



**THE STUDENT'S PROBLEM
IN LEARNING VOCABULARY AT GRADE VII N 5
PANYABUNGAN**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidempuan as,
a Partial Fulfillment of the Requirement for Degree of
Islamic Education Scholar (S.Pd.I) in English*

Written by :

**SAHRIANI NASUTION
Reg. No. 09 340 0060**

ENGLISH EDUCATION DEPARTMENT

**FACULTY OF TARBIYAH AND PEDAGOGY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSISIMPUAN**

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Drs. H. Syahid Muammar Pulungan, SH
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NIP. 19820731 200912 2 004

ENGLISH EDUCATION DEPARTMENT

**FACULTY OF TARBIAH AND PEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2014

Things : Thesis Padangsidimpuan, 03 June 2014
a.n. Sahriani Nasution To:
Appendix : 6 (six) Exemplar **The Dean of Tarbiyah and pedagogy faculty**
di-
Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After Reading, studying, and giving advices for necessary revises on thesis belongs to Sahriani Nasution, entitle **"THE STUDENTS' PROBLEMS IN LEARNING VOCABULARY AT GRADE VII SMP N 5 PANYABUNGAN"**. We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I), Department of Education in IAIN Padangsidimpuan.

Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for your attention.

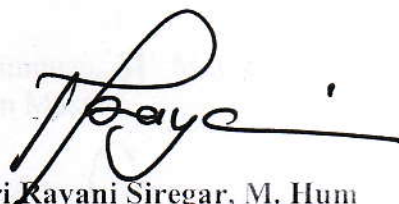
Wassalamu'alaikum Wr.Wb.

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DECLARATION LETTER OF WRITING OWN THESIS

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Study Program : Tadris Bahasa Inggris (TBI – 2)
The title of thesis : **THE STUDENTS' PROBLEMS IN LEARNING
VOCABULARY AT GRADE VII SMP N 5
PANYABUNGAN**

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 in article 14 subsections 2.

I made this declaration truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in student' ethic code in article 19 subsections 4 that is about dispassion of academic degree disrespectfully and the other punishment accord with the norms and accepting legal requirement.

Padangsidempuan, 31 May 2014
Declaration Maker,





SAHRIANI NASUTION
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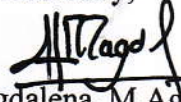
EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

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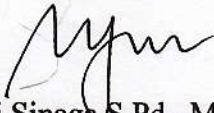
Secretary,

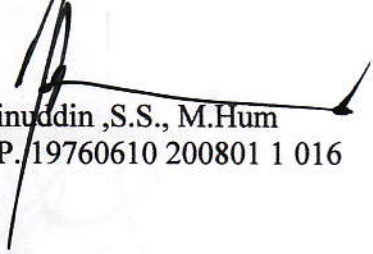

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Place : Padangsidempuan
Date : June, 11st 2014
Time : 13.30 until finish
Result/ Mark : 72,63/ B
IPK : 3,66
Predicate : Cumlaude



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LEGALIZATION

The Thesis with Title : THE STUDENT'S PROBLEMS IN LEARNING VOCABULARY
AT GRADE VII SMP N 5 PANYABUNGAN

Written by : SAHRIANI NASUTION

Reg. No : 09 340 0060

Had been accepted as a partial fulfillment of the requirement for the degree of
Islamic Educational Scholar (S.Pd.I)

Padangsidempuan, June 30th 2014



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1. Special thanks are due to Drs. H. Syahid Muammar Pulungan, SH., and Fitri Rayani Siregar, M.Hum., as researcher's advisors who had given researcher suggestion, ideas, criticism and guidance in writing this thesis.
2. Dr. H. Ibrahim Siregar, M.CL., as The Rector of State The Institute for Islamic Studies (IAIN) Padangsidimpuan.
3. Hj. Zulhimma, S.Ag., as the Dean of Tarbiyah and Pedagogy Faculty in IAIN Padangsidimpuan.
4. Rayendriani Fahmei Lubis, M.Ag., as the chief of English Education Dapartment IAIN Padangsidimpuan.
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6. All lectures who have given me their valuable through in teaching English for researcher during the process of academic years in TBI IAIN Padangsidimpuan.
7. The exclusive thanks to my beloved parent, Amirhak Nasution and Rohani who have given researcher support in moral and material during and after finishing academic year in IAIN Padangsidimpuan.
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Last but not least, researcher just wants to say thank you very much for their helping, Allah bless them and IAIN Padangsidimpuan.

Padangsidimpuan, 31 May 2014

Researcher,


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ABSTRACT

Name : SRI NARDANI HSB
Registration Number : 09.340 0097
Faculty/Department : Tarbiyah and Teaching/TBI-3
The Tittle of Thesis : THE EFFECT OF WATCHING FILM TO STUDENTS' VOCABULARY MASTERY AT GRADE XI SMKN 1 PADANGSIDIMPUAN.

This research discussed about students' problem in mastering vocabulary at grade XI SMK Negeri 1 Padangsidimpuan. The problems of the research are the score is low, Seldom practice, Students' low achievement in learning English, and the teacher usually use conventional method that make students' low achievement in learning English. The aim of this research was to find out the effect of watching film strategy to students' vocabulary mastery at grade XI SMK Negeri 1 Padangsidimpuan.

The research has done by experimental research into the eleventh grade. The sample was divided into two classes. The first class (thirty seven students) as the experimental class, while the second class (thirty seven students) as the control class. The experimental class was taught by using watching film and the control class was taught without media (conventional teaching). The instrument for collecting the data was twenty 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 $(n_1 + n_2 - 2) = 70$. Mean score was got in the experimental class is 86.44, highest score is 100 and smallest score is 75. While, mean score was got in the control class is 82.33, highest score is 90 and smallest score is 70. The t-count of observation is 1.69 while the t-table is 1.667. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It means that "there is a significant effect of watching film to students' vocabulary mastery."

APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) IN THE EXPERIMENTAL CLASS

Sekolah	: SMK NEGERI 1 Padangsidempuan
Mata Pelajaran	: Bahasa Inggris
Kelas	: XI (Experimental Class)
Alokasi Waktu	: 2 x 45 menit
Standar Kompetensi	: Speaking Memahami makna kosakata yang terdapat pada film dan prosedur yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar	: Merespon makna kosakata kosakata yang terdapat pada film secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.
Indicator	: <ul style="list-style-type: none">– Merespon makna kosakata kosakata yang terdapat dalam film secara lancar dan akurat– Merespon berbagai informasi yang terdapat dalam film– Mengedintifikasi berbagai informasi yang terdapat dalam film
A. Tujuan Pembelajaran	: <ul style="list-style-type: none">– Siswa mampu merespon dan mengucapkan makna kosakata yang terdapat dalam film dengan benar– Siswa mampu merespon berbagai informasi yang terdapat dalam film– Siswa mampu mengedintifikasi berbagai informasi yang terdapat dalam film
B. Materi Pengajaran	: Karate kid
C. Media	: Infokus

- D. Strategi : Watching Film
- E. Kegiatan Pengajaran :
1. Pendahuluan :
- Mengucapkan salam antara guru dan siswa
 - Siswa dan guru melakukan tanya-jawab seputar hal-hal yang berkaitan dengan materi
2. Kegiatan Inti :
- Guru menjelaskan tentang materi Karate Kid
 - Guru dan siswa mempraktekkan cara pengucapan kosakata kosakata yang terdapat pada film karate kid secara benar, akurat, dan lancar
 - Siswa dan guru melakukan tanya-jawab seputar materi yang dijelaskan
3. Kegiatan penutup :
- Guru membuat kesimpulan tentang materi yang sudah dijelaskan
 - Guru memberikan tes kepada siswa
- F. Sumber Materi : Video Cassette of Karate Kids
- G. Penilaian : The amount of correct answer in multiple-choices

Padangsidimpuan, 18 Nopember 2013

Co-teacher of SMKN 1 Padangsidimpuan

Teacher

Fadillah Hasibuan, S.Pd
Nip. 19571111 198103 2 005

Sri Nardani Hsb
Nim. 09.3400097

The Headmaster of SMKN 1 Padangsidimpuan

Drs. Afifuddin Lubis
Nip. 196221227 199203 1 004

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) IN THE CONTROL CLASS

Sekolah	: SMK Negeri 1 Padangsidempuan
Mata Pelajaran	: Bahasa Inggris
Kelas	: XI (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	: <ul style="list-style-type: none">– Merespon makna kosakata kosakata dalam teks fungsional pendek– Merespon berbagai informasi dalam teks fungsional pendek– Mengedintifikasi berbagai informasi dalam teks fungsional pendek
A. Tujuan Pembelajaran	: <ul style="list-style-type: none">– Siswa mampu merespon dan mengucapkan makna kosakata kosakata dalam teks fungsional pendek dengan benar– Siswa mampu merespon berbagai informasi dalam teks fungsional pendek– Siswa mampu mengedintifikasi berbagai informasi dalam teks fungsional pendek

- B. Materi Pengajaran : Story Text
- C. Media : Copies of paragraph
- D. Kegiatan Pembelajaran :
1. Pendahuluan :
 - Mengucapkan salam antara guru dan siswa
 - Siswa dan guru melakukan tanya-jawab seputar hal-hal yang berkaitan dengan materi

 2. Kegiatan Inti :
 - Guru menjelaskan tentang materi yang terdapat pada teks bercerita
 - 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

 3. Kegiatan penutup :
 - Guru membuat kesimpulan tentang materi tersebut
 - Guru memberikan tes kepada siswa
- E. Sumber Materi : The story text is made in Researcher
- F. Penilaian : The amount of correct answer in multiple-choices

Padangsidimpuan, 18 Nopember 2013

Co-teacher of SMKN 1 Padangsidimpuan

Teacher

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Nip. 19571111 198103 2 005

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The Headmaster of SMKN 1 Padangsidimpuan

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APPENDIX 3

THE TEST BEFORE VALIDITY TEST

Pre Test

Nama : _____

Kelas/Sem : _____

Instruction

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

A. Match the word in the sentence below!

1. I will buy a... for writing
 - a. Pen
 - b. Role
 - c. Book
 - d. Eraser
2. Reno ate the banana in my house....
 - a. Tomorrow
 - b. Soon
 - c. Yesterday
 - d. Now
3. The window is ... by Raisya
 - a. Made
 - b. Close
 - c. Opened
 - d. Buy
4. Dede gives a ... doll to his sister
 - a. Cook
 - b. Find
 - c. Cute
 - d. Clever
5. This English ... is bought by parent
 - a. Woman
 - b. Book
 - c. Person
 - d. Paper
6. I am studying English....
 - a. Now
 - b. Last night
 - c. Tomorrow
 - d. Yesterday
7. She has a ... table.
 - a. Come
 - b. Back
 - c. Small
 - d. Return
8. We will consultant to our teacher....
 - a. Now
 - b. Yesterday
 - c. Last month
 - d. Next week

B. Arrange the sentence below!

9. I – my – and – teacher – is – Rudi – student – am – a.
- Am teacher I a and my student Rudi is
 - A teacher I am and Rudi is student my
 - I a teacher am Rudi my student is and
 - I am a teacher and Rudi is my student
10. Nita – an – is – English- teacher
- English teacher is an Nita.
 - An Nita is English teacher.
 - Nita is an English teacher
 - Teacher English is an Nita
11. He – go – Jakarta – to – shall – or – Medan – he – shall – go – to
- Medan he shall go to or Jakarta he shall go to
 - Go to Medan he shall or go to Jakarta he shall
 - He shall go to Medan or he shall go to Jakarta
 - Shall go he to Medan or go to Jakarta he shall
12. She - TV - Watched – Yesterday
- Watched TV She yesterday
 - She watched TV yesterday
 - Yesterday watched TV She
 - TV watched She yesterday
13. Writes – Bobi – a – letter.
- A letter writes Bobi
 - Writes Bobi a letter
 - Bobi a letter writes
 - Bobi writes a letter
14. Mother – to – comes – my – boarding school – my.
- My boarding school comes to my mother
 - My mother comes to my boarding school
 - My comes mother to my boarding school
 - My boarding school my mother to comes
15. The – in – students – the – canteen – eating – are.

- a. The canteen are in the students eating
- b. In the canteen are eating the students
- c. The students are eating in the canteen
- d. Eating are in the canteen the students

16. Lamp – expensive – is - this.

- a. This expensive is lamp
- b. Lamp is this expensive
- c. This lamp expensive is
- d. This lamp is expensive

C. Translate the words that are underlined to Indonesian language below!

17. I buy the English book

- a. Menyanyi
- b. Menggambar
- c. Menari
- d. Membeli

18. Open the door, please!

- a. Kursi
- b. Buku
- c. Pintu
- d. Jendela

19. I sell the English book

- a. Buku bahasa inggris
- b. Buku kimia
- c. Buku matematika
- d. Buku kedokteran

20. That's my pat

- a. Rumah saya
- b. Pintu saya
- c. Buku saya
- d. Hewan kesayangan saya

21. The book is expensive

- a. Murah
- b. Mahal
- c. Bagus
- d. Sangat mahal

22. Selvi catches the Fly.

- a. Semut
- b. Lalat
- c. Pintu
- d. Nyamuk

23. She is busy burning up her lettes.

- a. Sibuk
- b. Lelah
- c. Marah
- d. Datang

24. Dani explains her proposal to the teacher.

- a. Menyatakan
- b. Menjelaskan
- c. Berkerja
- d. Menghapal

D. Translate the sentence to Indonesia language!

25. Rika invites me, translate the underline sentence!

- a. Rika mengundangku
- b. Rika mengunjungiku
- c. Rika memarahiku
- d. Rika membantuku

26. I'm climbing the mountain, translate the underline sentence!

- a. Saya sedang memasak
- b. Saya sedang minum susu
- c. Saya sedang mendaki gunung
- d. Saya sedang mencuci baju

27. Put the glass! means...

- a. Berikan gelas itu!
- b. Letakkan gelas itu!
- c. Pecahkn gelas itu!
- d. Cuci gelas itu!

28. I write a litter means...

- a. Kamu sedang menulis
- b. Saya menulis sebuah surat
- c. Saya membaca sebuah surat
- d. Saya membaca buku

29. Sasa sells her watch means...

- a. Sasa membeli jam
- b. Sasa menjual jam
- c. Sasa membeli cincin
- d. Sasa menjual jamnya

30. My house is near the post office.

- a. Kantor pos dekat rmah saya
- b. Rumah saya dekat kantor pos
- c. Rumah saya dekat kantor jaksa
- d. Kantor jaksa dekat rumah saya

Post Test

Nama : _____

Kelas/Sem : _____

Instruction

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

A. Match the word in the sentence below!

1. I need to ...
 - a. Towel
 - b. Bag
 - c. Practice
 - d. Pen
2. You're ...
 - a. Come
 - b. Funny
 - c. Back
 - d. Return
3. Please pick up ... coat!
 - a. Your
 - b. She
 - c. Him
 - d. Me
4. He ... you are cute
 - a. Read
 - b. Thirsty
 - c. Think
 - d. Thinks
5. Mr. Han... we're just withdrawn in 305 and we have not hot ..., I come back another time
 - a. Flower
 - b. Net
 - c. Water
 - d. Cloudy
6. I ... baby I am tired too.
 - a. Know
 - b. Cute
 - c. Beautiful
 - d. Busy
7. I am not
 - a. Bach
 - b. Happy
 - c. Come
 - d. Burn
8. Is there your.... In the home?
 - a. Ate
 - b. Hate
 - c. Daddy
 - d. Broken

B. Arrange the sentence below!

9. almost - We - here - are
- a. We are almost here
 - b. Almost we are here
 - c. Are we almost here?
 - d. Here we are almost
10. you- I- so - am - proud- of
- a. you so proud of I am
 - b. I am so proud of you
 - c. So proud you of I am
 - d. You of proud so I am
11. you - cute - He - are - thinks
- a. He thinks you are cute
 - b. You are cute he thinks
 - c. He are cute you thinks
 - d. You thinks he are cut
12. return - I - always - can
- a. Always I can return
 - b. Return I always can
 - c. I can always return
 - d. I can return
13. Not - I - fall - will - hard
- a. I fall will not hard
 - b. I will not hard fall
 - c. Fall hard will not I .
 - d. I will not fall hard
14. Will - kill - they - me.
- a. Me will kill they
 - b. They will kill me
 - c. Will me they kill
 - d. kill me they will
15. This - home - is our.
- a. Our home is this
 - b. Home our is this
 - c. This is our home
 - d. This is home our
16. I - teach - real - you - Kungfu - will.
- a. I will teach you real kungfu
 - b. Teach you real Kungfu I
 - c. I teach you will real kungfu
 - d. You teach will you real Kungfu

C. Translate the words to Indonesian language!

17. Tired means...
- a. Lelah
 - b. Rajin
 - c. Ramah
 - d. Kuat
18. Hurt means...
- a. Luka
 - b. Letih
 - c. Sakit
 - d. Ramah
19. You can also tell how to do it, Translate the underline sentence ...
- a. Menceritakan
 - b. Menulis
 - c. Menulis

- b. Membaca
d. Mengetik
20. Please pick up your coat! (Translate the underline sentence) ...
c. Celana
d. Topi
21. I buy the new ring
a. Cincin
b. Cincin baru
22. I hope you find the good teacher.
a. Mengajar
b. Terbang
23. I will follow the audition next month.
a. Mengikuti
b. Mendapatkan
24. I have prize for you.
a. Makanan
b. Tali
- c. Jaket
d. Baju
- c. Cincin jelek
d. Cincin asli
- c. Mendapatkan
d. Meniru
- c. Masuk
d. Membahas
- c. Minuman
d. Hadiah

D. Translate the sentences to Indonesia language!

25. I'm thirsty means...
a. Saya lapar
b. Kamu haus
26. You're funny means...
a. Kamu imut
b. Kamu lucu
27. I do not care means...
a. Saya tidak peduli
b. Saya ingin tidur
28. You make me crazy means...
a. Anda membuat saya menangis
b. Anda membuat saya gila
29. I need to practice means...
a. Anda membutuhkan praktek
b. Saya membutuhkan praktek
30. This is my child means...
a. Ini mama saya
b. Ini cucu saya
- c. Saya haus
d. Dia menonton
- c. Kamu cantik
d. Dia (pr) lucu
- c. Saya sedang mengetik
d. Saya telah makan pagi
- c. Dia(lk) membuat saya gila
d. saya membuat Anda nyaman
- c. Dia (lk) membutuhkan praktek
d. Dia (pr) membutuhkan praktek
- c. ini anak saya
d. ini teman saya

THE TEST AFTER VALIDITY TEST

Pre Test

Nama : _____

Kelas/Sem : _____

Instruction

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

A. Match the word in the sentence below!

1. I will buy a... for writing
 - c. Pen
 - d. Role
 - c. Book
 - d. Eraser
2. The window is ... by Raisya
 - c. Made
 - d. Close
 - c. Opened
 - d. Buy
3. I am studying English....
 - c. Now
 - d. Last night
 - c. Tomorrow
 - d. Yesterday
4. She has a ... table.
 - c. Come
 - d. Back
 - c. Small
 - d. Return
5. We will consultant to our teacher....
 - c. Now
 - d. Yesterday
 - c. Last month
 - d. Next week

B. Arrange the sentence below!

6. I – my – and – teacher – is – Rudi – student – am – a.
 - e. Am teacher I a and my student Rudi is
 - f. A teacher I am and Rudi is student my
 - g. I a teacher am Rudi my student is and
 - h. I am a teacher and Rudi is my student
7. Nita – an – is – English- teacher
 - e. English teacher is an Nita.
 - f. An Nita is English teacher.

