



**THE EFFECT OF FLASH CARD GAME TECHNIQUE ON PRESENT  
CONTINUOUS TENSE MASTERY AT GRADE VIII STUDENTS OF SMP  
NEGERI 4 SIABU MANDAILING NATAL**

**THESIS**

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

**Written by:**

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**TARBIYAH AND TEACHERS TRAINING FACULTY  
THE STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2018**



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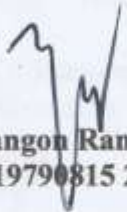
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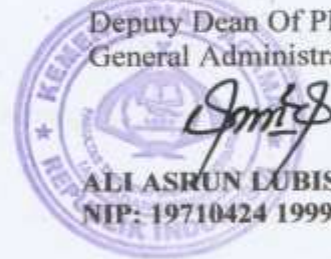
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## ABSTRACT

**Name** :EMMI HAYATI  
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This research focused on the effect of Flashcard game technique on present continuous tense mastery at grade VIII students of SMP Negeri 4 Siabu Mandailing Natal. The students' problems in present continuous tense were: 1) students' low in vocabulary, 2) students were difficult to understand new words, 3) students' interest in writing English is still low. The purpose of this research was to know whether there is the significant effect of technique on students' present continuous tense mastery at grade VIII students of SMP Negeri 4 Siabu Mandailing Natal.

The method used in this research was experimental research. Two classes were chosen randomly as the sample. They were VIII-2 as experimental class that consisted of 27 students and VIII-3 as control class that consisted of 27 students. It was taken after conducting normality and homogeneity test. The data was derived from pre-test and post-test. To analyze the data, the researcher used t-test formula.

After analyzing the data, the researcher found that mean score of experimental class after flashcard game technique was higher than control class . Mean score of experimental class before using flashcard game technique 56.64 and mean score after using flashcard game technique was 80.5. Meanwhile, the mean score of control class 47.75. Besides it, the score of  $t_{count}$  was bigger than  $t_{table}$  ( $1.71 > 1.67$ ). It means that the hypothesis alternative ( $H_a$ ) was accepted. It was concluded that there was a significant of Flashcard Game Technique on Present Continuous Tense Mastery at Grade VIII students of SMP Negeri 4 Siabu Mandailing Natal.

**Keywords** : *Flashcard Game Technique, Present Continuous Tense, Exprimental Research.*

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

English is one of the languages which is spoken by many people in all over the world. It is used as a tool of communication among countries, a scientific language, bilateral relationship. English is used also in newspapers, magazine, scientific books, and television all over the world. So, that is why important to study by the students.

English is taught at school from Elementary school (SD), Junior High school (SMA) and University. There are four skills of language: listening, speaking, reading, and writing. Beside those, spelling, pronunciation, and grammar must be taught to learners in order to achievement of the four skill above.

One of the component of language skill is grammar. Grammar is considered important, because grammar is a basic knowledge of language to understand English perfectly. Without grammar comprehending some language will be a bit difficult. Meanwhile grammar is important tool for teacher and students to master English. By learning grammar students easy to communicate, and understand which we organise words, clauses, and phrase

into meaningful conversation and communication.<sup>1</sup> By learning grammar, we can communicate our message clearly and precisely.

Grammar covers modal, preposition, adjective, tenses, and other structure items. There are 16 tenses in English. As we know so far, each tense has rules of its own. It makes the students confused and frustrated to use tenses correctly and also there are no tenses in Indonesian language. It is one of the difficulty problems in studying English.

Present continuous tense is used to express an action that occurs at the time of speaking or can be used to express the future time to explain a plan. The time signals are used now, right now, at the moment, at the present today, this morning, this afternoon, etc. The present continuous tense or progressive tense is a tense that indicates the activities that are being done or are in progress.

There are some ways to increase students' present continuous tense mastery. Mrs. Nurasimah, English teacher of SMPN 4 Siabu, had made efforts to increase students' present continuous tense mastery, through giving tasks to students master of form of present continuous tense, to give exercises of present continuous tense, and to memorize at least ten words in a week. Besides that, the teacher also used media such as infocus that had

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<sup>1</sup> Michel Swan and Catherine Walter, *How English Works A Grammar Practice Book, with Answer*, (China: University Press, 2002), p.2

been prepared by headmaster.<sup>2</sup> So, from the teacher efforts, students are hoped to master of grammar well.

Based on the information from Mrs. Nurasimahas English teacher of SMPN 4 Siabu as the place of this research, the students in this school are poor mastery in grammar. Mrs, Nurasimah said that student's value in grammar mastery is low. The average of students' grammar achievement of grade VIII is 65, whereas KKM of grade VIII is 70. It is happen because there were some problems in students' grammar mastery. The students are lack of vocabulary. When they want to write some sentences , they confused what they have to write because they do not know the meaning of some words in Indonesia into English.. Beside that the students' interest in write English is still low. Most of students are lazy to write because writing English is different from writing our native language, the words, grammar and also the way of organizing ideas are probably different from write Indonesia sentences. When the teacher asked them to write a sentences, most of them cannot develop their idea so that they become lazy to write.<sup>3</sup>The researcher thinks that it is a big problem.

There are some factors in present continuous tense mastery, such as media and technique. Technique is teacher's way to teach a material or everything

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<sup>2</sup>NurasimahHasibuan, English Teacher at Grade VIII SMP N 4 Siabu, Private Interview (April 12<sup>th</sup> 2017, at : 02.15 am

<sup>3</sup> Ibid

teachers do or should do in order to help their learners learn with systematic procedure. A teacher must use various techniques in teaching present continuous tense mastery in order to take students' attention and make the learning process fun. The application of technique is important in teaching present continuous tense. Besides that, the existence of techniques such as picture, audio, video, flashcard, and others gives good effect in teaching present continuous tense. So, the student's good present continuous tense also depends on the teacher's policy to apply some technique that is suitable.

There are many kinds of techniques to teach present continuous tense mastery. These include bingo game technique, domino game technique, flashcard game technique, and others. These various teaching and learning processes in present continuous mastery.

One of the techniques for teaching present continuous tense mastery is the flashcard game technique. This present continuous tense teaching technique uses some cards. The flashcard game technique is an easy game technique to help students and teachers in the learning process, especially to teach the students of secondary school.<sup>4</sup> Then the flashcard game techniques are picture cards which are an invaluable way of introducing and revising vocabulary and can be used to drill simple structure and function. By the flashcard game technique, teachers can motivate students to encourage each other to master skills presented by the teacher, and

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<sup>4</sup> Sarah Philips, *Young Learner Resource Book for Teaching* (Hongkong: Oxford University Press, 2001), p.69

effective technique for teaching material and students more active study, make a learning become fun and learning material to understand easily.

