the Control Class

	Control Class				
No	Interval of Classes	Absolute Frequency	Relative Frequency		
1	100-107	6	26.08%		
2	92-99	3	13.04%		
---	-------	----	--------		
3	84-91	1	4.34%		
4	76-83	3	13.04%		
5	68-75	7	30.43%		
6	60-67	3	13.04%		
	Total	23	100%		

Based on previous table was explained that in the control class, researcher got 68-75 as the score that often appear. It was proven that students' average mastery in the interval of score.

By visual, distributing of the data can be desribed to histogram form, that



Based on result of the test studying vocabulary, mean of score was got by the students in the experimental class is 93.26. Highest score in the experimental class is 100 and smallest score is 70. While, mean of score was got by the students in the control class is 83.04. Highest score in the control class is 100 and smallest score is 60.

To more explicit about difference discription of the post-test result studying vocabulary by using media video Dora the Explorer in the experimental class and without media in the control class can be seen to the chart, that:

Picture 7.



## Achievement Chart of the Result Studying Vocabulary (Post-test)

## **B.** Testing Hypothesis

# 1. Data Analysis of Pre-test

a. Normality Test

To test of the distributing normality was tested by using chi-

quadrate 
$$x^2 = \sum \frac{(fo - f_h)^2}{f_h}$$
 with the criteria was used if  $x_{count}^2 < x_{table}^2$ . The testing was tested to the experimental class was got the highest score = 85, smallest score = 45, range = 40, mean = 59.13, standard of deviation = 13.52, and result of chi-quadrate  $x^2 = 3.42$ . While, in the control class was got the highest score = 85, smallest score = 45, range = 40, mean = 60, standard of deviation = 13.92, and result of chi-quadrate  $x^2 = 2.94$  (see appendix 10 and 11).

The score  $x_{table}^2$  with degree of freedom dk = (k - 3) = (5 - 3) = 2and significant level  $\alpha = 5$  % was got  $x_{table}^2 = 5.99$ . Cause  $x_{count}^2$  in the experimental class  $< x_{table}^2$  and  $x_{count}^2$  in the control class  $< x_{table}^2$ . So, H<sub>o</sub> is accepted, it means experimental class and control class are distributed normal.

## b. Homogeneity Test

The calculation can be seen to the table, that:

## **Tabel XIII**

Homogeneity Test before Treatment between Experimental (	Class a	Ind
<b>Control Class (Pre-test)</b>		

Source of Variation	Experimental Class	Control Class
Total	1360	1380
N	23	23
Mean	59.13	60
Variant	209.43	234.09
Standard of Deviation	13.52	13.92

The formulation was used to the test of hypothesis was F =

# Тње Biggest Variant

**The Smallest Variant** was got  $F_{count} = 1.11$  with significant level  $\alpha = 5\%$  with dk = 23 from the distributing list F was got  $F_{table} = 3.42$ , cause  $F_{count} < F_{table}$  (1.11 < 3.42).So, no difference the variant between the both of classes or it is named homogeneous (see appendix 14).

c. Homogeneity test of the both averages

The data analysis was used to test the homogeneity of the both averages by using t-test with criteria:

$$H_0: \mu_1 = \mu_2$$
$$H_1: \mu_1 \neq \mu_2$$

Based on calculation result of the homogeneity test of the both averages was got s = 14.89, t<sub>count</sub> = -1.03 with  $\alpha$  = 5% and dk = (n<sub>1</sub> + n<sub>2</sub> - 2) = (23 + 23 - 2) = 44 was got the distributing list t<sub>table</sub> = 1.68. Cause t<sub>count</sub> < t<sub>table</sub> (-1.03 < 1.68). So, H<sub>o</sub> is accepted, it means no difference the averages between experimental class and control class (see appendix 15).

Based on analysis the score pre-test was concluded that the sample is distributed normal, homogeneous, and it has same averages (pre-test). It means that both of classes in this research is begun from the same situation.

#### 2. Data Analysis of Post-test

a. Normality Test

Testing the data analysis of post-test identical with the testing the data analysis of pre-test. Based the testing of data analysis, researcher got the highest score = 100, the smallest score = 70, range = 30, mean = 93.26, standard of deviation = 9.6, and the result of chi-quadrate  $x^2 = 3.68$  in the experimental class. While, testing the data analysis in the control class, it was got the highest score = 100, the smallest score = 60, range = 40, mean =

83.04, standard of deviation = 14.96, and result of chi-quadrate  $x^2$  = 4.58 (see appendix 12 and 13).