- g. Nita is an English teacher
 - h. Teacher English is an Nita
8. He – go – Jakarta – to – shall – or – Medan – he – shall – go – to
- e. Medan he shall go to or Jakarta he shall go to
 - f. Go to Medan he shall or go to Jakarta he shall
 - g. He shall go to Medan or he shall go to Jakarta
 - h. Shall go he to Medan or go to Jakarta he shall
9. She - TV - Watched – Yesterday
- e. Watched TV She yesterday
 - f. She watched TV yesterday
 - g. Yesterday watched TV She
 - h. TV watched She yesterday
10. Writes – Bobi – a – letter.
- c. A letter writes Bobi c. Bobi a letter writes
 - d. Writes Bobi a letter d. Bobi writes a letter

C. Translate the words that are underlined to Indonesian language below!

11. I buy the English book
- c. Menyanyi c. Menari
 - d. Menggambar d. Membeli
12. Open the door, please!
- c. Kursi c. Pintu
 - d. Buku d. Jendela
13. I sell the English book
- c. Buku bahasa inggris c. Buku matematika
 - d. Buku kimia d. Buku kedokteran
14. The book is expensive
- c. Murah c. Bagus
 - d. Mahal d. Sangat mahal
15. Selvi catches the Fly.
- c. Semut c. Pintu
 - d. Lalat d. Nyamuk

D. Translate the sentence to Indonesia language!

16. Rika invites me, translate the underline sentence!

- | | |
|-----------------------|--------------------|
| c. Rika mengundangku | c. Rika memarahiku |
| d. Rika mengunjungiku | d. Rika membantuku |

17. I'm climbing the mountain, translate the underline sentence!

- | | |
|---------------------------|-------------------------------|
| c. Saya sedang memasak | c. Saya sedang mendaki gunung |
| d. Saya sedang minum susu | d. Saya sedang mencuci baju |

18. Put the glass! means...

- | | |
|------------------------|------------------------|
| c. Berikan gelas itu! | c. Pecahkan gelas itu! |
| d. Letakkan gelas itu! | d. Cuci gelas itu! |

19. I write a letter means...

- | | |
|------------------------------|------------------------------|
| c. Kamu sedang menulis | c. Saya membaca sebuah surat |
| d. Saya menulis sebuah surat | d. Saya membaca buku |

20. My house is near the post office.

- e. Kantor pos dekat rumah saya
- f. Rumah saya dekat kantor pos
- g. Rumah saya dekat kantor jaksa
- h. Kantor jaksa dekat rumah saya

Post Test

Nama: _____

Kelas/Sem: _____

Instruction

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

A. Match the word in the sentence below!

1. I need to ...
 - a. Towel
 - b. Bag
 - c. Practice
 - d. Pen
2. Please pick up ... coat!
 - a. Your
 - b. She
 - c. Him
 - d. Me
3. He ... you are cute
 - c. Read
 - d. Thirsty
 - c. Think
 - d. Thinks
4. Mr. Han... we're just withdrawn in 305 and we have not hot ..., I come back another time
 - a. Flower
 - b. Net
 - c. Water
 - d. Cloudy
5. I ... baby I am tired too.
 - a. Know
 - b. Cute
 - c. Beautiful
 - d. Busy

B. Arrange the sentence below!

6. you- I- so – am – proud- of
 - a. you so proud of I am
 - b. I am so proud of you
 - c. So proud you of I am
 - d. You of proud so I am
7. you – cute – He – are – thinks
 - a. He thinks you are cute
 - b. You are cute he thinks
 - c. He are cute you thinks
 - d. You thinks he are cut
8. return – I – always – can
 - a. Always I can return
 - b. Return I always can
 - c. I can always return
 - d. I can return

9. This – home – is – our.
- | | |
|---------------------|---------------------|
| a. Our home is this | c. This is our home |
| b. Home our is this | d. This is home our |
10. I – teach – real – you – Kungfu - will.
- | |
|-----------------------------------|
| a. I will teach you real kungfu |
| b. Teach you real Kungfu I |
| c. I teach you will real kungfu |
| d. You teach will you real Kungfu |

C. Translate the words to Indonesian language!

11. Tired means...

- | | |
|----------|----------|
| a. Lelah | c. Ramah |
| b. Rajin | d. Kuat |

12. Hurt means...

- | | |
|----------|----------|
| a. Luka | c. Sakit |
| b. Letih | d. Ramah |

13. Please pick up your coat! (Translate the underline sentence) ...

- | | |
|-----------|----------|
| a. Celana | c. Jaket |
| b. Topi | d. Baju |

14. I buy the new ring

- | | |
|----------------|-----------------|
| a. Cincin | c. Cincin jelek |
| b. Cincin baru | d. Cincin asli |

15. I hope you find the good teacher.

- | | |
|-------------|----------------|
| a. Mengajar | c. Mendapatkan |
| b. Terbang | d. Meniru |

D. Translate the sentences to Indonesia language!

16. I'm thirsty means...

- | | |
|---------------|-----------------|
| a. Saya lapar | c. Saya haus |
| b. Kamu haus | d. Dia menonton |

17. I do not care means...

- | | |
|----------------------|--------------------------|
| a. Saya tidak peduli | c. Saya sedang mengetik |
| b. Saya ingin tidur | d. Saya telah makan pagi |

18. You make me crazy means...

- | | |
|-------------------------------|------------------------------|
| a. Anda membuat saya menangis | c. Dia(lk) membuat saya gila |
| b. Anda membuat saya gila | d. saya membuat Anda nyaman |

19. I need to practice means...

- a. Anda membutuhkan praktek
- b. Saya membutuhkan praktek
- c. Dia (lk) membutuhkan praktek
- d. Dia (pr) membutuhkan praktek

20. This is my child means...

- a. Ini mama saya
- b. Ini cucu saya
- c. Ini anak saya
- d. Ini teman saya

APPENDIX 4

KEY ANSWER

1. The Test before Validity Test

A. PRETEST

1. A
2. C
3. C
4. C
5. B
6. A
7. C
8. D
9. D
10. B
11. C
12. B
13. D
14. B
15. C
16. D
17. D
18. C
19. A
20. D
21. D
22. B
23. B
24. B
25. A
26. C
27. B
28. B
29. D
30. B

B. POSTTEST

1. C
2. B
3. A
4. D
5. C
6. A
7. B
8. C
9. A
10. B
11. A
12. C
13. D
14. B
15. C
16. A
17. A
18. A
19. A
20. C
21. B
22. C
23. A
24. D
25. B
26. B
27. A
28. B
29. B
30. C

2. The Test after Validity Test

A. PRETEST

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

B. POSTTEST

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

APPENDIX 5

THE STUDENTS' SCORE IN PRE-TEST

No	Initial	NUMBER OF ITEM																														X ₁	X ₂	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
1	AB	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	27	729
2	AD	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	28	784
3	AH	1	1	1	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	576	
4	AI	1	0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	25	625	
5	AL	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	729	
6	AN	1	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	676	
7	AR	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	27	729	
8	AZ	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	729	
9	BK	1	1	1	0	1	1	0	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	625	
10	CH	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	729	
11	DK	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	26	676	
12	DS	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	729	
13	EF	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	729	
14	FA	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	25	625	
15	GS	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	27	729	
16	IS	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	729	
17	LM	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	625	
18	MF	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	625	
19	MN	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	28	784	
20	MT	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	28	784	
21	PR	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	784	
22	PU	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	729	
23	RC	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	28	784	
24	RS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	28	784	
25	SA	1	1	0	0	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	576	
26	SE	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	784	
27	SI	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	26	676	
28	SU	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	729	
29	WS	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	784	
30	YR	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	27	729	
	Total	28	21	25	20	25	29	21	18	29	28	28	29	18	28	29	27	28	28	29	29	28	28	28	28	28	28	29	29	28	29	$\Sigma x_i: 828$	$\Sigma x_i^2: 23711$	
	P	0,9	0,7	0,8	0,6	0,8	0,9	0,7	0,6	0,9	0,9	0,9	0,9	0,6	0,9	0,9	0,9	0,9	0,9	0,9	0,9	0,9	0,9	0,9	0,9	0,9	0,9	0,9	0,9	0,9				
	Q	0,06	0,3	0,1	0,3	0,1	0,03	0,3	0,4	0,03	0,06	0,06	0,03	0,4	0,06	0,03	0,1	0,06	0,06	0,03	0,03	0,06	0,06	0,06	0,06	0,06	0,03	0,03	0,03	0,06	0,03			

APPENDIX 6

THE VALIDITY OF PRE-TEST

No	Mp	Mt	SD _t	P	Q	$r_{pbi} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$	Interpretation
1.	28.6	27.6	5.3	0.9	0.06	0.730	VALID
2.	28.2	27.6	5.3	0.7	0.3	0.170	INVALID
3.	29.1	27.6	5.3	0.8	0.1	0.770	VALID
4.	27.3	27.6	5.3	0.6	0.3	- 0.079	INVALID
5.	28	27.6	5.3	0.8	0.1	0.212	INVALID
6.	28.6	27.6	5.3	0.9	0.03	1.135	VALID
7.	25.8	27.6	5.3	0.7	0.3	-0.516	INVALID
8.	30.2	27.6	5.3	0.6	0.4	0.598	VALID
9.	28.6	27.6	5.3	0.9	0.03	1.135	VALID
10.	28.8	27.6	5.3	0.9	0.06	0.876	VALID
11.	29.6	27.6	5.3	0.9	0.06	1.460	VALID
12.	28.6	27.6	5.3	0.9	0.03	1.135	VALID
13.	30.2	27.6	5.3	0.6	0.4	0.598	VALID
14.	28.8	27.6	5.3	0.9	0.06	0.876	VALID
15.	28.6	27.6	5.3	0.9	0.03	1.135	VALID
16.	27.5	27.6	5.3	0.9	0.1	-0.056	INVALID
17.	28.8	27.6	5.3	0.9	0.06	0.876	VALID
18.	28.8	27.6	5.3	0.9	0.06	0.876	VALID
19.	30.48	27.6	5.3	0.9	0.03	2.972	VALID
20.	27.7	27.6	5.3	0.9	0.03	0.103	INVALID
21.	28.8	27.6	5.3	0.9	0.06	0.876	VALID
22.	29.7	27.6	5.3	0.9	0.06	1.533	VALID
23.	29.8	27.6	5.3	0.9	0.06	1.606	VALID
24.	28.8	27.6	5.3	0.9	0.06	0.876	VALID
25.	28.8	27.6	5.3	0.9	0.06	0.876	VALID
26.	28.6	27.6	5.3	0.9	0.03	1.135	VALID
27.	28.6	27.6	5.3	0.9	0.03	1.135	VALID
28.	28.6	27.6	5.3	0.9	0.03	1.135	VALID
29.	29.6	27.6	5.3	0.9	0.06	1.460	VALID
30.	28.6	27.6	5.3	0.9	0.03	1.135	VALID

$$M_t = \frac{\sum X_t}{N}$$

$$= \frac{829}{30}$$

$$= 27.6$$

$$SD_t = \sqrt{\frac{\sum fx'^2}{N} - \left[\frac{\sum fx'}{N} \right]^2}$$

$$= \sqrt{\frac{23773}{30} - \left[\frac{829}{30} \right]^2}$$

$$= \sqrt{792.4 - 761.7}$$

$$= \sqrt{30.7}$$

$$= 5.5$$

Table
Mean from the answer that is correct (M_p)

No	$M_p = \frac{\text{Score}}{N}$
1.	$\frac{\text{AB+AD+AH+AI+AL+AN+AR+ AZ+BK+FA+GS+IS+LM+MF+MN+MT+PR+RC+RS+SA+SI+SU+WS+YR}}{24} = 30.3$
2.	$\frac{\text{AB+AD+AR+ AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR}}{27} = 27.6$
3.	$\frac{\text{AB+AD+AH+AI+AN+AR+ AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR}}{29} = 31.4$
4.	$\frac{\text{AB+AD+AH+AI+AL+AN+AR+ AZ+BK+CH+DK+DS+FA+GS+IS+MF+MN+MT+PR+RC+RS+SE+SI+WS+YR}}{24} = 28.9$
5.	$\frac{\text{AB+AD+AI+AN+AR+ +BK+CH+DK+DS+EF+GS+IS+LM+MF+MN+MT+RC+RS+SE+SI+SU+WS+YR}}{29} = 32.6$
6.	$\frac{\text{AB+AD+AH+AI+AL+AN+AR+ AZ+BK+CH+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR}}{29} = 27.8$
7.	$\frac{\text{AB+AD+AH+AI+AL+AN+AR+ AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+WS+YR}}{29} = 27.7$
8.	$\frac{\text{AB+AD+AI+AN+AR+BK+CH+DS+EF+GS+IS+LM+MF+MN+MT+PU+RC+RS+SE+SI+WS+YR}}{22} = 26.6$
9.	$\frac{\text{AB+AD+AH+AI+AL+AN+AR+ AZ+BK+CH+DS+FA+GS+IS+LM+MF+MN+MT+PR++RC+RS+SA+SE+SI+SU+WS+YR}}{27} = 27.9$
10.	$\frac{\text{AB+AD+AH+AI+AL+AN+AR+ AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+WS+YR}}{29} = 29.5$
11.	$\frac{\text{AB+AD+AH+AI+AL+AN+AR+ AZ+BK+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+WS+YR}}{N} = 28.8$