The role of flashcard game technique are it is a good way to make the students master present continuous tense. As a said above that this flashcard game technique will be good also to be implemented in teaching English.

Based on the explanation above, the researcher is interested to introduce flashcard game technique to teach present continuous tense mastery in the school. The researcher wants to know whether flashcard game technique give significant effect on students' present continuous tense mastery or not. So, this technique can be used for the next time by researcher herself or other teachers if it gives positive effect for students. This reason finally guides the researcher to formulate the title “ The Effect of Flashcard Game Technique on Present Continuous Tense Mastery at grade VIII students of SMP Negeri 4 SiabuKabupatenMandailing Natal”

## **B. Identification of the problem**

Present continuous tense as a part of grammar rules sometimes also make students confused. The effect is that they can not use and understand properly the present continuous tense. Present continuous tense is a description of the rules for forming sentences including account of the meanings that these forms convey and the said that grammar is adds meaning that are not easily inferable from the immediate context.

Based on background of the problems above there are some factors the influence of students' present continuous tense such as: teacher strategy, students interested and intelligent, and game technique. The games used by teacher in teaching grammar mastery, they are : bingo game, dominoes game, and flashcard game technique<sup>5</sup>. The game technique that used is flashcard game technique. It is enjoyable way to teaching students present continuous mastery.

### **C. Limitation of the problem**

Based on the identification above, there are many game techniques that can be applied in teaching present continuous tense mastery. Game techniques are :bingo game technique, dominoes game technique, and flashcard game technique. The important of game techniques in teaching present continuous mastery is to help teachers to explain the material.

The researcher does not discuss all the techniques but the researcher just choice one technique, that is flashcard game technique. The researcher choices flashcard game technique because flashcard game technique help students are active in teaching-learning processes and can motivate students and to support the understanding of new language. This new language can be either grammar pattern or new vocabulary. Meanwhile, flashcard game technique are easy technique to help students and teacher in learning process.

---

<sup>5</sup> Jill Hadfield, *Intermediate Grammar Games*, (England: Pearson Education Limited, 2003), p.4

And then, flashcard game technique, that game students' can imaginative, interact, and communicate. The last, from the flashcard game technique, students is motivating learning and to help students' to easy comprehension about present continuous tense mastery.

#### **D. Formulation of the Problem**

The Formulations of the Problem this research are :

1. How is the present continuous tense mastery before using flashcard game technique at grade VIII students of SMP Negeri 4 Siabu?
2. How is the present continuous tense mastery after using flashcard game technique at grade VIII students of SMP Negeri 4 Siabu?
3. Is there the significant effect of flashcard game technique in present continuous tense mastery at grade VIII students of SMP Negeri 4 Siabu?

#### **E. The Purposes of the Research**

1. To describe the present continuous tense mastery before using flashcard game technique at grade VIII students of SMP Negeri 4 Siabu.
2. To describe the present continuous tense mastery after using flashcard game technique at grade VIII students of SMP Negeri 4 Siabu.
3. To know whether there is the significant effect of flashcard game technique on present continuous tense mastery or not at grade VIII students of SMP Negeri 4 Siabu.

## **F. Significances of the Research**

The research has significances to the following are

1. English teacher, as information to add knowledge especially about the effect of flashcard game technique in present continuous tense mastery.
2. Head master of the school, as information to use flashcard game technique and another various techniques in teaching and to lead them to teach English in a better way.
3. Other researcher, as information and contribution to do the relevance research.

## **4. Outline of the Thesis**

This research was organized into five chapters. Every chapter was subdivided into subtopics to elaborate the given issue.

First chapter, it consisted of background of the problem explained about the students present continuous mastery based on the facts in the field and the other factors are effect of students' present continuous tense mastery. Identification of the problem explained about the cause and effect of students' problems in present continuous tense mastery. Limitation of the problem the researcher limits the technique that will be used in this research. Formulation of the problem consist of list of questions about how is students' present

continuous tense mastery before and after using small group discussion technique. The objectives of the problem are to know the students present continuous mastery mastery before and using flashcard game technique and to know whether there is a significant effect flashcard game technique toward students' present continuous tense mastery. Significances of the research explained about to whom the significances of the research will be useful.

Second chapter, it was consisted of the theoretical description, review of related finding, conceptual framework, and hypothesis.

Third chapter, it was consisted of research methodology consisted of place and schedule of rsearch, research design, population and sample, definition of operational variable, instrument of collecting data, validity , procedure of data collection and technique of analyzing data.

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

Fifth chapter, it consisted of conclusion about the result of this research and suggestions that were given by the researcher.

## CHAPTER II

### REVIEW OF RELATED LITERATURE & FINDINGS

#### A. Review of Related Literature

##### 1. The Present Continuous Tense

###### a. Definition of Simple Present Continuous Tense

The present continuous tense is used to express an action that occurs at the time of speaking or can be used to express the future time to explain a plan. The time signals are used now, right now, at the moment, today, and this evening. The present continuous tense or progressive tense is a tense that indicates the activities that are being done or are in progress.

The present ( present continuous tense ) express an activity that is in progress at the moment of speaking. It is temporary activity that began in the past , is continuing at present , and will probably end at some point in the future.<sup>6</sup>

According to Marcella Frank, ‘ ’ present continuous tense is expresses one action in the present of short duration and long duration, expresses future action, and expresses the beginning , progression or end of an action.<sup>7</sup> From these definitions, it can be

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<sup>6</sup>Betty ScrampherAzhar, *Understanding and Using English Grammar, 2nd Edition*. (New York : Prentice Hall, 2001), p. 3

<sup>7</sup> Marcella Frank, *Modern English, Exercises for Non Native Speakers, Part 1 Parts of Speech* ( New Jersey : Prentice Hall Regents, 1989), p.48

concluded that present continuous is a piece of an action that used to expresses began action, and action continuing at present time.

#### **b. The Form of Present Continuous Tense**

The continuous forms represent action or events, or series of action or events, viewed at some point between their beginning and end. They imply that an action or series of action has already begun but is not yet completed. At the same time, they indicate that duration of the action or series of action is limited.<sup>8</sup> It can be concluded that form of present continuous tense is a series of action that happened already begun and end happened.