Score  $x_{table}^2$  with degree of freedom dk = (k - 3) = (5 - 3) = 2 and significant level  $\alpha = 5$  % was got  $x_{table}^2 = 5.99$ , cause  $x_{count}^2$  in the experimental class  $< x_{table}^2$  and  $x_{count}^2$  in the control class  $< x_{table}^2$ . So, H<sub>0</sub> is accepted, it means that experimental class and control class are destributed normal.

b. Homogeneity Test

The Calculation can be seen to the table, that:

## **Tabel XIV**

## Homogeneity Test after Treatment between Experimental Class and Control Class (Post-test)

Source of Variation	Experimental Class	Control Class
Total	2145	1910
N	23	23
Mean	93.26	83.04
Variant	76.38	188.09
Standard of Deviation	9.6	14.96

## The Biggest Variant

**The Smallest Variant** was got  $F_{count} = 2.46$  with significant level  $\alpha = 5\%$  with dk = 23 from the distributing list F was got  $F_{table} = 3.42$ , cause  $F_{count} < F_{table}$  (2.46 < 3.42). So, no difference the variant between the both of classes or it is named homogeneous (see appendix 16).

c. Difference test of the both averages

Hypothesis test uses the difference test of the both averages with criteria:

$$H_0: \mu_1 = \mu_2$$
$$H_1: \mu_1 \neq \mu_2$$

- $H_0: \mu_1 \le \mu_2$ : Averages of the result studying vocabulary by using media video Dora the Explorer is no significant than the result studying vocabulary without using media.
- H<sub>1</sub>:  $\mu_1 > \mu_2$ : Averages of the result studying vocabulary by using media video Dora the Explorer is more significant than the result studying vocabulary without using media.

The formula was used was t-test, that:

$$t = \frac{\bar{x_1 - x_2}}{\sqrt[s]{\frac{1}{n} + \frac{1}{n}}} \text{ with } s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Based on calculation result of the difference test of the both averages was got  $t_{count} = 12.77$  with s = 11.49. While, from the distributing list t was got  $t_{table} = 1.68$  with opportunity  $(1 - \alpha) = 1 - 5\% = \%$  and  $dk = (n_1 + n_2 - 2) = (23 + 23 - 2) = 44$ , cause  $t_{count} > t_{table}$  (12.77 > 1.68). So, H<sub>0</sub> is rejected, it means H<sub>1</sub> is accepted, it means averages of the test score of the result studying vocabulary by using media video Dora the Explorer is higher than averages of the test score of the result studying vocabulary without using media (see appendix 17).

#### **C. Discussion**

In this research, researcher found that the students' vocabulary mastery is low. They can't express their idea exactly because lack of vocabulary. It is known when researcher asked them to translate vocabulary directly, most of students can not answered it.

After doing the observation, researcher found the problem. It is because strategy that used in teaching vocabulary is boring so that students' motivation in learning English especially in vocabulary is low. From the problem, researcher tried to give the treatment by using media video Dora the Explorer. Dora the Explorer is a serial television animation for children from United State of America owned by television network Nickelodeon. This serial is made by Chris Gifford, Valerie Walsh, dan Eric Weiner. The videos on Dora the Explorer among others the episodes of backpack, river, pirates, fairy land, and halloween. The videos are watched to the students. The purpose of this strategy is to improve students' vocabulary mastery.

The result of the treatment is students' vocabulary mastery increase. It means media video Dora the Explorer is suitable to improve students' vocabulary mastery, especially for fifth grade students who beginners level in English subject.

From the explanation above can be concluded that studying vocabulary by using media video Dora the Explorer is better than studying vocabulary without using media.

According to the other researchers which were told in reviewed related findings, Muhammad Yusuf and Fatimah Imas stated that pthe using of media and various methods can increase students' vocabulary mastery.