	$\frac{28+28+27+27+28+28+28+30+25+28+28+29+30+28+28+28+28+28+25+30+28+27+28+28+27+28}{28}$
12.	$\frac{\overline{AB+AD+AH+AL+AN+AR+AZ+BK+CH+DK+DS+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR}}{N}$ $\frac{28+28+27+25+27+28+28+28+30+26+25+28+26+28+29+30+28+28+28+28+28+25+30+28+27+28+28+27+28}{29} = 28.7$
13.	$\frac{\overline{AB+AD+AH+AL+AN+AR+AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR}}{N}$ $\frac{28+28+27+27+28+28+28+30+26+25+28+26+28+29+30+28+28+28+28+28+25+30+28+27+28+28+27+28}{29} = 27.7$
14.	$\frac{\overline{AB+AH+AI+AL+AN+AZ+BK+DK+DS+EF+FA+GS+IS+MT+PR+RC+SI+SU+YR}}{N}$ $\frac{28+27+25+27+28+28+30+25+28+26+28+29+30+28+28+30+28+27+28}{19} = 27.7$
15.	$\frac{\overline{AB+AD+AH+AI+AL+AN+AR+AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+SA+SE+SI+SU+WS+YR}}{N}$ $\frac{28+28+27+25+27+28+28+28+30+26+25+28+26+28+29+30+28+28+28+28+28+25+30+27+28+28+27+23+28}{29} = 31.4$
16.	$\frac{\overline{AB+AH+AI+AL+AN+AR+AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+WS+YR}}{N}$ $\frac{28+28+27+25+27+28+28+28+30+26+25+28+26+28+29+30+28+28+28+28+28+25+30+28+27+28+28+27+28}{29} = 31.2$
17.	$\frac{\overline{AB+AD+AH+AI+AL+AN+AR+AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+WS+YR}}{N}$ $\frac{28+28+27+25+27+28+28+28+30+26+25+28+26+28+29+30+28+28+28+28+28+25+30+28+27+28+28+27+28}{29} = 29.5$
18.	$\frac{\overline{AB+AD+AH+AI+AL+AN+AZ+BK+CH+DK+DS+EF+FA+IS+LM+MT+PR+PU+RC+RS+SA+SE+SU+YR}}{N}$ $\frac{28+27+27+28+28+30+26+25+28+26+28+30+28+28+28+25+30+28+27+28+23+28}{22} = 30.3$
19.	$\frac{\overline{AB+AD+AI+AN+AR+ +BK+CH+DK+DS+EF+GS+IS+LM+MF+MN+MT+RC+RS+SE+SI+SU+WS+YR}}{N}$ $\frac{28+28+25+28+28+30+26+25+28+26+29+30+28+28+28+30+28+28+28+23+27+28}{29} = 30.6$
20.	$\frac{\overline{AB+AH+AI+AL+AN+AR+AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+WS+YR}}{N}$ $\frac{28+28+27+25+27+28+28+28+30+26+25+28+26+28+29+30+28+28+28+28+28+25+30+28+27+28+28+27+28}{29}$
21.	$\frac{\overline{AB+AD+AI+AN+AR+ +BK+CH+DK+DS+EF+GS+IS+LM+MF+MN+MT+RC+RS+SE+SI+SU+WS+YR}}{N}$ $\frac{28+28+25+28+28+30+26+25+28+26+29+30+28+28+28+30+28+28+28+23+27+28}{29} = 30.6$
22.	$\frac{\overline{AB+AD+AH+AI+AL+AN+AR+AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+WS+YR}}{N}$ $\frac{28+28+27+25+27+28+28+28+30+26+25+28+26+28+29+30+28+28+28+28+28+25+30+28+27+28+28+27+28}{29} = 29.5$
23.	$\frac{\overline{AB+AH+AL+AN+AR+AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR}}{N}$ $\frac{28+28+27+27+28+28+28+30+26+25+28+26+28+29+30+28+28+28+28+28+25+30+28+27+28+28+23+27+28}{29} = 31.3$
24.	$\frac{\overline{AB+AD+AH+AI+AL+AN+AR+AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+WS+YR}}{N}$ $\frac{28+28+27+25+27+28+28+28+30+26+25+28+26+28+29+30+28+28+28+28+28+25+30+28+27+28+28+27+28}{29} = 29.5$
25.	$\frac{\overline{AB+AD+AH+AL+AN+AR+AZ+BK+CH+DK+DS+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR}}{N}$ $\frac{28+28+27+25+27+28+28+28+30+26+25+28+26+28+29+30+28+28+28+28+28+25+30+28+27+28+28+27+28}{29} = 28.7$

26.	$\frac{\overline{AB+AH+AI+AL+AN+AR+AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+WS+YR}}{N}$ $\frac{28+28+27+25+27+28+28+28+30+26+25+28+26+28+29+30+28+28+28+28+25+30+28+27+28+28+23+28}{28} = 27.7$
27.	$\frac{\overline{AB+AD+AH+AI+AL+AN+AR+AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+WS+YR}}{N}$ $\frac{30+28+27+25+27+28+28+28+30+26+25+28+26+28+29+30+28+28+28+28+25+30+28+27+28+28+27+28}{29} = 29.5$
28.	$\frac{\overline{AB+AH+AL+AN+AR+AZ+BK+DK+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR}}{N}$ $\frac{28+28+27+27+28+28+28+30+25+26+28+29+30+28+28+28+28+25+30+28+27+28+28+23+27+28}{27} = 28.7$
29.	$\frac{\overline{AB+AD+AH+AI+AN+AR+AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR}}{N}$ $\frac{28+28+27+25+28+28+28+30+26+25+28+26+28+29+30+28+28+28+28+25+30+28+27+28+28+23+27+28}{29} = 31.4$
30.	$\frac{\overline{AB+AD+AH+AI+AN+AR+AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR}}{N}$ $\frac{28+28+27+25+28+28+28+30+26+25+28+26+28+29+30+28+28+28+28+25+30+28+27+28+28+23+27+28}{29} = 31.4$

APPENDIX 7

THE STUDENTS' SCORE IN POST-TEST

No	Initial	NUMBER OF ITEM																														X ₁	X ₂		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
1	AB	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	28	784	
2	AD	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	784
3	AH	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	729
4	AI	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	25	625
5	AL	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	729
6	AN	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	784
7	AR	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	784
8	AZ	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	729
9	BK	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	28	784	
10	CH	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	26	676	
11	DK	0	1	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	625	
12	DS	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	27	729	
13	EF	0	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	676
14	FA	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	784
15	GS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	28	784
16	IS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	29	841
17	LM	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	27	729
18	MF	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	784
19	MN	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	784
20	MT	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	20	784	
21	PR	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	784
22	PU	0	1	1	0	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	625
23	RC	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	28	784	
24	RS	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	784
25	SA	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	729
26	SE	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	784
27	SI	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	27	729
28	SU	1	1	1	0	1	1	0	0	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	23	529	
29	WS	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	27	729	
30	YR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	28	784	
	Total	24	27	29	24	23	29	29	22	27	29	28	28	29	19	29	29	30	22	22	29	29	29	29	29	29	28	28	29	27	29	29	29	Σ _{X1} :829	Σ _{X2} : 23773
	P	0,8	0,9	0,9	0,8	0,7	0,9	0,9	0,7	0,9	0,9	0,9	0,9	0,9	0,6	0,9	0,9	1	0,7	0,7	0,9	0,9	0,9	0,9	0,9	1	0,9	0,9	0,9	0,9	0,9	0,9			
	Q	0,2	0,1	0,03	0,2	0,2	0,03	0,03	0,3	0,1	0,03	0,06	0,06	0,03	0,3	0,03	0,03	0	0,3	0,3	0,03	0,03	0,03	0,03	0,03	0,02	0,06	0,03	0,1	0,03	0,03	0,03			

APPENDIX 8**THE VALIDITY OF POST TEST**

No	Mp	Mt	SD _t	P	Q	$r_{pbi} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$	Interpretation
1.	30.3	27.6	5.5	0.8	0.2	0.981	VALID
2.	27.6	27.6	5.5	0.9	0.1	0	INVALID
3.	31.4	27.6	5.5	0.9	0.03	3.784	VALID
4.	28.9	27.6	5.5	0.8	0.2	0.472	VALID
5.	32.6	27.6	5.5	0.7	0.2	1.700	VALID
6.	27.8	27.6	5.5	0.9	0.03	0.199	INVALID
7.	27.7	27.6	5.5	0.9	0.03	0.099	INVALID
8.	26.6	27.6	5.5	0.7	0.3	-0.277	INVALID
9.	27.9	27.6	5.5	0.9	0.1	0.163	INVALID
10.	29.5	27.6	5.5	0.9	0.03	1.892	VALID
11.	28.8	27.6	5.5	0.9	0.06	0.845	VALID
12.	28.7	27.6	5.5	0.9	0.06	0.777	VALID
13.	27.7	27.6	5.5	0.9	0.03	0.099	INVALID
14.	27.7	27.6	5.5	0.6	0.3	0.025	INVALID
15.	31.4	27.6	5.5	0.9	0.03	3.784	VALID
16.	31.2	27.6	5.5	0.9	0.03	3.585	VALID
17.	29.5	27.6	5.5	0.9	0.03	1.892	VALID
18.	30.3	27.6	5.5	0.7	0.3	0.749	VALID
19.	32.6	27.6	5.5	0.7	0.2	1.700	VALID

20.	31.2	27.6	5.5	0.9	0.03	3.585	VALID
21.	32.6	27.6	5.5	0.7	0.2	1.700	VALID
22.	29.5	27.6	5.5	0.9	0.03	1.892	VALID
23.	30.3	27.6	5.5	0.9	0.03	2.688	VALID
24.	31.4	27.6	5.5	0.9	0.03	3.784	VALID
25.	28.7	27.6	5.5	0.9	0.06	0.777	VALID
26.	27.7	27.6	5.5	0.9	0.06	0.070	INVALID
27.	29.5	27.6	5.5	0.9	0.03	1.892	VALID
28.	28.7	27.6	5.5	0.9	0.1	0.6	VALID
29.	31.4	27.6	5.5	0.9	0.03	3.784	VALID
30.	31.4	27.6	5.5	0.9	0.03	3.784	VALID

$$M_t = \frac{\sum X_t}{N}$$

$$= \frac{828}{30}$$

$$= 27.6$$

$$SD_t = \sqrt{\frac{\sum fx'^2}{N} - \left[\frac{\sum fx'}{N} \right]^2}$$

$$= \sqrt{\frac{23711}{30} - \left[\frac{828}{30}\right]^2}$$

$$= \sqrt{790.3 - 761.7}$$

$$= \sqrt{28.6}$$

$$= 5.3$$

Table

Mean from the answer that is correct (M_p)

No	$M_p = \frac{\text{Score}}{N}$
1.	$\frac{\underline{AB+AD+AH+AI+AL+AN+AR+AZ+BK+CH+DK+DS+EF+FA+GS+IS+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+WS+YR}}{N}$ $\frac{27+28+24+25+28+26+30+30+25+28+26+28+27+25+30+29+25+30+30+29+28+30+29+24+28+26+28+30}{28} = 28.6$
2.	$\frac{\underline{AB+AD+AH+AL+AR+AZ+BK+CH+EF+FA+GS+IS+MF+MT+PR+RC+RS+SA+SE+SU+YR}}{N}$ $\frac{27+28+24+28+30+30+25+28+27+25+30+29+30+30+29+30+29+24+28+27+27}{21} = 28.2$
3.	$\frac{\underline{AB+AD+AH+AI+AL+AR+AZ+BK+CH+DS+EF+FA+GS+IS+MF+MT+PR+PU+RC+RS+SE+SI+SU+WS+YR}}{N}$ $\frac{27+28+24+25+28+30+30+25+28+27+25+30+29+30+30+29+30+29+28+26+27+28+27}{25} = 29.1$
4.	$\frac{\underline{AB+AD+AR+AZ+CH+DK+DS+GS+LM+MF+MT+PR+PU+RC+RS+SE+SI+SU+WS+YR}}{N}$

	<u>27+28+30+30+25+28+26+28+30+25+30+30+29+28+30+29+28+26+27+28+27</u> 20
5.	<u>AB+AD+AN+AR+ AZ+BK+CH+DK+DS+EF+FA+GS+IS+MF+MN+MT+PR+PU+RC+RS+SA+SE+WS+YR</u> N <u>27+28+26+30+30+25+28+26+28+27+25+30+29+25+30+30+29+28+30+29+24+28+28+27</u> = 28 25
6.	<u>AB+AD+AI+AL+AN+AR+</u> <u>AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR</u> N <u>30+30+25+28+26+30+30+25+28+26+28+27+25+30+29+25+25+30+30+29+28+30+29+24+28+26+27+28+30</u> = 28.7 29
7.	<u>AB+AD+AI+AL+AN+AR+ AZ+BK+CH+DK+DS+EF+FA+GS+IS+MF+MN+MT+PR+PU+RC+RS+SI+WS+YR</u> N <u>27+28+25+28+26+30+30+26+28+30+29+25+30+30+29+28+30+29+26+28+27</u> = 25.8 21
8.	<u>AB+AD+AL+AN+AR+ AZ+DS+EF+GS+IS+MF+MN+MT+PR+PU+RC+RS+SI+SU+YR</u> N <u>27+28+28+26+30+30+27+30+29+30+30+29+28+30+29+26+27+27</u> = 30.2 18
9.	<u>AB+AD+AI+AL+AN+AR+</u> <u>AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR</u> N <u>27+28+25+28+26+30+30+25+28+26+28+27+25+30+29+25+25+30+30+29+28+30+29+24+28+26+27+28+30</u> = 28.7 29
10.	<u>AB+AD+AH+AI+AL+AR+</u> <u>AZ+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR</u> N <u>27+28+24+25+28+30+30+28+26+28+27+25+30+29+25+25+30+30+29+28+30+29+24+28+26+27+28+27</u> = 28.8 28
11.	<u>AB+AD+AH+AI+AL+AN+AR+</u> <u>AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PU+RC+RS+SE+SI+SU+WS+YR</u> N <u>27+28+24+25+28+26+30+30+25+28+26+28+27+25+30+29+25+25+30+30+28+30+29+28+26+27+28+27</u> 28
12.	<u>AB+AD+AI+AL+AN+AR+</u> <u>AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR</u>

	$\frac{27+28+25+28+26+30+30+25+28+26+28+27+25+30+29+25+25+30+30+29+28+30+29+24+28+26+27+28+30}{29} = 28.7$
13.	<u>AB+AD+AL+AN+AR+ AZ+DS+EF+GS+IS+MF+MN+MT+PR+PU+RC+RS+SI+SU+YR</u> $\frac{27+28+28+26+30+30+27+30+29+30+30+29+28+30+29+26+27+27}{18} = 30.2$
14.	<u>AB+AD+AH+AI+AL+AR+</u> <u>AZ+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR</u> $\frac{27+28+24+25+28+30+30+28+26+28+27+25+30+29+25+25+30+30+29+28+30+29+24+28+26+27+28+27}{28} = 28.8$
15.	<u>AB+AD+AI+AL+AN+AR+</u> <u>AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR</u> $\frac{27+28+25+28+26+30+30+25+28+26+28+27+25+30+29+25+25+30+30+29+28+30+29+24+28+26+27+28+30}{29} = 28.7$
16.	<u>AB+AD+AH+AI+AL+AN+AR+</u> <u>AZ+CH+DK+DS+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR</u> $\frac{27+28+24+25+28+26+30+30+28+26+28+30+29+25+25+30+30+28+30+29+28+26+27+28+27}{27} = 27.5$
17.	<u>AB+AD+AH+AI+AL+AR+</u> <u>AZ+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR</u> $\frac{27+28+24+25+28+30+30+28+26+28+27+25+30+29+25+25+30+30+29+28+30+29+24+28+26+27+28+27}{28}$
18.	<u>AB+AD+AH+AI+AL+AR+</u> <u>AZ+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR</u> $\frac{27+28+24+25+28+30+30+28+26+28+27+25+30+29+25+25+30+30+29+28+30+29+24+28+26+27+28+27}{28} = 28.8$
19.	<u>AB+AD+AH+AI+AL+AN+AR+</u> <u>AZ+BK+CH+DK+DS+EF+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR</u> $\frac{27+28+25+28+26+30+30+25+28+26+28+27+30+29+25+25+30+30+29+28+30+29+24+28+26+27+28+27}{29} = 30.48$

20.	<u>AB+AD+AH+AI+AL+AN+AR+</u> <u>AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR</u> N <u>27+28+25+28+26+30+30+25+28+26+28+27+30+29+25+30+30+29+28+30+29+24+28+26+27+28+27</u> = 27.7 29
21.	<u>AB+AD+AH+AI+AL+AR+</u> <u>AZ+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR</u> N <u>27+28+24+25+28+30+30+28+26+28+27+25+30+29+25+25+30+30+29+28+30+29+24+28+26+27+28+27</u> = 28.8 28
22.	<u>AB+AD+AH+AI+AL+AN+AR+</u> <u>AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR</u> N <u>30+30+25+28+26+30+30+25+28+28+27+30+29+25+30+30+29+28+30+29+24+28+27+28+27</u> 28
23.	<u>AB+AD+AH+AI+AL+AN+AR+</u> <u>AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR</u> N <u>27+28+28+26+30+30+25+28+26+28+27+30+29+25+30+30+29+28+30+29+24+28+27+28+27</u> = 29.8 28
24.	<u>AB+AD+AH+AI+AL+AR+</u> <u>AZ+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR</u> N <u>27+28+24+25+28+30+30+28+26+28+27+25+30+29+25+25+30+30+29+28+30+29+24+28+26+27+28+27</u> = 28.8 28
25.	<u>AB+AD+AH+AI+AL+AR+</u> <u>AZ+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR</u> N <u>27+28+24+25+28+30+30+28+26+28+27+25+30+29+25+25+30+30+29+28+30+29+24+28+26+27+28+27</u> = 28.8 28
26.	<u>AB+AD+AI+AL+AN+AR+</u> <u>AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR</u> N <u>27+28+25+28+26+30+30+25+28+26+28+27+25+30+29+25+25+30+30+29+28+30+29+24+28+26+27+28+30</u> = 28.7 29
27.	<u>AB+AD+AI+AL+AN+AR+</u> <u>AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR</u> N = 28.7