According to A. J Thomson and A. V Martinet, the present continuous tense is formed with the present tense of auxiliary verb to be+ the present participle.<sup>9</sup> Which are consist of four form, they are:

##### 1) Affirmative Statement

Affirmative or positive form is used to express the validity or truth of a basic assertion, which may be applied to statements, verb phrases, clauses, and some other utterances. It is important for students to learn this structure because it is used most of the time in their daily communication.

The formula of present continuous ,this following formula :  
S+BE( am, is, are)+ Present Participle ( ing-form)<sup>10</sup>

Example :

We are singing a song at the moment

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<sup>8</sup> B. D. Graver, *Advanced English Practical Second Edition*, ( Oxford: Oxford University Press, 1997), p.56

<sup>9</sup> A. J. Thomson and A. V. Martinet, *Practical English Grammar Fourth Edition*, ( New York: Oxford University Press, 1986), p. 153

<sup>10</sup>AliangAdulio( 2013 ) prezi . com/nweb 4jk- zyc4/ English presentation.

She is waiting you now

2) Negative

Negative form is used to express the falsity, which may be applied to statements, verb phrases, clauses, and some other utterances. Languages have a variety of grammatical rules for converting affirmative verb phrases or clauses into negative ones. It is important for students to learn this structure because it is used most of the time in their daily communication. To make negative statement, we put 'not' after the auxiliary 'be'<sup>11</sup>

The formula:

Subject + Be+ Not +V+ Ing

Example :

I am not calling my father number

She is not waiting her father

He is not dancing

3) Interrogative

Interrogative is asking or having the form of a question.<sup>12</sup> From the meaning given by Neufeldt we know that interrogative sentence is the sentence that asks something or having the form as a question.

Formula :

Be + Subject + Verb +Ing

Example :

Am I gardening ?

Is she sleeping ?

Are you writing ?

4) Interrogative Negative

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<sup>11</sup>Raymon Murphy, *Essential Grammar in Use*, ( Cambridge : Cambridge University Press, 2007), p.16

<sup>12</sup>Victoria Neufeldt, *Webster's New World College Dictionary. 3rd edition*,( New York : A Simon& Schuster Macmillan Company, 1996), p. 22

To make an interrogative negative, we put contractive form of be before the subject.<sup>13</sup>

Formula :

Be + n't contractive form of be ) + Subject + Verb + ing ?

Example :

Isn't he playing ?

Isn't she washing ?

There are some rules of V+ ingform of the present continuous tense, they are :

1. A final 'e' that is not pronounced is dropped

- Drive

- driving

- Make

- making

- Write

- writing

2. A final consonant letter ( except h, w, x, y), preceded by a single vowel letter , is doubled in words of one syllable.

-Get

- getting

- Shop

- shopping

3. Verbs of two or more syllables whose last syllable contains only one vowel and ends in a single consonant double this consonant if the stress falls on the last syllable

- Admit

- admitting

- Begin

- beginning

4. A final L after a single vowel is however always doubled

- Signal

- signalling

-Travel

- travelling

5. Ing can be added to a verb ending y without affecting the spelling of the verb

- Carry

- carrying

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<sup>13</sup> Victoria Badalamenti, Carolyn HennerStanchina, *Grammar Dimension* ( Boston : Heinle Publisher, 1993), p.191



7) Example :

My mother is always losing her car keys.

Based on explanation above, it can be concluded that the use of present continuous tense is to show act, or to express of time, situation in period of present, future a plan, time speaking, not necessary time speaking, and repeated action.

**d. Verb usually not Used in Present Continuous Tense**

Certain verbs are usually not used in continuous tense. Some of that refers to a mental state or a permanent condition.<sup>16</sup> Of preference are usually not used in present continuous tense , as follow:

Table 1.1 : Verbs are not Used in Present Continuous Tense

Agree	Distrust	Like
Appreciate	Doubt	Love
Care	Fell	Need
Detest	Hate	Prefer
Disagree	Imagine	Wish
Dislike	Hope	Want

There are several verbs are not normally used in present continuous .it is shown in the table 1. 2

Table 1. 2: Verbs are not Used in Present Continuous Tense

Hate	Smell	Understand	Know	Believe
Prefer	Have	Recognize	Consider	Remember
Wish	Agree	Expect	Forget	Realize
Feel	Like	Remember	Recollect	Imagine

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<sup>15</sup> Raymond Murphy, *English Grammar in Use-A self study reference and practice book for intermediate students*, ( New York: Cambridge University Press, 1985), p.2

<sup>16</sup> Janet Mueller Bing, *Grammar Guide, English Grammar in Context*, ( New Jersey: Prentice Hall Engliwood Cliff, 1989), p.5

There are there types verbs are not used in present continuous tense, they are :<sup>17</sup>

1. Verb Emotion

The verb emotion shown in the table 1. 3.

Table 1. 3: Verb of Emotion

Verbs	Meaning	Example
Like	Senang	Tono like your hat
Wish	Berkeinginan	He wishes for new a car
Hate	Benci	I hate you

2. Verb of Thought or Opinion

The verb of Thought shown in the table 1. 4.

Table1.4: Verb of Thought or Opinion

Verbs	Meaning	Example
Forget	Lupa	I forget
Understand	Mengerti	I understand
Prefer	Lebihsuka	I prefer milk to coffe
Agree	Setuju	They agree with you

3. Table 1.5: Verb of Possession

Verb	Meaning	Example
Have	Mempunyai	It can not use in present continuous tense if the meaning” mempunyai “ I have a new car

e. **Time Signal of Present Continuous Tense**

The time signal of present continuous tense is shown in the table 1.6.

Table 1. 6: Time Signals of Present Continuous Tense

Time Signal	Meaning
Now	Sekarang
Right now	
At present	
At this moment	
Today	Hariini
This morning	Pagiini

<sup>17</sup>Tronbury Scot, How to Teach Grammar, ( England: Person Education, 1999), p.5

## 2. Flashcard Game Technique

### a. Definition of Flashcard Game Technique

According to Brown, technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.<sup>18</sup> It is the way that used by the teacher in teaching the lesson.

Flashcard technique is a technique that can make grammar learning be more fun. There are some definitions about flash card. According to Azhar Arsyad, flashcard are small cards contain picture, text, symbol to remind and to stimulate on certain something.<sup>19</sup> In additionally Joseph stated that flashcards are useful for the teaching grammar and vocabulary especially at the meaningful communicative step. If carefully used flashcard can form material for the drill. The teacher can prepare flash card easily and store them easily in well grouped packs.<sup>20</sup> It can be concluded that flashcard is one of the media education to use memorizing and stimulate on certain something.