#### **CHAPTER V**

#### **CONCLUSION AND SUGGESTION**

#### A. Conclusion

The first formulation of the problem is "How was the ability of students in mastering vocabulary before using media video Dora the Explorer at fifth grade of SD Negeri 200201/4 Padangsidimpuan?" Students' mastery before giving the treatment was low. It can be seen from the students' score of experimental and control class in pre-test. Total score of experimental class in pre-test (before treatment) was 1360 with total of correct answer was 273, it is lower than total score of experimental in post-test (after treatment), it was 2145 with total of correct answer was 429.

Besides, total score of control class in pre-test (before treatment) was 1380 with total of correct answer was 278. It is also lower than total score of control class in post-test (after treatment), it was 1910 with correct answer was 382. It means students' mastery before taught before treatment is low.

The second formulation of the problem is "How was the ability of students in mastering vocabulary after using media video Dora the Explorer at fifth grade of SD Negeri 200201/4 Padangsidimpuan?" The result is students who were taught by using media video Dora the Explorer had achieved better vocabulary mastery than those who were not taught by using media video Dora the Explorer. It can be seen from the students' scores of experimental and control class on the post-test. Total score in experimental class was 2145 and total score in control class was 1910.

The last formulation of problem is "Was there a significant effect of using media video Dora the Explorer to students' vocabulary mastery at fifth grade of SD Negeri 200201/4 Padangsidimpuan?" Based on the conclusion, that studying vocabulary by using

media video Dora the Explorer at SD negeri 200201/4 Padangsidimpuan has a significant. It is proven based on calculation result was gotten from post-test calculation, that mean of experimental class is better than mean of control class, that 93.26 is better than 83.04. While, result of t-test was gotten  $t_{count} = 12.77$  and  $t_{table} = 1.68$ , cause  $t_{count} > t_{table}$  (12.77 > 1.68) with each the sample are 23 and dk =  $(n_1 + n_2 - 2) = 44$  with significant level  $\alpha = 5$ %. So, it means the alternative hypothesis (H<sub>a</sub>) is accepted. In other words, there is a significant effect of using media video Dora the Explorer to increase vocabulary mastery of students at fifth grade of SD Negeri 200201/4 Padangsidimpuan.

#### **B.** Suggestion

After finishing the research, researcher got much information related in the English teaching and learning process. In addition, the result of the research is using media video Dora the Explorer has a significant effect on students' vocabulary mastery and could help the students to increase their vocabulary mastery. Therefore, researcher has suggestion:

- a. The researcher hopes that the students especially the fifth grade of SD Negeri 200201/4 Padangsidimpuan will improve their vocabulary mastery by using media video Dora the Explorer.
- b. For the students, students should memorize and practice their vocabulary mastery in their daily activities.
- c. For the teacher, media video Dora the Explorer can be used as a strategy in teaching vocabulary to improve students' vocabulary mastery.

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- di-

Padangsidimpuan

Assalamualaikum wr.wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut dibawah ini sebagai berikut.

Nama Jurusan/ Prodi Judul Skripsi : AHMADIN AZHAR/ 07.340.0001 : TARBIYAH/ Tadris Bahasa Inggris : THE EFFECT OF USING MEDIA FILM-DORA THE EXPLORER TO STUDENTS' VOCABULARY MASTERY AT SD NEGERI 200201/4 PADANGSIDIMPUAN

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II dalam penelitian dan penulisan skripsi mahasiswa dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama Bapak/ Ibu, kami ucapkan terima kasih.

Wassalamu 'alaikum Wr.Wb

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Assalamu'alaikum Wr.Wb.

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adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect Of Using Media Video Dora The Explorer To Studeats' Vocabulary Mastery At SD Negeri 200201/4 Padangsidimpuan".

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan informasi sesuai dengan maksud judul ciatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

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# PEMERINTAH KOTA PADANGSIDIMPUAN DINAS PENDIDIKAN SD NEGERI 200201/4 PADANGSIDIMPUAN

JL. Melati No. 58 Ujung Padang Padangsidimpuan 22733

## SURAT KETERANGAN NO. 42/2/22/5D/2012

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Yang namanya diatas telah melaksanakan penelitian di SD Negeri 200201/4 Padangsidimpuuan dengan judul "The Effect of Using Media Video Dora The Explorer to Students' Vocabulary Mastery at SD Negeri 200201/4 Padangsidimpuan".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.



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