	$\frac{27+28+25+28+26+30+30+25+28+26+28+27+25+30+29+25+25+30+30+29+28+30+29+24+28+26+27+28+30}{29}$
28.	$\frac{\underline{AB+AD+AI+AL+AN+AR+}}{\underline{AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR}}$ $\frac{N}{29} = 28.7$ $\frac{27+28+25+28+26+30+30+25+28+26+28+27+25+30+29+25+25+30+30+29+28+30+29+24+28+26+27+28+30}{29} = 28.7$
29.	$\frac{\underline{AB+AD+AH+AI+AL+AN+AR+}}{\underline{AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MT+PR+PU+RC+SA+SE+SI+SU+WS+YR}}$ $\frac{N}{28} = 29.6$ $\frac{27+28+24+25+28+26+30+30+25+28+26+28+27+30+29+25+30+30+29+28+30+24+28+26+27+28+27}{28} = 29.6$
30.	$\frac{\underline{AB+AD+AI+AL+AN+AR+}}{\underline{AZ+BK+CH+DK+DS+EF+FA+GS+IS+LM+MF+MN+MT+PR+PU+RC+RS+SA+SE+SI+SU+WS+YR}}$ $\frac{N}{29}$ $\frac{27+28+25+28+26+30+30+25+28+26+28+27+25+30+29+25+25+30+30+29+28+30+29+24+28+26+27+28+27}{29}$

1	2	3	4	5
Abdul Azis	65	75	10	100
Adelina Sari	85	100	15	225
Apriyanthi Sagala	40	85	45	2025
Cristin Selasari	40	80	40	1600
Desi Ratnasari	60	80	20	400
Dewi Purnama Sari	35	80	45	2025
Dian Vihaja	50	80	30	900
Erni Julianti	30	80	50	2500
Evi Julian Sari	50	80	30	900
Giya Rahayu	70	85	15	225
Hikmah Warni	35	85	50	2500
Ilya Avianti	10	95	85	7225
Irna Sari	40	75	35	1225
Juana Hajjah	60	85	25	625
Latipa Usia	40	90	50	2500
Mahadir Muhammad	25	90	65	4225
Marina	60	85	25	625
May Chairani	40	85	45	2025
Monalisa	30	90	60	3600
Megawati	45	90	45	2025
Nanni Romaito	35	95	60	3600
Nani Afsah	60	95	35	1225

Nisa Amsia Marbu	30	85	55	3025
Nurlita Sinaga	40	95	55	3025
Nur Afifah	75	90	15	225
Oky Kurniawan	30	85	55	3025
Parlindungan	45	90	45	2025
Riswani	40	90	50	2500
Ricky Anasari	50	85	35	1225
Rahmad Ananda	45	95	45	2025
Rahmad Septiansyah	40	85	45	2025
Suci Ramadhani	40	85	45	2025
Seri Aminah	50	90	40	1600
Sri Wahyuni	55	85	30	900
Siti Rahmah	75	85	10	100
Siti Aminah	60	90	30	900
Total			1435	66925

APPENDIX 10**THE SCORE OF CONTROL GROUP**

Name of student (n)	Pre- test	Post- test	Y₁	Y₁²
1	2	3	4	5
Abdul Karim	65	75	10	100
Alexander	85	80	15	225
Asni Parinduri	40	85	45	2025
Apriliana Masnun	50	75	25	625
Annisa Fitri	60	75	15	225
Dorima	35	75	40	1600
Dina Yani	50	80	30	900
Esa Soraya	30	80	50	2500
Esther Wahyuni	50	80	30	900
Elsa Maya suci	70	85	15	225
Hapsa Hosnita	35	80	45	2025
Herlina Sinaga	50	90	40	1600
Juanda	40	75	35	1225
Juni Hartati	60	85	25	625
Lisa Anggraini	40	90	50	2500
Lisni Handayani	25	90	65	4225
Mahraini Saputri	60	80	20	400
Mitra Hanligahani	40	85	45	2025
Monalisa	30	90	60	3600

Mordiansyah	45	90	45	2025
Ramlah Zakiah	35	90	55	3025
Nurlatifah	60	90	30	900
Rizki Ameliah	30	85	55	3025
Resna Siska	40	90	50	2500
Sahriani	75	90	15	225
Siti Hartini	30	70	40	1600
Siti Jaleha	45	90	45	2025
Siti Olona	40	90	50	2500
Muhammada Katif	50	80	30	900
Muhammad Rifai	40	80	40	1600
Yati Oktavia	40	80	40	1600
Yanti Kartika	40	80	40	1600
Yeni Widya	50	80	30	900
Viktor	55	85	30	900
Tri Wahyuni	75	85	10	100
Siska	65	90	25	625
Total			1290	53600

APPENDIX 11

The Steps Analysis Data

1. The average score of experimental group.

$$\begin{aligned}M_1 &= \frac{Y_1^2}{Y_1} \\&= \frac{66925}{1435} \\&= 46.63\end{aligned}$$

2. The average score of control group.

$$\begin{aligned}M_1 &= \frac{Y_2^2}{Y_2} \\&= \frac{53600}{1290} \\&= 41.55\end{aligned}$$

3. The deviation score of experimental group

$$\begin{aligned}\Sigma_{x1} &= \Sigma Y_1^2 - \frac{(\Sigma Y_1)^2}{n_1} \\&= 66925 - \frac{(1435)^2}{36} \\&= 66925 - \frac{2059225}{36}\end{aligned}$$

$$= 66925 - 57200.69$$

$$= 9724.31$$

4. The deviation score of control group

$$\begin{aligned}\Sigma_{x_2} &= \Sigma Y_2^2 - \frac{(\Sigma Y_2)^2}{n_2} \\ &= 53600 - \frac{(1290)^2}{36} \\ &= 53600 - \frac{1664100}{36} \\ &= 53600 - 46225 \\ &= 7375\end{aligned}$$

5. The formulation of T-test

List of Score

No	Symbol	Score
1.	M_1	46.63
2.	M_2	41.55
3.	X_1^2	9724.31
4.	X_2^2	7375
5.	n_1	36
6.	n_2	36

$$\begin{aligned}
Tt &= \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma X_1 + \Sigma X_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
&= \frac{46.63 - 41.55}{\sqrt{\left(\frac{9724.31 + 7375}{36 + 36 - 2}\right)\left(\frac{1}{36} + \frac{1}{36}\right)}} \\
&= \frac{5.08}{\sqrt{\left(\frac{17099.31}{70}\right)\left(\frac{2}{36}\right)}} \\
&= \frac{5.08}{\sqrt{244.2\left(\frac{2}{36}\right)}} \\
&= \frac{5.08}{\sqrt{\frac{488.4}{36}}} = \frac{5.08}{\sqrt{13.5}} \\
&= \frac{5.08}{3.6} = 1.69
\end{aligned}$$

APPENDIX 12

RELIABILITY TEST

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

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

So:

$$\begin{aligned} r_{11} &= \left(\frac{36}{36-1} \right) \left(\frac{5.40^2 - \sum 17.38}{5.40^2} \right) \\ &= \left(\frac{36}{35} \right) \left(\frac{29.16 - \sum 17.38}{29.16} \right) \\ &= (1.02) (0.4) \\ &= 0.408 \end{aligned}$$

After doing the calculation, researcher got $r_{\text{count}} = 0.408$ and $n = 36$ from product moment r_{table} was got $r_{\text{table}} = 0.413$ with $\alpha 5\%$, cause $r_{\text{count}} > r_{\text{table}}$ ($0.408 > 0.235$). So, instrument test is reliable.

APPENDIX 13

PRODUCT MOMENT r Table

N	Taraf	Signif	N	Taraf	Signif	N	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
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			

APPENDIX 14

TABLE FOR FINDING MEAN, VARIANTS, AND STANDARD DEVIATION OF EKSPERIMENT4AL CLASS IN PRE-TEST

NO	Xi	Fi	FiXi	Xi ²	FiXi ²
1	10	1	10	100	100
2	25	1	25	625	625
3	30	4	120	900	3600
4	35	3	105	1225	3675
5	40	9	360	1600	14400
6	45	3	135	2025	6075
7	50	4	200	2500	10000
8	55	1	55	3025	3025
9	60	5	300	3600	18000
10	65	1	65	4225	4225
11	70	1	70	4900	4900
12	75	2	150	5625	11250
13	85	1	85	7225	7225
	Total	35	1680	-	87100

1. Mean

$$\bar{X} = \frac{\sum FiXi}{Fi}$$

$$\bar{X} = \frac{\sum FiXi}{Fi} = \frac{1680}{36} = 46.66$$

2. The variant is;

$$(S^2) = \frac{N \times \sum FiXi^2 - (\sum FiXi)^2}{N(N-1)}$$

$$(S^2) = \frac{36 \times 87100 - (1680)^2}{36(36-1)}$$

$$(S^2) = \frac{3135600 - 2822400}{36.35}$$

$$(S^2) = \frac{313200}{1260}$$

$$(S^2) = 284.57$$

3. Standard deviation

$$S = \sqrt{S^2}$$

$$S = \sqrt{284.57}$$

$$S = 16.86$$

APPENDIX 15

TABLE FOR FINDING MEAN, VARIANTS, AND STANDARD DEVIATION OF CONTROL CLASS IN PRE-TEST

NO	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	25	1	25	625	625
2	30	4	120	900	3600
3	35	3	105	1225	3675
4	40	9	360	1600	14400
5	45	2	90	2025	4050
6	50	6	300	2500	15000
7	55	1	55	3025	3025
8	60	4	240	3600	14400
9	65	2	130	4225	8450
10	70	1	70	4900	4900
11	75	2	150	5625	11250
12	85	1	85	7225	7225
	Tota	36	1730	-	90600

1. Mean

$$\bar{X} = \frac{\sum F_i X_i}{F_i}$$

$$\bar{X} = \frac{\sum F_i X_i}{F_i} = \frac{1730}{36} = 48,05$$

2. Varian

The variant is;

$$(S^2) = \frac{N \times \sum F_i X_i^2 - (\sum F_i X_i)^2}{N(N-1)}$$

$$(S^2) = \frac{36 \times 90600 - (1730)^2}{22(22-1)}$$

$$(S^2) = \frac{3261600 - 2992900}{36(35)}$$

$$(S^2) = \frac{268700}{1260}$$

$$(S^2) = 213.25$$

3. Standard deviation

$$S = \sqrt{S^2}$$

$$S = \sqrt{213.25}$$

$$S = 14.60$$

APPENDIX 16

THE EXPERIMENTAL GROUP IN POST-TEST

1. The score of experimental group from low score to high score.

75	80	85	90	95	85	95	90
100	80	95	85	95	90	85	
85	80	75	85	85	85	85	
80	80	85	90	95	90	90	
80	85	90	90	90	85	85	

2. High score = 100

3. Low score = 75

4. Range = high score – low score
= 100 – 75 = 25

5. Total of Classes = $1 + 3.3 \log (n)$
= $1 + 3.3 \log (36)$
= $1 + 3.3 (1.55)$
= $1 + 5.115$
= 6.115
= 6

6. Interval (i)

$$i = \frac{R}{BK} = \frac{25}{6} = 4.16$$

= 4

Interval	Fi	Xi	Fixi
75 – 79	2	77	154
79 – 83	6	81	486
83 – 87	13	85	1105
87 – 91	9	89	801
91 – 95	5	93	465
95 – 99	0	97	0
99 – 103	1	101	101
i = 4	36		3112

$$7. \text{ Me} = \text{Bb} + i \left(\frac{\frac{n}{2} - F}{fm} \right)$$

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 experimental, as follow:

Bb = 91

F = 9

fm = 5

i = 4

n = 36

So :

$$\begin{aligned} \text{Me} &= \text{Bb} + i \left(\frac{\frac{n}{2} - F}{fm} \right) \\ &= 91 + 4 \left(\frac{18-9}{5} \right) \\ &= 91 + 4 (9/5) \\ &= 91 + 4 (1.8) \\ &= 91 + 7.2 \\ &= 98.2 \end{aligned}$$

8. Modus = 85

Table For Finding Mean, Variants, and Standard Deviation of Experiment Class in Post Test

NO	Xi	Fi	FiXi	Xi ²	FiXi ²
1	75	2	150	5625	11250
2	80	6	480	6400	38400
3	85	13	1105	7225	93925
4	90	9	810	8100	72900
5	95	5	475	9025	45125
6	100	1	100	10000	10000
	Total	36	3120	-	271600

1. Mean

$$\bar{X} = \frac{\sum \text{FiXi}}{\text{Fi}}$$

$$\bar{X} = \frac{\sum \text{FiXi}}{\text{Fi}} = \frac{3120}{36} = 86.66$$

2. Varian

The variant is;

$$(S^2) = \frac{N \times \sum F_i X_i^2 - (\sum F_i X_i)^2}{N(N-1)}$$

$$(S^2) = \frac{36 \times 271600 - (3120)^2}{36(36-1)}$$

$$(S^2) = \frac{9777600 - 9734400}{36(35)}$$

$$(S^2) = \frac{43200}{1260}$$

$$(S^2) = 34.285$$

3. Standart deviation

$$S = \sqrt{S^2}$$

$$S = \sqrt{34.285}$$

$$S = 5.85$$

APPENDIX 17

THE CONTROL GROUP IN POST-TEST

1. The score of control group from low score to high score

75	75	80	90	90	70	80	90
80	80	90	80	90	90	80	
85	80	75	85	85	90	80	
75	80	85	90	90	80	85	
75	85	90	90	90	80	85	

2. High score = 90
3. Low score = 70
4. Range = High score – low score

$$= 90 - 70 = 20$$

5. Total of Classes = $1 + 3.3 \log (n)$
= $1 + 3.3 \log (36)$
= $1 + 3.3 (1.55)$
= $1 + 5.115$
= 6.115
= 6

6. Interval (i)

$$i = \frac{R}{BK} = \frac{20}{6} = 3.33$$

$$= 4$$

Interval	Fi	Xi	Fixi
70 – 74	1	72	72
74 – 78	5	76	380
78 – 82	11	80	880
82 – 86	7	84	588
86 – 90	12	87	1044
$i = 4$	36		2964

$$7. \text{ Me} = \text{Bb} + i \left(\frac{\frac{n}{2} - F}{fm} \right)$$

$$\text{Bb} = 82$$

$$F = 11$$

$$fm = 7$$

$$i = 4$$

$$n = 36$$

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

$$= 82 + 4 \left(\frac{18 - 11}{7} \right)$$

$$= 82 + 4 (7/7)$$

$$= 82 + 4 (1)$$

$$= 82 + 4$$

$$= 86$$

8. Modus = 80

Table For Finding Mean, Variants, And Standard Deviation of Control Class in Post-Test

NO	Xi	Fi	FiXi	Xi ²	FiXi ²
1	70	1	70	4900	4900
2	75	5	375	5625	28125
3	80	11	880	6400	70400
4	85	7	592	7225	50575
5	90	12	1080	8100	97200
	Total	36	2997	-	251200

1. Mean

$$\bar{X} = \frac{\sum FiXi}{Fi}$$

$$\bar{X} = \frac{\sum FiXi}{Fi} = \frac{2997}{36} = 83.25$$

2. Varian

The variant is;

$$(S^2) = \frac{N \times \sum FiXi^2 - (\sum FiXi)^2}{N(N-1)}$$

$$(S^2) = \frac{36 \times 251200 - (2997)^2}{36(36-1)}$$

$$(S^2) = \frac{9043200 - 8982009}{36(35)}$$

$$(S^2) = \frac{61191}{1260}$$

$$(S^2) = 48.56$$

3. Standard deviation

$$S = \sqrt{S^2}$$

$$S = \sqrt{48.56}$$

$$S = 6.96$$

APPENDIX 18

THE NORMALITY OF EXPERIMENT CLASS IN PRE-TEST

No	Xi	Fi	F Kum	Zi	F(Zi)	S(Zi)	(Fzi)-(Szi)
1	10	1	1	-2.17	0.0150	0.02	-0.005
2	25	1	2	-1.29	0.0985	0.05	0.0485
3	30	4	6	-0.98	0.1635	0.16	-0.0265
4	35	3	9	-0.69	0.2451	0.25	-0.0049
5	40	9	18	-0.39	0.3483	0.5	-0.8599
6	45	3	21	-0.09	0.4641	0.58	-0.9147
7	50	4	25	0.19	0.5753	0.69	-0.1517
8	55	1	26	0.49	0.6879	0.72	-0.1147
9	60	5	31	0.79	0.7852	0.86	-0.0321
10	65	1	32	1.08	0.8599	0.88	-0.0748
11	70	1	33	1.37	0.9147	0.91	0.0047
12	75	2	35	1.68	0.9535	0.97	-0.0165
13	85	1	36	2.27	0.9883	1	-0.0117