Veronica states that flashcard are suitable for most any level of tenses. They are valuable because once you have made them you

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<sup>18</sup>Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Second Edition*, USA : Longman, p.16

<sup>19</sup>Azhar Arsyad, *Media Pembelajaran*, ( Jakarta: PT Raja Grafindo Persada, 2002), p. 119.

<sup>20</sup>Joseph C. Mukalel, *Creative Approach to Classroom Teaching*, ( New Delhi : Discovery Publishing House, 1998), p. 147.

can use them for all different type or drills, activities and prompts.<sup>21</sup>Students appreciate the opportunity to work with cards as they are something hands-on that they can touch and manipulate.

Then to valka stated that flash card used in teaching English as second language not only for teaching vocabulary but also for teaching prepositions, articles, sentence structure, tenses, and phrasal verbs.<sup>22</sup>So , flashcard used in teach grammar subject. They are tenses, articles, and preposition.

Based on the explanation above, it can be concluded that flash card is aids help to teacher handle and teach the lesson to students with easily in form ficture, symbol, with flash card teacher easily present patterns for the drill to practice of tenses.

the researcher concludes, the use of present continuous tense are relate with action of situation that the ongoing, temporary, and refered future.

#### **b. The Purposes of Flashcard**

According to Harmer states that “ Flashcard useful for drilling grammar item for cueing different sentence or practicing

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<sup>21</sup> FerenicaGelfgren i, *Fun with Flash Cards 150+ Ideas for using Flashcards n the Classroom*, ( Bandung : Learn More Projects, 2012), p.2

<sup>22</sup> Mohammad Reza Khodashenas, dkk “ Flash Cards Verses Animated Cartoons : A Comparative Study in Vocabulary Teaching and Learning” *International Journal Vol 5 (4)* ,April 2014 ( Assessed 20 June 2017 jam : 15.30 WIB).

vocabulary”.<sup>23</sup> Addition in another source that purpose of flashcard is to make students easy understand about subject matter.

In another source, there are some purposes of flashcard. They are:

- 1) An easy way to get some of those vocabulary words stuck inside your head.
- 2) To make learning process more affective.
- 3) To accomplices new vocabulary
- 4) As a pratical way for memorizing new vocabulary
- 5) To make learning process more active.<sup>24</sup>

Based on the statements above, it shows that the purposes of flashcard for cueing different sentence or practicing vocabulary, an easy way to get some of those vocabulary words stuck inside your head, to make learning process more affective, to accomplices new vocabulary, as a pratical way for memorizing new vocabulary, to make learning process more active.

In this discussion, researcher limit the purposes of vocabulary into three points. First, an easy way to get some of those vocabulary words stuck inside your head. Second, as a pratical way for memorizing new vocabulary. Third, to make learning process more active.

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<sup>23</sup>Harmer *Op.Cit.*, p. 134

<sup>24</sup><https://www.slideshare.net/sebahaty/flashcards-12093389> Published on June 17<sup>th</sup>, 2013

### c. Type of Flashcard

There are at the least two type of flashcard in grammar, they are : picture flashcard, world flashcard.

1) Picture flashcard .

Picture flashcard are useful for the teaching of teacher. Picture flashcards can be drawings or cut outs from magazines or perhaps photos.

2) World flash card

World flashcard are cards on which words have been printed. When practicing word order , the teacher can use a number of cards representing all the words in a sentence.<sup>25</sup>

According Suzanne, flashcard sentences : Divide the class of three of four. Give each group the same pictures, or put it on overhead. Instruct the groups to describe the flashcard in as many sentences as possible the time allowed using present continuous tense. <sup>26</sup>The sentences must be grammatically correct and accurately depict what is happening in the picture.

Based on the explanation above, it can be concluded that type of flashcard are pieces of paper relate world, picture, number have been printed. It will make students fellrefreshed.and memorizing, so by using flashcard the students will not need tostudy from the book with long pages and a lot of information which it makes the

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<sup>25</sup> Jill Hadfield, *Intermediate Grammar Games*, ( England: Pearson Education Limited, 2003), p.12

<sup>26</sup> Suzanne Woodward, *Fun With Grammar*, ( New York : Prentice Hall Regents, 1997),p. 13

students confused because student will be able to study from the flashcard.

#### **d. The Advantages and Disadvantages of Flashcard**

According to Micheloud there are many advantages of using flash card in the classroom as follows:

- 1) Easy to make (any stiff paper of material can be used to make flash card basic flash card can be constructed by cutting a piece of copy paper into eight or tent rectangles for more reusable cards. Make blank cards and laminate cover or clear contact. Write word into the cards with a board maker and then wipe to clean to later use).
- 2) As a medium, they give considerable teacher control ( the teacher can prepare exactly what he/she wants and can show the material).
- 3) They are easy to handle and to store attract the students.<sup>27</sup>

According to Haycraft, there are some advantages of using flashcard. They are follows:

- 1) Flashcard can be used for consolidating vocabulary
- 2) Flashcard are motivating and eye-catching
- 3) Flashcard are efective that can be used for any level students
- 4) Flashcard can be taken almost everywhere and studied when are has free moment
- 5) Flashcard are cost effective/ inexpensive
- 6) Flashcard provide visual link between L1 and the target language
- 7) Flashcard also can be used for practicing structure and word order or for a variety of games.<sup>28</sup>

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<sup>27</sup> Dave Micheloud, *Introduction to Using Media in Education: A Guide for Teachers and Parents*, (Oregon: UK Express 2007), p. 8.

<sup>28</sup>Haycraft,*Op.Cit.*, p. 97

Based on advantages flashcard above, it can be concluded that there are some advantages of flashcard. They are: easy to make, As a medium, they give considerable teacher control, easy to handle and to store attract the students, flashcard can be used for consolidating vocabulary, flashcard are motivating and eye-catching, flashcard are effective that can be used for any level students, flashcard can be taken almost everywhere and studied when are has free moment, flashcard are cost effective/ inexpensive, flashcard provide visual link between L1 and the target language, flashcard also can be used for practicing structure and word order or for a variety of games.

Besides of the advantages of flashcard, there are several disadvantages of flashcard also. The disadvantages of flashcard is below:

- 1) Students pay attention on the flash cards more than one learned material.
- 2) It takes time to provide attractive the students.
- 3) It may arouse problem in the teaching learning process since the students may misunderstanding about the flash card.<sup>29</sup>

According Smith, there are some disadvantages of flashcard also. They are:

- 1) Some lexical fields cannot be illustrated

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<sup>29</sup> [http:// how-to-learn-any-language com/e/guide/flash-cards](http://how-to-learn-any-language.com/e/guide/flash-cards) accessed on 25<sup>th</sup> July 2016

- 2) They can become boring when using repetively.<sup>30</sup>

Based on the disadvantages of flashcard above, it can be concluded that Students pay attention on the flash cards more than one learned material, it takes time to provide attractive the students, it may arouse problem in the teaching learning process since the students may misunderstanding about the flash card, some lexical fields cannot be illustrated, they can become boring when using repetively.

In another source, there are some disadvantages of flashcard, they are :

- 1) Flashcard too expensive and if the teachers want to make it self, they need much time.<sup>31</sup>
- 2) Flashcards are not big enough, usually the students sits in front can seen the flash card perfectly, but the students sits in behind is more dim of sight.
- 3) Some students will misunderstand of the teacher explanation based on their knowledge on the material which is explained by the teacher, so the goal is planned can not be achieved.<sup>32</sup>

So the researcher concludthat disadvantages of flash card is the price are too expensive, the teacher must spend much time when the teacher make flash card it self.

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<sup>30</sup> Smith, Virtual, Realia, ( UK : University Press, 2011), p. 42

<sup>31</sup> Http : // wiki. Answer.com/Q/ What is advantages and disadvantages of flash cards. Assessed on 2/6/2017

<sup>32</sup> Http: // www. Ehow.com/about\_5371920\_objectives-teaching-aids . html Assessed on 30/5/2013

### e. Steps of Flashcard

There are at least ten procedures of flashcard in grammar.

According Jill Hadfield, the procedures of using flash cards, they

are:

- 1) Check that your students are familiar with the grammar. In the grammar point and with the words listed in challenging vocabulary.
- 2) Pre teach any other words from the game you think will be unfamiliar to your class.
- 3) Ask the students to go out of the classroom.
- 4) Distribute the activity flashcard technique so that each student has one. Some activities are very simple ( eg: walk round the room), some involve a little mime ( eg: drink very hot tea) give the mimes the more extrovert students.
- 5) Tell them that when you say ‘go’ they should begin miming or doing that action and continue till you say ‘stop’.
- 6) When everyone is doing their action, open the door and ask the students outside to come in.
- 7) Then put them in groups of four.
- 8) Ask each group to try to remember what everyone is doing based on flash card.<sup>33</sup>

So, it can be concluded the procedures of flashcard is to help students easily understand about grammar by starting check familiar grammar, and doing action by based on flashcard.

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<sup>33</sup>Jill Hadfield, *Intermediate Grammar Games*, ( England: Pearson Education Limited, 2003),

### **3. Conventional Technique**

#### **a. Conventional Technique**

Conventional technique is needed to compare it with treatment. Here is Flashcard technique or the way that usually used by the teachers to teach the tenses to students.<sup>34</sup> Hudson stated that “ conventional teaching is a technique that used by the teachers based mutual agreement in a school.<sup>35</sup> From those definitions, it can be defined that the Conventional teaching technique is a way that usually used by teachers to teach the material to students based mutual agreement in a school. Conventional also means something that considered acceptable by society and perhaps not very interesting. The researcher will use traditional way in teaching and learning. Conventional or traditional teaching is concerned with the teacher being the controller of the learning environment. The teacher actually is the leader in the class. So, conventional technique is the technique used by teacher in common ways or lecture technique.

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<sup>34</sup> JhonDeriden, Conventional Technique, retrieved from [http://www. Britania.com/ Ebchecked/ topic/ 421797 / nnuclear- strategy/52993/ conventional-strategy](http://www.Britania.com/Ebchecked/topic/421797/nuclear-strategy/52993/conventional-strategy), on December 24<sup>th</sup>, 2016 at 10.00 p.m.

<sup>35</sup> Hudson, The Meaning of Conventional Teaching ( online ), retrieved from <http://www. Conventional- strategy/ topic/ 54372- strategy>, on October, 02<sup>th</sup> 2016 at 11.30 am.

## **b. The Purpose of Conventional Technique**

Conventional technique is the technique or the way that usually used by the teachers to teach the material or *text* to students. It means that the teacher usually gives all of the explanation of the materials or it is a teacher centered in classroom

There are three of purpose of conventional (lecture) technique, they are:

- 1) Familiar students memorize, understand, hearty, thinking, show the right, patient and meticulous in studying.
- 2) Facilitate the teaching process for the learner and make it achieves as many of desired goals as possible.
- 3) Create an atmosphere that is in line with the prevailing teaching, the nature of trust-trust and respect between teacher and student and the relationship between both.<sup>36</sup>

In addition, Gattegno says that there are three purpose of

conventional (lecture) technique, they are:

- 1) To convey the information or material in teaching learning process.
- 2) To increase the students' knowledge and language from teaching learning process in classroom.
- 3) To explain the subject matter or material based on design by teacher in clearly.<sup>37</sup>

Based on the quotations above, it can be concluded that the purpose of Conventional technique are to convey a subject matter

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<sup>36</sup>Rostiya, *Didaktik Metodik*, ( Jakarta : BinaAksara, 1989), p. 83-84

<sup>37</sup> Caleb Gattegno, *Teaching Foreign Language in School* ( New York : Educational Solutions, 1972), p. 136

is logically arranged, and avoided irrelevant material in learning process, to achieve the desired goals based on curriculum is design by teacher, to increase the students' knowledge and language from explaining by teacher or teaching learning process in classroom.

The conventional or lecture teaching technique is the oldest (traditional) teaching technique applied in communicate the information or subject matter by teacher with lecturing in teaching learning process.

### **c. The Procedures of Conventional Technique**

To make conventional technique, there are some procedures.

According to Andrean, there are some steps, those are :

1. Preparation
  - a. To formulate the objectives to be achieved.
  - b. Determine the main points of the material will be explain.
  - c. Prepare tools.
2. Implementation Phase
  - a. Steps Opening
    - 1) Make sure that students understand the objectives to be achieved.
    - 2) Do apersepsi step, that is step linking the subject matter and the subject matter that will be delivered.
  - b. Steps Presentation
    - 1) Maintain continuous eye contact with students.
    - 2) Use of communicative language and easily digestible students.
    - 3) Present learning materials in systematic, no bounding to be easily captured by the students.