To find Z score by using this formula

$$Z_i = \frac{x_i - \bar{x}}{s}$$

To find S(Zi) score by using this formula:

$$S(Z_i) = \frac{F.kum}{N}$$

THE NORMALITY OF CONTROL CLASS IN PRE-TEST

No	Xi	Fi	F Kum	Zi	F(Zi)	S(Zi)	(Fzi)-(Szi)
1	25	1	1	-1.57	0.0582	0.02	0.0382
2	30	4	5	-1.23	0.1093	0.13	-0.0207
3	35	3	8	-0.89	0.1867	0.22	-0.0333
4	40	9	17	-0.55	0.2912	0.47	-0.1788
5	45	2	18	-0.20	0.4207	0.52	-0.0993
6	50	6	25	0.13	0.5517	0.69	-0.1383
7	55	1	26	0.47	0.6808	0.72	-0.0393
8	60	4	30	0.81	0.7910	0.83	-0.039
9	65	2	32	1.16	0.8770	0.88	-0.003
10	70	1	33	1.50	0.9332	0.91	0.0232
11	75	2	35	1.84	0.9671	0.97	-0.0029
12	85	1	36	2.53	0.9943	1	-0.0057

To find Z score by using this formula

$$Z_i = \frac{x_i - \bar{x}}{s}$$

To find S(Zi) score by using this formula:

$$S(Z_i) = \frac{F.kum}{N}$$

APPENDIX 19

THE NORMALITY OF EXPERIMENT CLASS IN POST-TEST

No	Xi	Fi	F Kum	Zi	F(Zi)	S(Zi)	(Fzi)-(Szi)
1	75	2	2	-1.99	0.0233	0.05	-0.0267
2	80	6	8	-1.13	0.1293	0.22	-0.0907
3	85	13	21	-0.28	0.3897	0.58	-0.1903
4	90	9	30	0.57	0.7175	0.83	-0.1125
5	95	5	35	1.42	0.9222	0.97	-0.0478
6	100	1	36	2.28	0.9487	1	-0.0513

To find Z score by using this formula

$$Z_i = \frac{x_i - \bar{x}}{s}$$

To find S(Zi) score by using this formula:

$$S(Z_i) = \frac{F.kum}{N}$$

THE NORMALITY OF CONTROL CLASS IN POST-TEST

No	Xi	Fi	F Kum	Zi	F(Zi)	S(Zi)	(Fzi)-(Szi)
1	70	1	1	-1.90	0.0287	0.02	0.0087
2	75	5	6	-1.18	0.1190	0.16	-0.041
3	80	11	17	-0.46	0.3228	0.47	-0.1472
4	85	7	24	0.25	0.5987	0.66	-0.0613
5	90	12	36	0.96	0.8315	1	-0.1685

To find Z score by using this formula

$$Z_i = \frac{x_i - \bar{x}}{s}$$

To find S(Z_i) score by using this formula:

$$S(Z_i) = \frac{F.kum}{N}$$

APPENDIX 20

PERCENTAGE POINTS OF THE T DISTRIBUTION

Tail probabilities									
One two	tail Tails	0.10	0.05	0.025	0.01	0.005	0.001	0.0005	
		0.20	0.10	0.05	0.02	0.01	0.002	0.001	
D	1	3.078	6.314	12.71	31.82	63.66	318.3	637	1
E	2	1.886	2.920	4.303	6.965	9.925	22.330	31.6	2
G	3	1.638	2.353	3.182	4.541	5.841	10.210	12.92	3
R	4	1.533	2.132	2.776	3.747	4.604	7.173	8.610	4
E	5	1.476	2.015	2.571	3.375	4.032	5.893	6.869	5
E	6	1.440	1.943	2.447	3.143	3.707	5.208	5.959	6
S	7	1.415	1.895	2.365	2.998	3.499	4.785	5.408	7
	8	1.397	1.860	2.306	2.896	3.355	4.501	5.041	8
O	9	1.383	1.833	2.262	2.821	3.250	4.297	4.781	9
F	10	1.372	1.812	2.228	2.764	3.169	4.144	4.587	10
	11	1.363	1.796	2.201	2.718	3.106	4.025	4.437	11
F	12	1.356	1.782	2.279	2.682	3.055	3.930	4.318	12
R	13	1.350	1.771	2.160	2.650	3.012	3.852	4.221	13
E	14	1.345	1.761	2.145	2.624	2.977	3.787	4.140	14
E	15	1.341	1.753	2.131	2.602	2.947	3.733	4.073	15
D	16	1.337	1.746	2.120	2.583	2.921	3.686	4.015	16
O	17	1.333	1.740	2.110	2.567	2.898	3.646	3.965	17
M	18	1.330	1.734	2.101	2.552	2.878	3.610	3.922	18
	19	1.328	1.729	2.093	2.539	2.861	3.579	3.883	19
	20	1.325	1.725	2.086	2.528	2.845	3.552	3.850	20
	21	1.323	1.721	2.080	2.518	2.831	3.527	3.719	21
	22	1.321	1.717	2.074	2.508	2.819	3.505	3.792	22
	23	1.319	1.714	2.069	2.500	2.807	3.485	3.768	23
	24	1.318	1.711	2.064	2.492	2.797	3.467	3.745	24
	25	1.316	1.708	2.060	2.485	2.787	3.450	3.725	25
	26	1.315	1.706	2.056	2.479	2.779	3.435	3.707	26
	27	1.314	1.703	2.052	2.473	2.771	3.421	3.690	27
	28	1.313	1.701	2.048	2.467	2.763	3.408	3.674	28
	29	1.311	1.699	2.045	2.462	2.756	3.396	3.659	29
	30	1.310	1.697	2.042	2.457	2.750	3.385	3.646	30
	32	1.309	1.694	2.037	2.449	2.738	3.365	3.622	32
	34	1.307	1.691	2.032	2.441	2.728	3.348	3.601	34
	36	1.306	1.688	2.028	2.434	2.719	3.333	3.582	36

	38	1.304	1.686	2.024	2.429	2.712	3.319	3.566	38
	40	1.303	1.684	2.021	2.423	2.704	3.307	3.551	40
	42	1.302	1.682	2.018	2.418	2.698	3.296	3.538	42
	44	1.301	1.680	2.015	2.414	2.692	3.286	3.526	44
	46	1.300	1.679	2.013	2.410	2.687	3.277	3.515	46
	48	1.299	1.677	2.011	2.407	2.682	3.269	3.505	48
	50	1.299	1.676	2.009	2.403	2.678	3.261	3.496	50
	55	1.297	1.673	2.004	2.396	2.668	3.245	3.476	55
	60	1.296	1.671	2.000	2.390	2.660	3.232	3.460	60
	65	1.295	1.669	1.997	2.385	2.654	3.220	3.447	65
	70	1.294	1.667	1.994	2.381	2.648	3.211	3.435	70
	80	1.292	1.664	1.990	2.374	2.639	3.195	3.416	80
	100	1.290	1.660	1.984	2.364	2.626	3.174	3.390	100
	150	1.287	1.655	1.976	2.351	2.609	3.145	3.357	150
	200	1.286	1.653	1.972	2.345	2.601	3.131	3.340	200
Two	Tails	0.20	0.10	0.05	0.02	0.01	0.002	0.001	
One	Tail	0.10	0.05	0.025	0.01	0.005	0.001	0.0005	
Tail probabilities									

CURRICULUM VITAE

A. Identity

Name : SRI NARDANI HSB

Reg.No : 09 340 0097

Place and Birthday : Kisaran and 16 September 1990

Sex : Female

Religion : Islam

Address : Padang Matinggi

Parents

Father's name : M. Haspan Hsb

Mother's name : Suriani

B. Educational Background

1. Primary School : at SDN 014678 Kisaran (2003)

2. Junior High School : at MTs. Kisaran Barat (2006)

3. Senior High School : at MAS Kisaran Selatan (2009)

4. Institute : at Educational English Department of
Tarbiyah Faculty at IAIN Padangsidempuan
(2014)

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the foreign languages in Indonesia that is provided as compulsory subject to students of elementary school, junior high school, senior high school, and even in higher education level. In some private school it has already been given to the kindergarten/third year's pupil of primary education. In studying English, there are four basic skills that must be mastered. They are listening, speaking, reading, and writing. Moreover, in al-Qur'an Allah invites the human to learn as written:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ يَكُنْ الْأَكْرَمُ ۝
الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

Meaning : “Recite in the name of your lord who created, created man from a clot if congealed blood recite: and your lord is most generous who taught by the pen, taught man what he didn't know ”.¹

Educational field has rapidly grown up. English becomes a tool of communication around the world including in educational. Government realizes the important of English language and in Indonesia it is foreign language. As a forward orientation, Indonesian Government had published Indonesia roles

¹Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an in English Language* (Al-Alami Publications: Beirut, 2001) p. 924.

(UUD) No. 2 year in 1989 about national educational system to develop human resource in educational world.² So, English Lesson is very important to .the students.

English has mushroomed in every part of the world and become a universal language because it is used in almost all countries, even in number of countries have become the primary language. It has become the standard language used in everyday life such as in government, social, and other formal institution.

There is one of base that must be dominated that is vocabulary because if the people have not vocabulary mastery, they cannot dominate the four skills (listening, reading, speaking and writing). The vocabulary is keys in dominating the four skills. The vocabulary is necessary for everybody in variety of purposes and needs, but there was problematic at SMK Negeri 1 Padangsidimpuan in vocabulary mastery. The actual fact was revealed in following illustration.

Students' English achievement was low. It is seen from the result of study when I was PPL in SMK Negeri 1 Padangsidimpuan reveals the average of students' English achievement does not fulfill the expectation. The score was low. Based on UU Sisdiknas, passing grade of English in senior high school was 7.5 for all subject and skills includes English. The data found in SMK Negeri 1 Padangsidimpuan reveals the average of students' value of grade XI: 60 and 65. It means do not reach the passing grade yet.

² Kasihani K.E. Suyanto, *English For Young Learners*, (Jakarta: Bumi Aksara, 2010), p. 1.

In addition, it was found that students were seldom practice for example speaking or reading book when I was PPL in SMK Negeri 1 Padangsidempuan. They are choosing playing games than learning English, that they are not interested in English.

Accordingly, the problems above need to be solved in order to avoid flaws in students as product of education. There is some strategies that can enhance students' ability in reading such as vocabulary mastery which is facilitates students can understand what the meaning words or sentences in the book.

The researcher chooses to employ vocabulary mastery. At least four reasons are available as background of the choice that is consideration of student learning materials. Below the researcher reveals the reason.

First, it was found that student's learning materials are textbook or English book. English book contains all the text or words and sentences are English so if the students have not vocabulary mastery; they will not understand what they read. Accordingly, by understanding English text by through vocabulary, a reader will be able to understand the whole text.

Second, learning the vocabulary of a foreign language presents the learner with firstly making the correct connections when understanding the language between the form and the meaning of words including discriminating the meanings of closely related words. Secondly, when producing the language, using the correct form of a word for the meaning intended.

The third, the vocabulary as one of the elements of language is important to study, because without enough vocabulary mastery, the ability to communicate and convey cannot be established.

The last, the teacher does not use the strategy how the students can be interested in studying. If the students are interested in studying; they will understand easily. The teachers use conventional method only in teaching English.

The researcher tried to apply a strategy that is watching film. The researcher gave reason why choice to apply this strategy, because of watching film that the students will had been feel serious but they will be relaxing. So they can receive some vocabularies easily. As stated Hakim said watching the film of Hollywood can be improving the vocabulary mastery and to see the gestures or facial expression can be help to understand the film of Hollywood.³ Thus the researcher did the research by applying watching film.

Based on explanation above, therefore the researcher interest to research is **The Effect of Watching Film to Students' Vocabulary Mastery at Grade XI SMK Negeri 1 Padangsidempuan.**

B. Identification of the Problem

Based on the background above, the problems of students' vocabulary mastery at SMK Negeri 1 Padangsidempuan are: 1) The score is low, 2) Seldom

³ Thursan Hakim, *Cara Termuda Membuat Kalimat Percakapan Bahasa Inggris*, accessed from <http://www.MeningkatkanVocabulary.com/>, on Monday, December 17th 2012 at 08.00 pm.

practice, 3) Students' low achievement in learning English, and 4) the teacher usually use conventional method that make students' low achievement in learning English.

C. Limitation of the Problem

The researcher gave the limitation in this research. The researcher focused on strategy that by using film and the problem was also limited on vocabulary mastery; it is about teaching and learning vocabulary. The vocabulary focused to noun, verb, adjective and adverb.

D. Definition of Operational Variable

1. Watching Film

- a. Watching derived watch (verb1), verb 1 plus "ing" becomes present continuous. As stated Marcella Frank said if verb 1 plus "ing" can be become gerund too.⁴ A "subject" that is contained within the gerund phrase takes inflected possessive form, prepositional form, or unchanged form. The "object" of gerund is unchanged or is contained within an "of" phrase.⁵

⁴ Thomson and Martinet, *A Practical English Grammar*, (Hong kong: Oxford English, 1986), p. 164.

⁵ Marcella Frank, *Modern English*, (New York University: Prentice-Hall, 1972), p. 314.

- b. Film According to Hornby, the film is a series of moving pictures recorded with sound that tells a story, shown on television or at the cinema/movie theater.⁶

So, watching film is paying attention to a series of moving picture recorded with sound that tells a story. This research uses the infocus for watching film.

2. Students' Vocabulary Mastery

- a. Student is a person who is studying at a school, college, university, etc.⁷

The researcher concludes that the student is a person on grade of elementary junior and senior high school not only on the formal educational institution but also on the informal educational.

- b. Vocabulary is one of the language aspects which should be learnt.

Learning vocabulary is important because we are able to speak, write, and listen nicely have to know vocabulary first.⁸ According to Hornby, the vocabulary is a list of words with their meanings, especially in a book for learning foreign language.⁹

- c. Mastery is great knowledge about or understanding of a particular thing.¹⁰

⁶A.S. Hornby, *Oxford Advanced Learners Dictionary*, (New York: Oxford University Press), p. 496.

⁷*Ibid.*, p. 1344.

⁸Cameron, *vocabulary*, accessed from <http://www.Meaning Vocabulary .com//>, <http://Wikipedia.com//vocabulary>, on Saturday, March 24th2012, at 03.00 pm.

⁹A.S. Hornby, *Op.cit.*, p. 1506.

¹⁰A.S. Hornby, *Ibid*, p. 822.

So, students' vocabulary mastery is the students that master vocabulary. The vocabulary is in English such as; verb, adjective, noun, pronoun, adverb, conjunction, interjection, and preposition.

E. The Formulation of the Problem

The formulation of the problem of this research as follow: "is there a significant effect of watching film to students' vocabulary mastery at grade XI SMK Negeri 1 Padangsidempuan"

F. The Aim of the Research

The purpose of research was to get the empirical description about the effect of watching films to students' vocabulary mastery at grade XI SMK Negeri 1 Padangsidempuan.

G. The Uses of the Research

The uses of this research are:

1. As an information for English teacher in order to develop the students by watching English film.
2. As information for headmaster in order to develop the teachers' teaching strategy in teaching vocabulary.
3. As the information for other researchers in order to do more research related to this problem
4. As reference or literatures for researcher in order to enrich the science in the field language teaching.

H. Significances of the Research

This research was expected to be useful at least in three domains, they were for the science of education, for the teachers and the future researchers. The following illustration described the significance for these parties. First, this research was given the contribution and enriched the science that field was researched, and complete this study that is empty. Second, this teacher was useful for teachers as source teaching. It can be improving students' the process and the study result. Finally, this researcher can be used by the future researchers as reference or literature and source for researching the other subjects in the field of language teaching.

I. Systematic of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow: in chapter one, it is consist of background of the problem, identification of the problem, limitation of the problem, definition of operational variables, formulation of the problem, aims of research, significances of the research, and outline of the thesis.

In chapter two, it is consist of the theoretical description, which consists of sub chapters such as theoretical consists of description of media (film), and description of vocabulary. Then, review of related findings, conceptual of frame work and hypothesis.

In chapter three, it is consist of research methodology which consist of time and place of the research, research methodology, population and sample,

instrument of research, the techniques of data collection and the last the techniques of data analysis and outline of the thesis.

In chapter four, it is the result of the research talking about the analysis of data. This chapter four, it is consist of description of data, hypothesis testing, discussion and the threats of research.

Finally, in chapter five consist of conclusion that is giving conclusion about the result of research and suggestion that given suggestion to students and teacher by researcher.

CHAPTER II

THE THEORETICAL DESCRIPTION

A. Theoretical Description

1. Media

a. Definition of Media and Film

Media derived from the word *medius* is mediation, mediator, and middle. According Arsyad from Gerlach & Ely, the media that if it is understood guide line is human, matter, or creation that make the students to be able get the knowledge, skills, and attitudes. In the meaning, teachers, books, and the tools of school are media.¹

Other hand media is mediation or mediator of message from the sender to the receiver of message. As stated Arsyad from Briggs, the media are all of physicals that they can give the message for the students (e.g., book, film, and cassette).²

Thus, it can be concluded that media is the students' help tool so that they can be applying that they have studied.

¹Azhar Arsyad, *Op.cit*, p. 3-4.