- 4) Respond to immediate students responses.
  - 5) Keep the class conducive and exciting to learn.
- c. Steps Ending or Closing
- 1) Guide students to draw conclusion or summarize the subject matter.
  - 2) Stimulate students to be able to respond or provide some sort of review of the learning materials that have been submitted.
  - 3) Conduct an evaluation to determine the students ability to master the learning material that had just delivered.<sup>38</sup>

According to Kiki, the procedure of conventional technique are :

- 1) Preparation
  - a) Formulate goals to be achieved.
  - b) Determine the main points of the material to be explain.
  - c) Prepare tools.
- 2) Implementing Phase
  - a) Step Opening  
Step opening of the lecture method is a step that determines success or failure in the implementation of a lecture. In practice there are things that must be considered. First, make sure the students to be able to understand what purpose will be achieved. Second, do the apersepsi is combining the subject matter and the subject matter that will be delivered.
  - b) Step Presentation  
This stage is the core of the lecture method. Teachers must deliver learning materials by either using sentences easily understood.
  - c) Step ending or Closing  
Lecture method should be closed so that learning materials are already understood and mastered by the student does not fly everywhere.<sup>39</sup>

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<sup>38</sup>Andrean Prime, Steps Implementing Teaching Method, Available at <http://materiinside/2014/12/langkah-zmelaksanakan-metode-ceramah.html>, ( Accessed on January, 20, 2017 at 11.00 am)

Based on the explanation above, the procedures of conventional technique can be divided into two, those are : the first is preparations, in preparations teacher opens class with formulating the objectives to be achieved, determine the main points of the material to be explained, preparing tools. The second procedure is implementation phase, the teacher gives and explains material, the teacher gives the students exercises, the students answer the questions, the teacher and the students discuss the answers of the questions.

#### **d. Advantages and Disadvantages of Conventional Technique**

There are some advantages of conventional teaching. According to Dodik the advantages of conventional teaching are

- 1) Teacher easily master classes.
- 2) Easy to organize the seating / class
- 3) Can be followed by a large number of students.
- 4) Easy to prepare and implement them.
- 5) Master's easy to explain the lesson well.
- 6) More economical in terms of time.
- 7) Provide opportunities for teachers to use their experience, knowledge and wisdom.
- 8) Can use comprehensive teaching materials.
- 9) Helping students to hear accurately.
- 10) If used correctly it will be able to stimulate and increase student interest in the academic field.

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<sup>39</sup> Kiki Amelia, Langkah-langkahMenggunakanMetodeCeramah, available at <http://lagibelajarg.blog/> 2015/ 01/ langkah-langkah-menggunakan-metode.html, ( Accessed on, January, 15, 2017 at 10.00 a.m

- 11) Can strengthen students' reading and learning from some other source.<sup>40</sup>

According to Andrean, the advantages of conventional technique are :

- 1) Conventional is a method that is cheap and easy.
- 2) Conventional can present subject matter is broad.
- 3) Conventional can provide material points which need to be highlighted.
- 4) Through convention teachers can control the state of the class, because class is the responsibility of who teachers explain.
- 5) Class organization by using conventional can be set to be more simple.<sup>41</sup>

Based on the explanation above, the researcher can be concluded the advantages of conventional technique are easier for teacher aster the class, the teacher can control the state of the class, the focus of students just for teacher, and helping students to hear accurately.

The disadvantages of conventional technique, Andrean said are :

- 1) Material held by students from the explanations will be limited to controlled teachers.
- 2) Conventional are not accompanied by demonstrations could leadto occurrence of verbal
- 3) Teachers who lack the ability to speak good, conventional often regarded as tedious method.
- 4) Through conventional, it is very difficult to know whether all the students already understand what is being described or not.<sup>42</sup>

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<sup>40</sup>DodikHeruSetiawan, Defenition, Advantages and Disadvantages Lecture Method, available at <http://zonainfosemua.com/2011/01/pengertian-kelebihan-dan-kekurangan.html> ( Accessed on January, 20, 2017 at 11.00 a.m)

<sup>41</sup>Andrean Prime, Defenition, Advantages and Disadvantages Lecture Method, available at [http:// materiinside.co.id/2014/12/pengertian-kelebihan-kekurangan-metode-ceramah.html](http://materiinside.co.id/2014/12/pengertian-kelebihan-kekurangan-metode-ceramah.html) ( Accessed on January, 20, 2017 at 11.00 a.m)

Based on the explanation, the researcher conclude the disadvantages of conventional technique are easy for students boring in class, make students lazy, very difficult to know whether all the students already understand what is being described or not.

Based on the explanation, conventional technique is teaching without media, technique, strategy, approach. The teachers just explain the material with lecture method, then teacher give material, the teacher give the students exercises, the students answer the question, and the last teacher and the students discuss the answer of the question.

#### **4. Teaching Present Continuous Tense by Using Flashcard Technique**

Teaching is not an easy job, but it is necessary to see our students. Progress and know that we have helped to make it happened. Teaching tenses mastery seem so difficult and challenging for English teacher. Grammar is one of component of language skill. That's way teacher have big challenge to enable their students to master English well, especial tenses masteri in the class. There are 3 steps of procedures; flashcard game technique in teaching present continuous such as: pre teaching, while teaching, and post teaching. The more explanations follows :

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<sup>42</sup>Andreas Prime, Op.Cit, (Accessed on January, 20, 2017 at 11.00 a.m

Table 2.1: Procedure Flashcard Game Technique at SMP

Procedure Teaching	Teacher Activities	Procedure Flashcard Game Technique	Student Activities
Pre teaching	<ul style="list-style-type: none"> <li>-Teacher gives greeting to students</li> <li>- teacher check attend list</li> <li>- teacher gives explanation to students about lesson plan, standard competence, and basic competence.</li> </ul>	<p>Check student grammar with familiar.</p>	<ul style="list-style-type: none"> <li>Students giving response</li> <li>-students listening carefully</li> <li>-student giving responding teacher greeting</li> </ul>
While teaching	<ul style="list-style-type: none"> <li>-Teacher divided class into group flashcard game of three to six student each.</li> <li>-teacher divided flashcard for every group relate present continuous tense</li> <li>-teacher give instruction to the drill of present continuous by using flashcard.</li> <li>- teacher to command students to discuss about present continuous tense</li> <li>- teacher give time 10 minutes to all group for discussion the topics.</li> <li>Teacher order to each group short</li> </ul>	<p>Distribute the activity flashcard game technique.</p> <ul style="list-style-type: none"> <li>- Doing their action by using flashcard .</li> <li>- Guess the action by using flashcard.</li> <li>- Remember what everyone doing based on flashcard.</li> <li>-ask the students to know that their action based on flashcard.</li> </ul>	<ul style="list-style-type: none"> <li>-Students make a group base on teacher instruction, and they join the group at their group</li> <li>-Students chooseses one of the school activities.</li> <li>-They discuss as a team work.</li> <li>-Students usethe time teachers give to discuss with their group mates. Well, studentsthink the problem and try how to solve it. And also, during the discussion they have to write</li> </ul>

	<p>presentation.</p> <p>-teacher command students to identify the present continuous based on flashcard.</p> <p>Teacher ask the students to give a mark in the flashcard based on present continuous tense that have been identified.</p>		<p>down important points to be presented so that they can easily synthesize what they discuss.</p> <p>-They come forward and present the material of the results they discussed during the appointed time.</p> <p>-Students look the flashcard, then students to answer the present continuous based on flashcard.</p> <p>Students give a mark in the flashcard based on school activity that have been identified</p>
Post teaching	<p>-teacher opening question and answer</p> <p>-giving positive feedback and reinforcement .</p>	<p>-Know the winner students by using flashcard game technique.</p>	<p>-Students answering the teachers questions and feel difficult in understanding the material.</p> <p>The students listen and understand the positive feedback</p>

## B. Review of Related Findings

This research is not the first research that has been done tenses mastery . There are some another researches that has been done. Some of them are : the research of Giri Wahyu Prasetyo with title : ‘ ‘ The Effect of Using Word Card Game on the Eight Grade Students’ Tenses Mastery at SMPN 1 Wonosari Bondowoso in the Academic Year 2013 /2014’’ concluded that there was significant effect of using word card game to tenses mastery. The result of probability value in significant ( 2-tailed) was less than 0,05 ( 0,00,< 0,05) and t-test value was higher than t-table ( 7,072 > 2,093).<sup>43</sup>

Next, is research that is done by SitiInayah with title ‘ ‘ Using Flash Card To Improve Students’ Understanding on Present Continuous Tense ( An Classroom Action Research at the 7<sup>th</sup> Grade of MTS YamidaGrobogon in Academic Year of 2009 / 2010’’ concluded that there is improve students’ understanding. The result treatment using flash score increased in pre cycle is 5,03, first cycle is 6,02, second cycle is 7,and third cycle is 8,5.<sup>44</sup>

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<sup>43</sup>GiriWahyuPrasetyo in his thesis ‘ ‘ The Effect of Using Word Card Game on the Eight Grade Students’ Tenses Mastery at SMPN 1 WonosariBondowoso in the Academic Year 2013 /2014’’

<sup>44</sup>SitiInayah in her thesis ‘ ‘ Using Flash Card To Improve Students’ Understanding on Present Continuous Tense ( An Classroom Action Research at the 7<sup>th</sup> Grade of MTS YamidaGrobogon in Academic Year of 2009 / 2010’’

Beside that in international journal ‘‘ Flash Cards Versus Animated Cartoons : A Comparative Study in Vocabulary Teaching and Learning ‘‘ concluded that to investigate the effect of using flash cards in comparison to educational cartoons on vocabulary learning of the intermediate English as a Foreign Language learners. After administering a vocabulary pretest all 44 participants of the study were randomly selected to form the experimental and comparison group of the study.<sup>45</sup>

### **C. Conceptual Framework**

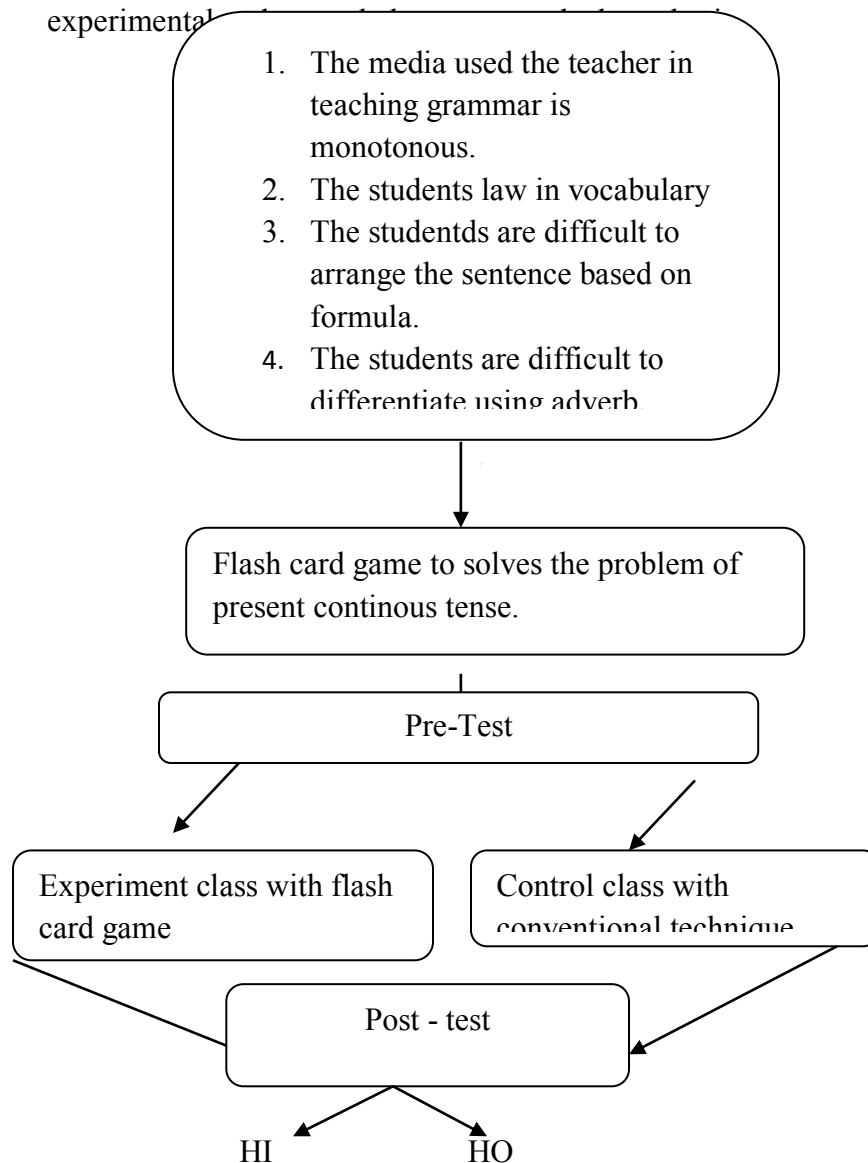
Conducting a method in teaching present continuous tense is the important thing that must be considered by the teacher to success the grammar process. The teacher must choose the suitable technique or method for the students to easier them in mastery present continuous tense in the classroom.