²*Ibid.*

b. Kinds of Media

Media is very important to use in learning process, teacher can use many kinds of media, and they are: ³

- 1) Text is public media that used; the media is shown in the all format, such as book and blackboard.
- 2) Audio include a certain that it can be heard, such as radio and tape recorder.
- 3) Visual includes diagram, poster, picture and cartoon.
- 4) Video is the media that show movement, such as DVD, computer animation, and film.
- 5) Engineering has a round three dimension that can be touch and hold by the students, such as plastic model.
- 6) People can be teacher or scholar scientist.

c. The Principles of Using and Developing of Learning Media

As stated Arsyad from Leshin, the principles of using and developing of learning media can be divided by five, they are: media as base of human, publication, visual, audiovisual, and computer.⁴

- 1) Media as base of human

Media as base of human is the most oldest of media that used to send and communicate the information. This media has benefit, if

³Sharon E. Smaldino, at. al. *Intructional Technology and madia for Learning*, (Jakarta: Kencana, 2011), p. 7.

⁴ Azhar Arsyad, *Op.cit*, p. 81-96.

we have the purpose is for changing the students' attitude in education, for example teacher, instructor, and the group action. As teacher that can direct and influence the process of learning. The teacher or instructor can combine the messages for the first group specifically, and after that the messages are combined as need of learning.

Some the ways that used as interesting the attention

- a) To begin the teaching is to focus on some issues that it is relevant with students,
- b) To inform toward students what wanted and they can do the action, and
- c) To begin for submitting the questions or problems that focus the attention toward the information that it must be studied by students.

2) Media as base of publication

The matter of teaching as base of publication is known textbook, magazine, and guide book.

3) Media as base of visual

Media as base of visual holds the important character in the process of learning. This media can speed up the understanding and strengthen the memory. The form of visual can be divided by four, they are:

- a) Picture as image, photo, painting that they show a something.
 - b) Diagram that draw the relationship of concept, organization, and the structure of matter content
 - c) Map that show the relationship of room among of elements in the matter content.
 - d) Graphic as table, chart that give the pictures or numbers.
- 4) Media as base of audiovisual

The media as base visual fuse in using the sound. For example, video, film, slide with tape, and television. One among of the important action in media as base Audio-visual is writing the manuscript and storyboard that need some preparations, and research.

- 5) Media as base of computer

The computer has different function in education and training. The using of computer as media of learning generally as the process of instructional, they are:

- a) Applying, organizing, arranging, and scheduling of teaching,
- b) Evaluating the students,
- c) Collecting the students' data,
- d) Doing statistic analysis as the data of learning, and
- e) Making the developing note of learning.

This research uses the audiovisual media. Audiovisual is the media that in addition to contain sound and contain the picture too as film and video.⁵ In this research, the researcher wants research is the effect of watching film to students in the process of learning and teaching.

d. Process of Learning and Teaching as Process Communication

The process of learning and teaching is process of communication that the process of message delivery from the source of message through the media to the message receiver. The media is among of source of studying that can be given the message, help to surpass it. The different style of studying, interest, intelligence, and handicap can be help with using the media. The media can be books, photo or picture, video, and film.⁶

According to Pike, to add the media of visual in learning will raise the memory from 14% to 38%. The research shows improvement until 200% when the vocabulary is taught with using the media of visual.⁷

The available media become the process communication is success. Media helps process of learning and teaching.

⁵Wina Sanjaya, *Strategi Pembelajaran*, (Jakarta: Kencana, 2008), p. 172.

⁶ Arief S. Sadiman, at al. *Media Pendidikan*, (Jakarta: PT Raja Grafindo, 1996), p. 11-14.

⁷ Komaruddin Hidayat, *Active Learning*, (Yogyakarta: Pustaka Insan Madani, 2009), p. 3.

e. Media Film

1) Definition of film

According Hornby,⁸ the film is a series of moving pictures recorded with sound that tell a story, shown on television or the cinema/movie theater.

2) Advantages and Disadvantages of Film

There are some advantages of using media film in the process of teaching and learning. Nasution said that the advantages of film are:

- a) The film is very good for explaining a process of teaching and learning,
- b) Every student can be learning the something from the film that is smart or not smart,
- c) History film can be drawing the events in the past,
- d) The film can be bringing the students from country to other country, and
- e) The film can be repeated for adding the explaining.⁹

Film must be chosen that the lesson will be given to students is suitable. The teacher must be more known an available film and the film must be seen by the teacher before the students see it.

⁸A.S. Hornby, *Loc.cit.*

⁹Nasution, *Teknologi Pendidikan*, (Jakarta: Bumi Aksara, 2005), p. 104.

If the teacher does not see the film that it will be dangerous to students, for example in the film there is negative that pornographic, it is not good to students. If the teacher gives it without given the tasks to students and they is not serious again for studying. Thus, they are some disadvantages of film to students.

2. Vocabulary Mastery

a. Definition of vocabulary Mastery

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because we are able to speak, write, and listen nicely have to know vocabulary first. A person said to know a word if they can recognize its meaning when they see it. It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context. In learning vocabulary automatically we have to know the meaning of words itself and can use it in sentences.¹⁰

As stated Horward and Etienne, the vocabulary is a representative collection of the words that exist in English language.

Wilkins states that vocabulary learning is learning to discriminate progressing the meaning of words in the target language from the meanings of their nearest 'equivalent' in the mother tongue. It is also learning to make the most appropriate lexical choices for particular

¹⁰Cameron, *Loc. Cit.*

linguistic and situational context.¹¹ On other hand, the vocabulary is a representative collection of the words that exist in English language.¹²

It means that vocabulary is a collection of English words. So, researcher concludes that vocabulary mastery is a skill in mastering vocabulary, specifically in mastering English vocabulary to understand reading, writing, speaking, and listening.

b. Kinds of Vocabulary

Surely, there are some words in a sentence and those collections of words include to the vocabulary because vocabulary is a list or collections of words arranged in alphabetical order and explained. Those words could be Noun which is usually used as subject or object, Verb or it is usually used as predicate in a sentence, Adverbs and soon. The sentence may be further divided according to the functions of each word has in the subject – predicate relationship – each of these functions is classified as a different part of speech. They are:¹³

1) Noun

It is one of most important part of speech. It is arrangement with the verb helps to form the sentence core which is essential to

¹¹ Wilkins, *Vocabulary*, accessed from <http://www.Meaning Vocabulary .com//>, <http://Wikipedia.com//> vocabulary, on Saturday, March 24th2012, at 03.30 pm.

¹² Horward Jackson and Etienne Ze Amvela, *Words, Meaning, and Vocabulary*, (London: Casell, 2000), p. 118.

¹³ Jayanthi Dakshina Murthy, *Contemporary English Grammar*, (Delhi: Book Palace, 2003), p. 5-8.

every complete sentence. It could be the name of person, place, thing or idea. Example:

- a) It is a *magazine*.
- b) There is an *umbrella*.

2) Verb

It is the word which expresses an action, condition or existence. Example:

- a) Mr. Herman is *teaching* mathematic.
- b) The students are *playing* football.

3) Adjective

It is a word used to describe or qualify nouns. Example :

- a) Mr. Herman is *clever*.
- b) This magazine is *expensive*.

4) Adverb

It is a word to modify a verb, an adjective or another adverb or word used to explain how, where, when and why an action. Example:

- a) Mrs. Nurul is teaching in *the classroom*.
- b) I go to campus.

5) Conjunction

It is a word used to combine one word to another one, or one sentence to another one. Example:

- a) I called him *before* I go.

b) Irma and I go to the STAIN.

6) Pronoun

It is the word which can take the place of a noun. Example:

a) They are *my* lecture.

b) *He* goes to office.

7) Interjection

It is a word put into a sentence to express a sudden feeling of mind or emotion. Example:

a) Hurrah! I am the winner.

b) Oh my god, I can't believe it's real.

8) Preposition

It is a word used to explain the relation between two grammatical words or a word used with a noun or pronoun to show their relation with some other word in the sentence is known as a preposition. Example:

a) She is angry *with* me.

b) I deposited my money *in* the bank.

c. Teaching Vocabulary

1) Background to the Teaching of Vocabulary

Vocabulary teaching and learning must fit into the broader framework of a language course. One way to make sure that there is a

balanced range of learning opportunities is to see a language course as consisting of four stands, they are as follows:¹⁴

- a) Learning from meaning-focused input
The “learning from meaning-focused input” stands involves learning from listening and reading. For vocabulary learning to occur in this stand, learners need to know 98 percent of the running words already. That means that, at most, there should be only one unknown word every word in every fifty running words. 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.
- b) Deliberate learning
The deliberate learning stand is sometimes called form-focused instruction, language-focused learning, or language study. It involves paying deliberate attention to language features such as sounds, spelling, vocabulary, grammar, or discourse that are presented out of context. The most obvious deliberate learning technique is learning new vocabulary by memorizing their first language translations.
- c) Learning from meaning-focused output
The “learning from meaning-focused output” stand 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 source of vocabulary learning, but using vocabulary productively can strengthen learning and can push learners to focus on aspect of vocabulary knowledge that they did not need to attend to when listening and reading
- d) Fluency development
Vocabulary must not only be known, it must be readily available for use. The fluency development stand 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 listening, speaking, reading, and writing with fluency needing to be development independently in each of these skills.

¹⁴David Nunan, *Practical English Language Teaching*, (New York: MC Grow Hill, 2003), p. 133-134.

Vocabulary is very important. If we master the vocabulary so we will not master four skill that are listening, speaking, reading and writing. Therefore, there is teaching vocabulary.

2) The status of vocabulary in the curriculum

For much of this century, the principal focus of language teaching has been on the grammar of the language. While grammar translation approaches to the teaching of language provided a balanced diet of grammar and vocabulary, audio-linguistics suggested that the emphasis should be strongly on the acquisition of the basic grammatical patterns of the language. One of the most influential structural linguistic of the day went so far as to argue that vocabulary was the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom.

Since then, however the status of vocabulary has been considerable enhanced. This has come about partly as a result of the development of communicative approaches to language teaching, and partly through the stimulus of comprehension based methods such as the Natural Approach.

In 1983, River argued that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, it will be unable to use the structures

and functions we may have learned the comprehensible communication.¹⁵

The consensus of opinion seems to be that the development of a rich vocabulary is an important element in the acquisition of second language.

3) Principle for Teaching Vocabulary

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course. The best way to avoid this is for the teacher and course designer to have a set of guiding principles that can be applied in variety of teaching and learning situations. They are:¹⁶

- a) Focus on the most useful vocabulary first
The most useful vocabulary that every English language learners needs whether they use language for listening, speaking, writing, or whether they use the language in formal and informal situations, is the most frequent 1000 word families of English. This vocabulary is so useful that it covers around 75 percent of the running words in academic texts and news papers, over 80 percent of the running words in novels, and about 85 percent of the running words in conversation. It contains most of the 176 function word families (words like *a, the, of, because, could*), and words like *keep, kind, know, lack, and land*. It is possible to say and write a lot using only the first English.

¹⁵David Nunan, *Language Teaching Methodology*, (Malaysia: Longman, 1998), p. 117.

¹⁶*Ibid*, p. 135-140.

- b) Focus on the vocabulary in the most appropriate way
There are four most important *vocabulary* learning strategies, they are using word parts, guessing from context, using word cards, and using dictionaries. Using word cards is one of the appropriate strategies for children to help them memorize the new words.
- c) Give attention to the high frequency words across the four stands of course
High frequency vocabulary needs to occur in all four stands of a course. It should get deliberate attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading, and writing. High frequency vocabulary should also be fluently accessible for receptive and productive use.
- d) Encourage learners to reflect on and take responsibility for learning
There is an important principle that lies behind choosing and learning and that is that learners that they must be responsible for their own learning. Taking this responsibility requires:
- (1) Knowledge of what to learn and the range of option for learning vocabulary,
 - (2) Skill in choosing the best option, and
 - (3) The ability to monitor and evaluate progress with those options.

Based on explanation, the more principles how the way teaching vocabulary that the students memorize vocabulary rapidly.

But in this research, the researcher uses watching film strategy.

d. Developing Audio-Visual Media in Teaching Vocabulary

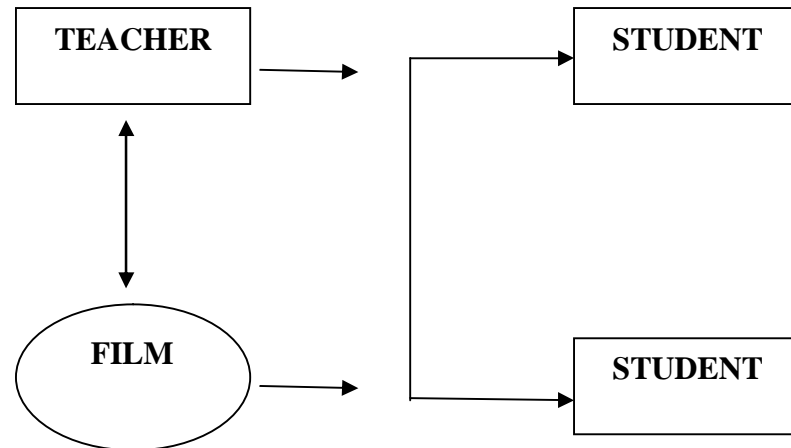
The most of teachers still use conventional method in the process of learning and teaching English, it is seen when I was PPL in SMK Negeri 1 Padangsidempuan. Lecturing method is one of the regular method that teacher use in teaching vocabulary. This classical learning

phenomenon will affect the result learning. The main problems for teachers are many distortions, besides that, students' interpretation to the material of learning will be less enough.

Based on the explanation above, the teachers need use the media for solving some barriers in the class. According to Hakim said watching the film of Hollywood can be improving the vocabulary mastery and to see the gestures or facial expression can be help to understand the film of Hollywood.¹⁷ 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 of vocabulary especially for students. For this research, researcher will present audio-visual media that watching film in teaching vocabulary.

Then, the process communication (the process teaching of learning) is success, because there is media, for example watching film. Like the picture below:

¹⁷ Thursan Hakim, *Loc.Cit.*



There are some reasons why the researcher chooses to use audio-visual media (watching film) in teaching vocabulary, they are:

1. Audio-visual media can take the students' attention and encourage them to study English especially in learning vocabulary.
2. The students need relax in learning, if they are relax; they will understand easily in learning.

3. The Related Theory to the Research

a. Behaviorisict Theory

Researcher explores the effect of watching film to students' vocabulary mastery. The theory that is designed is behavioristic theory. As Abuddin Nata says, behavioristic theory assumption that children do not have potency since born, but the children growth are effected by environment factors, like a family, school, society, human, nature, culture,

region and so on. In which children growth relate on the concrete term that can be seen and can be researched.¹⁸

Then, Jeanne in his book says,¹⁹ there are some basic assumption of behavioristic theory about learning. The first assumption is some of the people behavior is the result of experience with environment stimulus. The second is learning can be drawn in association between ancient that can be researched, they are the association between stimulus and response. The third is learning is the effect of behavior changing. The last is learning often event when stimulus and response come in near time.

Next, in Abuddin Nata book also says that, Behavioristic theory is said stimulus and response theory that is separated in three parts, they are stimulus-response theory, conditioning theory and reinforcement theory.²⁰

a) Stimulus response theory

This theory assumption that learning is capacity to form stimulus response relation as much as is possible. In which there are three law of learning, they are: law of readiness, law of exercise or repetition, and law of effect.

¹⁸Abuddin Nata, *Ilmu Pendidikan Islam dengan Pendekatan Multidisipliner*, (Jakarta: PT Rajagrafindo Persada, 2009), p. 175.

¹⁹Jeanne Ellis Ormrod, *Psikologi Pendidikan*, diterjemahkan dari "Psychology of Education" oleh Wahyu Indianti, (Jakarta: Erlangga, 2008), p. 422-423.

²⁰Abuddin Nata, *Ibid.*,p.175-176.

b) Conditioning Theory

This theory that is learning must be helped with certain condition. For example, before the students enter to the class and every changed of time, it usually will be sounded bell.

c) Reinforcement theory

In this theory, condition is given on stimulus, so the reinforcement condition is given on response. Because the children study with spirit and they understand what they learn so the teacher give them high value, or may be present with purpose that the process of teaching learning will more spirit.

So based on the explanation of behavioristic theory above researcher gives the conclusion that in teaching learning process, the teacher must able to give the students many stimulus so that the students are able to give response. In which the Behavioral theory have some assumption, they are: the effect of environment, focus on behavior that can be researched, learning is changed with behavior and the last is the similar principle of learning in all species.

b. The Relation of Behavioristic Theory and Watching Film Strategy to Students' Vocabulary Mastery

The relation of behavioristic theory and watching film strategy to students' vocabulary mastery in which Behavioristic theory is one assumption that behavior and the children growth are effected by

environment factors, like a family, school, society, human, nature, culture, region and so on. So, behavioral theory is said with stimulus response theory.

Watching film strategy is an approach on the students learning with learning strategies. By watching film strategy a teacher teach students the cognitive skills with make learning experience, with behavior modeling and then to help students to grow these skills base on their effort with giving spirit, support and so on. Next, watching film strategy is a strategy for influencing vocabulary mastery with using media.

B. Review of Related Findings

The research is belonging to Ahmadin Azhar, he is the student of Tarbiyah and English Section program study, Educational Department, Padangsidimpuan state university (STAIN), his thesis is “*The Effect Of Using Media Video Dora The Explorer of Using Media Video Dora The Explorer to Students’ Vocabulary Mastery at SD Negeri Padangsidimpuan* ”.The problems are here that students can not master 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.²¹

The research is related to Muhammad Yusuf (2011) STAIN Padangsidimpun, 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 test 2.20 and t table 1.17, it means that, t test is higher than t table ($2.20 > 1.17$).²² So, there was a significant effect of Total Physical Response (TPR) on V grade students’ vocabulary mastery at SD Negeri 142612 Panyabungan.

Students have seen that there is more teaching strategy that can’t be done by teacher. If the teacher uses the strategies in teaching vocabulary; the students will interest to studying vocabulary and their vocabulary is as good as possible. So the researcher wants to research with the title: The Effect of Watching Film to Students’ Vocabulary Mastery at Grade XI SMK Negeri 1 Padangsidimpun.

C. Conceptual Framework

Vocabulary mastery should be owned by every student to make them understand and master all skills in English language. Considering that vocabulary mastery has a mutual effect to be students’ achievement in English language, teachers have found an appropriate method and media for teaching vocabulary.

²¹ Ahmadin Azhar, *The Effect Of Using Media Video Dora The Explorer of Using Media Video Dora The Explorer to Students’ Vocabulary Mastery at SD Negeri Padangsidimpun*, (Padangsidimpun: np, 2012), p. 4.

²² Muhammad Yusuf, *The Effect of Total Physical Response (TPR) on Grade V Students’ Vocabulary Mastery* (Padangsidimpun: np, 2011) p. 33.

Now days, there are many English teacher who still do not understand to this situation, they still use the conventional method to teach vocabulary. There is theory from Hakim that watching film of Hollywood can be improving the vocabulary mastery and to see the gestures or facial expression can be help to understand the film of Hollywood.²³ This media will make students enjoy learning vocabulary, and they can master vocabulary as good as possible. The researcher will research at SMK Negeri 1 Padangsidempuan.

D. Hypothesis

The hypothesis of this research stated that: “there is a significant effect of watching film to students’ vocabulary mastery”

²³Thursan Hakim, *Op. Cit.*

CHAPTER III
RESEARCH METHODOLOGY

A. Time and Place of Research

The process of research had been done from February 2013 up to February 21st 2014. The location of the research is at SMP Negeri 5 Padangsidimpuan. The school is located at Street Sutan Soripada Mulia No. 25 Padangsidimpuan.

B. Kind and Approach of the Research

The kind of research was quantitative research. The researcher used experimental method in doing this research. Gay says, “Experimental research is the only type of research that can test hypotheses to established cause and effect”.¹

The design was presented as follows:

Table.1.Research Design

Class	Pre-test	Treatment	Post-test
Experimental	✓	✓	✓
Control	✓	x	✓

¹ .L. R. Gay and Peter Arisan, *Education Research*, (America : Merrill, 1987), p. 367.

C. Population and Sample

a. Population

According to Gay and Peter, “Population is the group to which researcher would like the results of the study to be generalizable”.² The population of this research is eleventh grade students of SMK Negeri 1 Padangsisimpuan that there are 11 classes and the total are 414 students.

b. Sample

The researcher took the representative of all class that is called sample.³ The result of research from the sample took generalization to whole population. The researcher used cluster sampling in this research.

The researcher took 72 people that are two classes from all population. Those two classes are 2 AK 2 that the experimental class which were 36 students and 2 AK 3 that the control class which were 36 students. As the table:

Table.2.Samples

No	Class	Total Person
1.	2 AK 2	36
2.	2 AK 3	36

²Gay and Peter, *Educational Research*, (America: Merrill, 1987), p. 122.

³*Ibid*, p. 123.

D. Instrument Data Collection

A research must have a good instrument in this research because a good instrument can give the valid data. In addition, Suharismi Arikunto said that the instrument of the research is a tool of facility was used by the researcher to collecting data.⁴ In this research, the researcher gave 30 tests to all students. The instrument data in vocabulary test and the indicator below:

Table.3. Indicator of Vocabulary

Indicator	No Item	Item
Match word (verb, adjective, noun, and adverb)	1,2,3,4,5,6,7,8.	8
Arrange the sentence	9,10,11,12,13,14,15,16.	8
To translate a word	17,18,19,20,21,22,23,24.	8
To translate a sentence	25,26,27,28,29,30.	6
Total		30

⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1995), p. 21.

After the validity test, the indicators of the test that was used become 20 points. The indicator as below:

Table.4. Indicator of Vocabulary

Indicator	No Item	Item	Score	Score
Match word (verb, adjective, noun, and adverb)	1,2,3,4,5.	5	5	25
Arrange the sentence	6,7,8,9,10.	5	5	25
To translate a word	11,12,13,14,15.	5	5	25
To translate a sentence	16,17,18,19,20.	5	5	25
Total	20	20	20	100

E. Procedure of the Research

The instrument of collecting data in this research in this research was test. The test applied to the experimental class and the control class. The researcher used two kinds of test, they are:

a. Pre-test

The function of the pre-test was to find the mean scores of the Watching film class and conventional class before the researcher gave treatment. In this case, the researcher hoped that the whole students' speaking

ability is same, or if there was a difference between those groups, the difference was hopefully not significant.

b. Treatment

The experimental class and the control class were given some material that was taught by the researcher in different ways. The experimental class was given treatment that is watching film. The experimental research was made in 2 AK 2. The control class used discussion strategy was made in 2 AK 3 class. Index which was resulted after t-test was determined the admission or the rejection of the hypotheses.

c. Post-test

The pos-test also was given to the both control and experimental class to know the students' ability after applying the treatment. Post-test was done to differentiate between using discussion strategy and using media film or watching film in teaching vocabulary.

F. Validity and Reliability of Instrument Analysis

To analyse the data for this testing was:

a. 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 that is 2 TKJ 1 to check for the validity of the items of the test. In this research the test has been tested to the grade XI SMK Negeri 1 Padangdimpuan.

To know validity of the items, researcher used the correlation biserial, in giving interpretation to r_{pbi} is used $N-nr : 20-2=18$ and consulted to “r” product moment in significant level 5% = 0.444 and 1% = 0.561. Its formula, as follow:

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Where:

- r_{pbi} = Number of index Correlation Point Biserial
 M_p = Reaverage of the score of the students answer correctly
 M_t = Reaverage of the total score total that achieved successfully by member of the test
 SD_t = Standard of deviation
 p = Proporsition of the students answer correctly
 p = $\frac{\text{Total of the student answer correctly}}{\text{Total of the Student}}$
 q = Proporsition of the incorrect answer student
 $(q = 1 - p)^5$

Criteria:

$D < 0.00$	very bad
$0.00 < D < 0.20$	bad
$0.20 < D < 0.40$	enough
$0.40 < D < 0.70$	good
$0.70 < D < 1.00$	very good

The researcher made the test there were 30 points in pretest and posttest. From the analysis result was tested its valid were just 24 and invalid

⁵Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008), p. 258.

⁷Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 1993), p. 210.

there are 6 items in pretest, the tests has been valid there were 22 items and invalid there were 8 items in posttest that can be seen in the appendix 5-8. So, the researcher has taken 20 items from pretest and posttest were valid.

b. Reliability of the test

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

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

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

Where:

r_{11}	=	Realibility of the test
$\sum pq$	=	Total of the result times p and q
p	=	Proporsition of the students answer correctly
q	=	Proporsition of the students answer incorrectly
n	=	Total of the items
St	=	Standard of deviation of the test

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

Criteria of realibility of the test, there are:

< 0.20	very low
0.20 – 0.40	low
0.41 – 0.70	enough
0.71 – 0.90	high
0.91– 1.00	very high ⁶

To know the effect of Watching Film to Students' Vocabulary Mastery, t0 minimized (1.69-1.667 =0.023). Next, the result of it interoperated to above table. So that, the effect of Watching Film to Student's Vocabulary Mastery was categorized that was low.

G. Technique of Data Analysis

1. Qualification Test of Data Analysis Pre-test and Post-test

a. Normality test

To calculate normality test was used by Liliefors formula, as follow:⁷

1) Calculating average and standard deviation by the formula:

$$x = \sum \frac{FiXi}{Fi}$$

2) Perception x_1, x_2, \dots, x_n made permanent number z_1, z_2, \dots, z_n by using formula:

⁶Anas Sudijono, *Ibid.*, p. 258.

⁷Darwyan Syah, at. al. *Pengantar Statistik Pendidikan*, (Jakarta: Gaung Persada Press) p.

$$Z_i = \frac{x_i - \bar{x}}{s}$$

- 3) To every this permanent number and by using enlist of permanent normal distribution, and then calculating the opportunity.

$$F(Z_i) = P(Z < Z_i)$$

- 4) Counting the difference $F(Z_i) - S(Z_i)$, and then determine its absolute price.
- 5) Taking the biggest price among absolute price of the difference and mentioning the price by L_o .
- 6) If $L_o < L$ obtained from the critical value test, the Liliefors with the real level $\alpha = 0,05$, hence the distribution is normal.

Based on the result of calculation, the score of experimental class $L_o = -0.1903 < L_t = 0.1454$ with $n = 36$ and control class $L_o = -0.0087 < L_t = 0.1454$ with $n = 36$, real level α was 0.05. Cause $L_o < L_t$ in the both class. So, H_o is accepted, it means that experiment class and control class were distributed normal. Researcher calculation, it can be seen on the appendix 19.

b. The homogeneity of test

To test whether variants of both homogenous samples, variants equality test, that is:

$$F = \frac{\text{the biggest variants}}{\text{the smallest variant}}$$

Here , after comparing to the Ftable, its criterion is :

If $F_{\text{counting}} < F_{\text{table}}$, then both samples are homogeneous.

Based on the result of calculation, the coefficient of $F_{\text{count}} =$ is compared with F table. Where F table was determined at real $\alpha = 0.05$, and the same numerator $dk = N - 1 = 36 - 1 = 35$ and denominator $dk N - 1 = 36 - 1 = 35$. So, by using the list of critical value at F distribution is got $F_{0,05(19,21)} = 1.84$. It shows that $F_{\text{count}} (1.41) < F_{\text{table}} (1.84)$. So, it can be concluded that the variant from the data of the effect of watching film to students' vocabulary mastery at grade XI SMK Negeri 1 Padangsidimpuan by experimental and control class was homogeny.

2. Hypotheses test

1. Averages of the result studying vocabulary by watching film was significant than the result studying vocabulary without using media (H1), the form is as follows:

$$H1 : \mu Y1 > \mu Y2$$

2. Averages of the result studying vocabulary by watching film was not significant than the result studying vocabulary without using media (H0).

The form is as follows:

$$H0: \mu X1 = \mu X2$$

In accordance with the formulation of the problem, the technique in analyzing the data was used by t-test, because was aimed to examine the

difference of two variables. Such examination performed both on pre-test and pos-test score from the experimental class and control class. T-test formula applied is as follows:⁸

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma X_1 + \Sigma X_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

t : Test

M₁ : The mean of experimental group

M₂ : The mean of control group

X₁ : The variable of experimental group

X₂ : The variable of control group

N₁ : The total number of experimental group

N₂ : The total number of control group

⁸ Sutrisno Hadi, *Statistik*, (Yogyakarta: Fakultas Psikologi UGM, 1987), p. 237.

CHAPTER IV

DATA ANALYSIS

As mentioned in earlier chapter, in order to evaluate the effect of Watching Film to Students' vocabulary Mastery, the researcher has calculated the data using pre-test and post-test. Applying quantitative analysis, the researcher used the formulation of T-test. Next, the researcher described the data as follow:

A. Description of Data before using Watching Film

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

1. The score of Pre-test Experimental Group

Based on the result of data pre-test has taken in experimental class, the researcher described the score of pre-test experimental, as follow:

Table 5
The score of Pre-test in Experimental group

Initial of student (n)	Pre- test
ABD	65
ADL	85
APR	40
CRI	40
DES	60
DEW	35
DIN	50
ERN	30
EVI	50
GIY	70
HMH	35
ILY	10
IRA	40
JNA	60

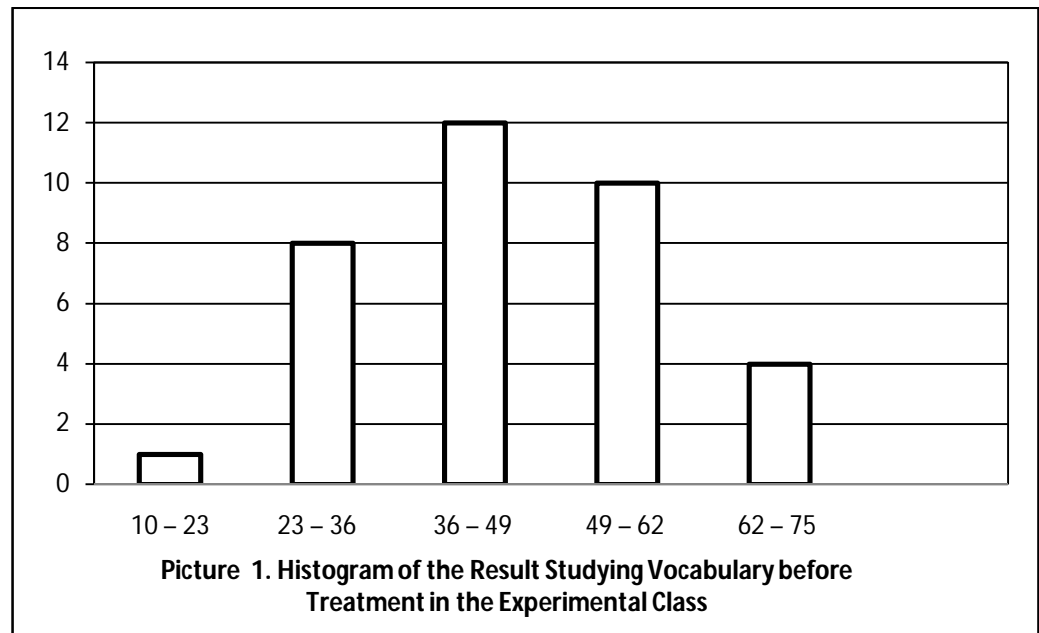
LPA	40
MDR	25
MNA	60
MAY	40
MNA	30
MEGA	45
NNI	35
NAI	60
NIA	30
NTA	40
NUR	75
OKY	30
PIN	45
RIN	40
RKY	50
RMD	45
RHD	40
SUCI	40
SERI	50
SRI	55
SITI	75
STI	60
Total	1820
Mean	46.66
Mode	40
Median	55
The Lowest	10
The High	85

Based on the table above the sum of score in experimental group was 1820, mean was 46.66 mode was 40, median was 30. The researcher got the highest score was 85, and the lowest score is 10. Then, the computed of the frequency distribution of the student's score of group can be applied in to table frequency distribution as follows:

Table 6
Distributing of the Variable Score Frequency of the Result Studying
Vocabulary before Treatment in the Experimental Class

No	Interval	Median	Frequency	Percentages
1	10 – 23	16.5	1	2.7%
2	23 – 36	29.5	8	22.2%
3	36 – 49	42.5	12	33.3%
4	49 – 62	55.5	10	27.7%
5	62 – 75	69.5	4	11.1%
6	75 – 88	81.5	1	2.7%
i=13		Total	36	100%

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



2. The score of Pre-test in Control Group

Based on the result of data pre-test has taken in control class, the researcher describe the score of pre-test control group, as follow:

Table 7
The score of Pre-test in Control Group

Initial of student (n)	Pre- test
ABDL	65
ALEX	85
ASNI	40
APIL	50
ANIA	60
DOMA	35
DINA	50
ESA	30
ESTR	50
ELSA	70
HAPA	35
HENA	50
JUDA	40
JUNI	60
LISA	40
LISNI	25
MINI	60
MITA	40
MONA	30
MODI	45
RAMA	35
NULA	60
RZKI	30
RSNA	40
SHRI	75
SITH	30
SITJ	45
SITO	40
MHK	50
MHR	40
YATI	40
YNTI	40
YENI	50
VTOR	55

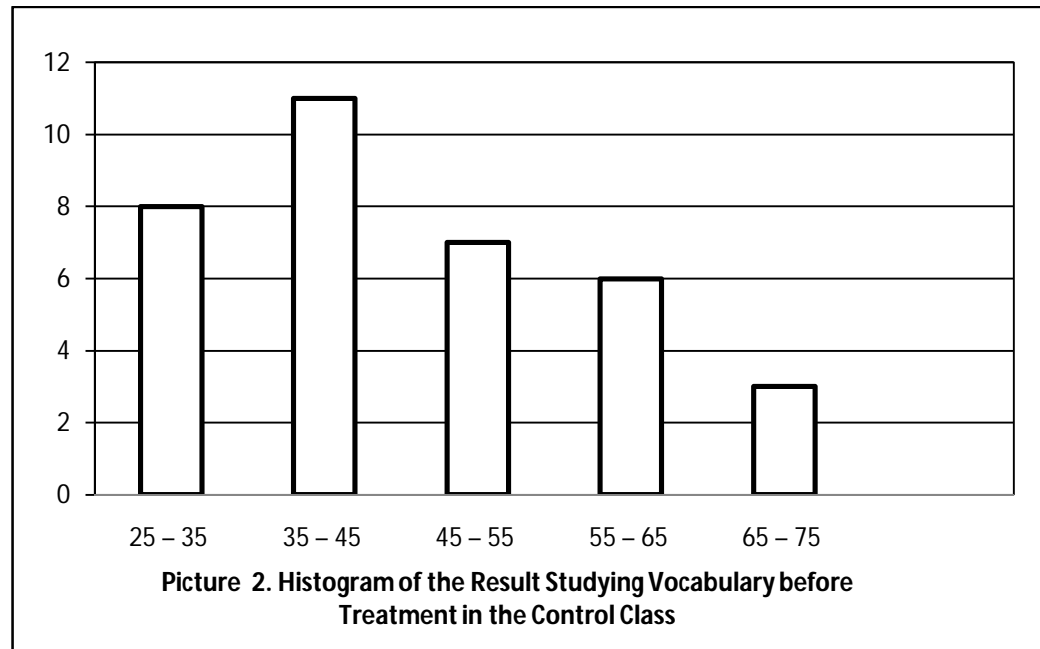
TRI	75
SSKA	65
Total	1690
Mean	48.05
Mode	40
Median	55
The Lowest	25
The High	85

Based on the table above the sum of score in experimental group was 1690, mean was 48.05 mode was 40, median was 30. The researcher got the highest score was 85, and the lowest score is 25. Then, the computed of the frequency distribution of the student's score of group can be applied in to table frequency distribution as follows:

Table 8
Distributing of the Variable Score Frequency of the Result Studying
Vocabulary before Treatment in the Control Class

No	Interval	Median	Frequency	Percentages
1	25 – 35	30	8	22.2%
2	35 – 45	40	11	30.5%
3	45 – 55	50	7	19.4%
4	55 – 65	60	6	16.6%
5	65 – 75	70	3	8.3%
6	75 – 85	80	1	2.7%
i=10		Total	36	100%

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



From the table above, the writer concluded the students' ability before using Watching film was enough. It was improved by the means score of Experimental Group and Control Group were 46.66 and 48.05.

B. Description of Data after using Watching Film

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

1. Description Data of Experimental Group

Based on the result of data post-test has taken in experimental class, the researcher describe the score of post-test experimental, as follow:

Table 9
The score of Post-test in experimental group

Initial of student (n)	Post- test
ABD	75
ADL	100
APR	85
CRI	80
DES	80
DEW	80
DIN	80
ERN	80
EVI	80
GIY	85
HMH	85
ILY	95
IRA	75
JNA	85
LPA	90
MDR	90
MNA	85
MAY	85
MNA	90
MEGA	90
NNI	95
NAI	95
NIA	85
NTA	95
NUR	90
OKY	85
PIN	90
RIN	90
RKY	85
RMD	95
RHD	85
SUCI	85
SERI	90
SRI	85
SITI	85
STI	90
Total	3112
Mean	86.66
Mode	85
Median	98.2

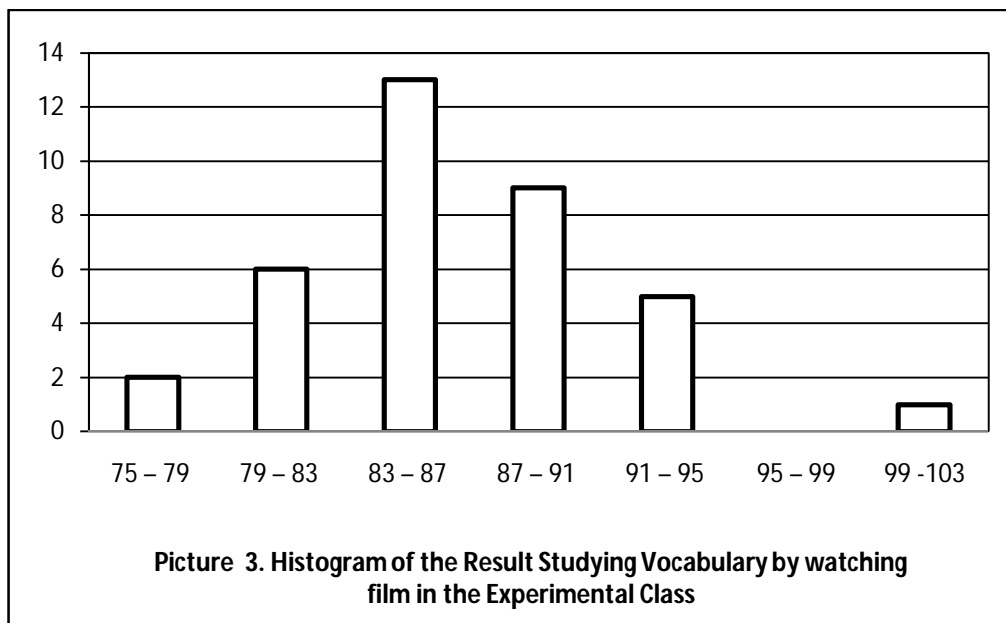
The Lowest	75
The High	100

Based on the table above the sum of score in experimental group was 3112, mean was 86.66, mode was 85, median was 98.2. The resesarcher got the highest score was 100, and the lowest score is 75. Next, the calculation of how to get it can be seen in the appendix 16. Then, the computed of the frequency distribution of the student's score of group can be applied in to table frequency distribution as follows:

Table 10
The frequency distribution of students' score in Experimental Group

No	Interval	Median	Frequency	Percentages
1	75 – 79	77	2	5.5%
2	79 – 83	81	6	16.6%
3	83 – 87	85	13	36.1%
4	87 – 91	89	9	25%
5	91 – 95	93	5	13.8%
6	95 – 99	97	0	0
7	99 – 103	101	1	2.7%
	i=4	Total	36	100%

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



2. Description Data of Control Group

Based on the result of data post-test has taken in control class, the researcher describe the score of post-test control group, as follow:

Table 11
The score of Post-test in Control group

Initial of student (n)	Post- test
ABDL	75
ALEX	80
ASNI	85
APIL	75
ANIA	75
DOMA	75
DINA	80
ESA	80
ESTR	80

ELSA	85
HAPA	80
HENA	90
JUDA	75
JUNI	85
LISA	90
LISNI	90
MINI	80
MITA	85
MONA	90
MODI	90
RAMA	90
NULA	90
RZKI	85
RSNA	90
SHRI	90
SITH	70
SITJ	90
SITO	90
MHK	80
MHR	80
YATI	80
YNTI	80
YENI	80
VTOR	85
TRI	85
SSKA	90
Total	2964
Mean	83.25
Mode	90
Median	82
The Lowest	70
The High	90

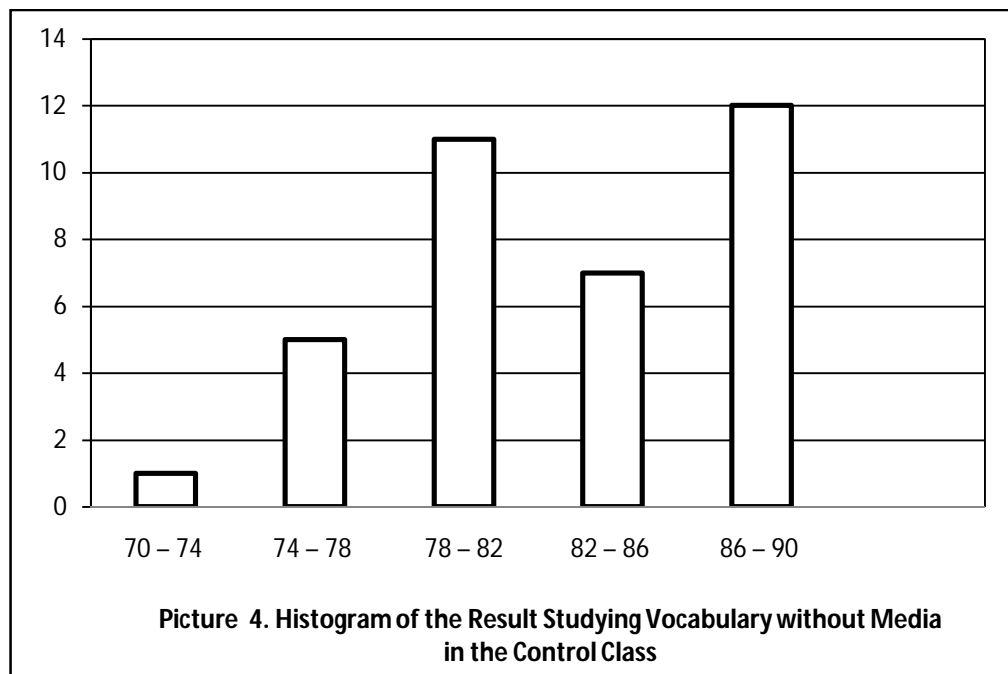
Based on the table above the sum of score in experimental group was 2964, mean was 83.25 mode was 80, median was 82, the lowest score was 70, and the highest score was 90. Next, the calculation of how to get it can be seen in the appendix 17. Then, the computed of the frequency distribution of

the student's score in post test can be applied in to table frequency distribution as follows:

Table 12
The frequency distribution of students' score in control group

No	Interval	Median	Frequency	Percentages
1	70 – 74	72	1	2.7%
2	74 – 78	76	5	13.8%
3	78 – 82	80	11	30.5%
4	82 – 86	84	7	19.4%
5	86 – 90	87	12	33.3%
i=4		Total	36	100%

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



C. Technique f Data Analysis

1. Qualification Test of Data Analysis Pre-test and Post-test

a. Normality of experimental class and control class in Pre-test

Table 13
Normality and homogeneity in pre-test

Class	Normality Test		Homogeneity Test	
	t_{count}	t_{table}	t_{count}	t_{table}
Experiment Class	0.0485	0.1454	1.33 < 1.84	
Control Class	0.0382	0.1454		

Based on the table above researcher calculation, the score of experiment class $L_o=0.0485 < L_t=0.1454$ with $n =36$ and control class $L_o=0.0382 < L_t=0.1454$ with $n =36$, and real level $\alpha 0.05$. Cause $L_o < L_t$ in the both class. So, H_o is accepted, it means that experiment class and control class were distributed normal. Researcher calculation, it can be seen on the appendix 18.

b. Homogeneity of experimental class and control class in Pre-test

Then, the coefficient of $F_{\text{count}} =$ is compared with F table. Where F table was determined at real $\alpha =0.05$, and the same numerator $dk=N-1=36-1=35$ and denominator $dk N-1= 36-1= 35$ So, by using the list of critical value at F distribution is got $F_{0.05 (19,21)} = 1.84$. It shows that $F_{\text{count}} (1.33) < F_{\text{table}} (1.84)$. So, it can be concluded that the variant from the data of the effect of watching film to students' vocabulary mastery at grade XI

SMK Negeri 1 Padangsidempuan by experimental and control class was homogeny.

c. Normality of experimental class and control class in Post-test

Tabel 14
Normality and homogeneity in post-test

Class	Normality Test		Homogeneity Test	
	t_{count}	t_{table}	t_{count}	t_{table}
Experiment Class	-0.1903	0.1454	1.41 < 1.84	
Control Class	0.00087	0.1454		

Based on the table above researcher calculation, the score of experimental class $L_o = -0.1903 < L_t = 0.1454$ with $n = 36$ and control class $L_o = -0.00087 < L_t = 0.1454$ with $n = 36$, real level α was 0.05. Cause $L_o < L_t$ in the both class. So, H_o is accepted, it means that experiment class and control class were distributed normal. Researcher calculation, it can be seen on the appendix 19.

d. Homogeneity of experimental class and control class in Post-test

Then, the coefficient of $F_{count} =$ is compared with F table. Where F table was determined at real $\alpha = 0.05$, and the same numerator $dk = N - 1 = 36 - 1 = 35$ and denominator $dk = N - 1 = 36 - 1 = 35$ So, by using the list of critical value at F distribution is got $F_{0,05(19,21)} = 1.84$. It shows that $F_{count} (1.41) < F_{table} (1.84)$. So, it can be concluded that the variant from the data of the effect of watching film to students' vocabulary mastery at grade XI

SMK Negeri 1 Padangsidempuan by experimental and control class was homogeny.

e. Hypotheses

The data would be analyzed to prove hypothesis by using formula of T-test. The result of the researcher calculation, it can be seen on the table as follow:

Table 15
Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
0,08	1,667	1.69	1,667

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

Where:

H_1 : There was a significant effect watching film to students' vocabulary mastery.

H_0 : There was no significant effect of watching film to students' vocabulary .mastery

The formula was used was t-test, that:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma X_1 + \Sigma X_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t : Test

M₁ : The mean of experimental group

M₂ : The mean of control group

X₂ : The variable of experimental group

Y₂ : The variable of control group

N₁ : The total number of experimental group

N₂ : The total number of control group

Based on researcher calculation, researcher found that $t_{count} 5,81$ while $t_{table} 1,66$. With opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dt = (n_1 + n_2 - 2) = (36 + 36 - 2) = 70$, cause $t_{count} > t_{table}$ ($1.69 > 1.667$). It means that hypothesis (H_a) was accepted; it means there is a significant effect watching film to students' vocabulary mastery. It described the mean score of experiment class by using watching film strategy is 86.66 and mean score of control class in using discussion strategy is 83.25. So, from the explanation above it

was experimental class was better than control class ($\mu^1 > \mu^2$). See appendix 11.

Next, to know the category how far the effect of Watching Film to Student's Vocabulary Mastery, it would be interoperated from the table below:

Table 13
The Table Coefficient Effect of Interpretation

Coefficient interval	Effect level
0,00 - 0,20	Very low
0,20 – 0,40	Low
0,40 – 0,70	Enough
0,70 – 0,90	High
0,90 – 1,00	Very high

To know the effect of Watching Film to Students' Vocabulary Mastery, to minimized ($1.69-1.667 = 0.023$). Next, the result of it interoperated to above table. So that, the effect of Watching Film to Student's Vocabulary Mastery was categorized that was low.

D. Discussion

Based on the theory and related findings, the researcher discuss what that was found. First, Abuddin Nata¹ says that Behavioristics theory assumption that learning is capacity to form stimulus response relation as much as possible. It means that, by much stimulus that is given to students so much more the students' response in teaching learning process. So, the application of watching film strategy improved the students' stimulus and response and good result in mastering vocabulary.

Second, in the research with title is "The Effect of Total Physical Response (TPR) on Grade V Students' Vocabulary Mastery on V grade students' vocabulary mastery at SD Negeri 142612 Panyabungan".² The result of his research found that there was significant Effect of Total Physical Response (TPR) on Grade V Students' Vocabulary Mastery on V grade students' vocabulary. The result of his research found that there was significant effect of Total Physical response on Students' vocabulary. Further, in the research with title is "The Effect Of Using Media Video Dora The Explorer of Using Media Video Dora The Explorer to Students' Vocabulary Mastery at SD Negeri Padangsidimpuan".³ The result of their research found that the participants in the experimental group achieved better in mastering vocabulary after being taught through using media or

¹Abuddin Nata, *Loc.Cit.*

² Muhammad Yusuf, *Loc.Cit.*

³ Ahmadin Azhar, *Loc.Cit.*

strategy. It means, learning vocabulary by using strategy help the students to easier to understand.

Therefore, the researcher found the students' vocabulary mastery before using watching film strategy was lower than the students' vocabulary mastery after using watching film strategy. It can be seen from last score of the calculation above indicated $t_o < t_t$ ($1.69 < 1.67$) and also from mean score between the experimental group and control group, it is indicated that the score of experimental group was bigger than control group ($86.66 > 83.25$). Finally, researcher can conclude that the hypothesis was accepted and there was the effect of watching film to students' vocabulary mastery.

E. Threats of the Research

The researcher found the threat of this research was the students do enjoy in watching film so that they was not serious in its respond. Therefore, based on the result that has calculated effect watching film was low.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of data analysis that has described in the previous chapter, the writer gave the conclusion that studying vocabulary by watching film at SMK Negeri 1 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 86.66 is better than 83.25 While, result of t-test was gotten $t_{\text{count}} = 1.69$ and $t_{\text{table}} = 1.667$, cause $t_{\text{count}} > t_{\text{table}}$ ($1.69 > 1.667$) with each the sample are 36 and $dk = (n_1 + n_2 - 2) = 70$ with significant level $\alpha = 5 \%$. So, it means hypothesis is accepted. In other words, there is a significant effect of watching film to students' vocabulary mastery at grade XI SMK Negeri 1 Padangsidimpuan.

The researcher proved the theory of behavioristic that the learning result is based on stimulus and respond; it is proved that students' vocabulary mastery of SMK Negeri 1 Padangsidimpuan by using Watching Film is influenced.

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 that is watching film 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 eleventh grade of SMK N 1 Padangsidempuan will improve their vocabulary mastery by using media that is watching film.
- b. For the students, students should memorize and practice their vocabulary mastery in their daily activities.
- c. For the teacher, watching film can be used as a strategy in teaching vocabulary to improve students' vocabulary mastery.

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