The researcher found the problems that , media used the teacher in teaching grammar is monotonous, the students low in vocabulary, the students are difficult to arrange the sentence based on formula, the students are difficult to differentiate using adverb. Therefore , in this research researcher used flashcard game technique to solve the problems. Before doing flashcardgame technique researcher gave pre-test to control and

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<sup>45</sup> Mohammad Reza Khodashenas, dkk ‘‘ Flash Cards Verses Animated Cartoons : A Comparative Study in Vocabulary Teaching and Learning’’ International Journal Vol 5 (4) ,April 2014 ( Assessed 20 June 2017 jam : 15.30 WIB

experimental class. After that, researcher taught present continuous tense with flash card game to experimental class, and the English teacher with conventional strategy to control class. Then, researcher gave post-test to both of class, experimental and control class. The last, researcher compared the present continuous tense result of pre-test and post-test between experimental



Pictures 2: The Pictures about the Process of Flashcard Game Technique.

#### **D. Hypothesis**

Hypothesis is the provisional result of the research. The hypotheses of this research were:

1. There was the significant effect of using flash card game on students' present continuous tense mastery at grade VIII SMP Negeri 4 Siabu ( $H_a$ ).

$$\mu_1 > \mu_2.$$

2. There was no significant effect of using flash card game on students' present continuous tense mastery at grade VIII SMP Negeri 4 Siabu ( $H_a$ ).

$$\mu_1 > \mu_2.$$

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Place and Time the Research

The location of this research is in SMP Negeri 4 Siabu. It is located in Medan-Padang Street, number 45, Siabu. The location is around of Simangambat. Its location is about 2 Km from the central city of Siabu to the southern area.

It is in the Southeast from Simangambat. The subject of research is at the grade VIII students at SMPNegeri4Siabu 2017/ 2018 Academic years. This research is done from arranging proposal until finishing the thesis.

#### B. Research Design

The kinds of this research is quantitative research with experimental method. John W. Creswell says that “ Experimental research included true experiment with the random assignment of subject to treatment condition as well as quasi experiment that use nonrandomized”.<sup>46</sup> In the other hand, SuharsimiArikunto stated that “ Experiment research is the research to know the causal effect relationships between one or more of experiment class that given treatment or one or more comparative class that is not given a treatment”.<sup>47</sup> According to Sugiyono, the characteristic

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<sup>46</sup>John W Creswell, *Research Design*, ( USA: Sage Publication, 2002), p.14

<sup>47</sup>SuharsimiArikunto, *ManajemenPenelitian*, ( Jakarta: RinekaCipta, 2003), p.272

of true experimental design is sample is used in the research. The sample for experimental class and control class is taken by using random technique. He stated that there are two kinds of true experimental design such as; pre-test only control design and pre-test-post test control group design. In this research, the researcher chooses the pre test- post test control group design. It can be seen the table below:

**Table I. Pre test- post test Control Group Design**

R	O <sub>1</sub>	X	O <sub>2</sub>
R	O <sub>3</sub>		O <sub>4</sub>

Notices :

R = The sample of the research

O<sub>1</sub> = Pre test in experimental class

O<sub>2</sub> = Post test in experimental class

X = Treatment

O<sub>3</sub> = Pre test in control class

O<sub>4</sub> = Post test in control class <sup>48</sup>

### C. Population and Sample

#### 1. Population

Population is very needed in a research. According to Gay and Airasian, population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generaliable. <sup>49</sup> Meanwhile, SuharsimiArikunto states that

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<sup>48</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2013), p.20

<sup>49</sup>SuharsimiArikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* ( Jakarta : Rineka Cipta, 2013 ), p. 367

population is all the subject of research. It means the population is the whole of students at grade VIII of SMP Negeri 4 SIABU.

Based on the quotation above, this research has been implemented in SMP Negeri 4 SIABU. The population of this research consist of 5 classes and these classes consist of 135 students. It can be seen from the table below :

**Table II. The Population of the Grade VIII Students of SMP Negeri 4 Siabu**

No.	Class	Male	Female	Total
1.	VIII-1	8	20	28
2.	VIII-2	9	18	27
3.	VIII-3	22	6	27
4.	VIII-4	10	17	23
5.	VIII-5	5	20	25
Total of students				135

## 2. Sample

Sample is representative whole of population.<sup>50</sup> A sample comprises the individuals, items, or events selected from a larger group referred to as a population. The purpose of sampling is to gain and to know information about the population by using the sample.

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<sup>50</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1997), p. 112.

In this research, the researcher used random sampling. Before used random sampling, the researcher used normality and homogeneity test to get sample that have similar competence. The researcher gave pre-test to three classes of the population. After that, the researcher chose two classes that homogeny and normal as the sample.

To determine the normality and homogeneity was done with the way like in the following.

a. Normality Test

In Normality test, the data can be tested with Chi-quadrante.<sup>51</sup>

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

Where:

$x^2$ =Chi-Quadrate

$f_o$ =Frequency is gotten from the sample/result of observation (questioner)

$f_h$ =Frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate the result of Chi- Quadrate uses significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 (dk=

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<sup>51</sup>Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal* (Jakarta: Bumi Aksara, 2003), p. 85.

k-3). If result  $x_{\text{count}}^2 < x_{\text{table}}^2$ . So, it can be concluded that data is distributed by normal.

b. Homogeneity Test

Homogeneity test was used to know whether control class and experimental class have the same variant or not. If the both of classes are same, it is can be called homogeneous. To test it, researcher used formula as follow:<sup>52</sup>

$$F = \frac{T_{\text{biggestvariant}}}{T_{\text{smallestvariant}}}$$

Where:

$n_1$  = Total of the data that bigger variant

$n_2$  = Total of the data that smaller variant

**D. Definition of Operational Variables**

The terms uses in this research are as follows:

1. Present Continuous Tense Mastery , is to know the meaning of words and able to enrich formula of tense it. in daily actvites, the next able to memorises vocabulary.
2. Flashcard Technique, is a technique to teach present continuous tense mastery which help students understand the meaning of words, and identify the formula of tenses.

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<sup>52</sup>*Ibid.* p. 250.

### E. Instrument of Collecting Data

Instrument was very important to support every research. This research makes test as the instrument to collect the data of students' present continuous tense mastery. The researcher used multiple choice test. According to Brown, multiple choice items, " which may on the surface appear to be simple items to construct."<sup>53</sup> It means that multiple choice test is suitable to test tenses mastery. In this research the test consisted of 20 questions. The tests had given for each student to find out the scores of each student's answer. The researcher gave 5 scores for each items and maximum scores of test was 100.

The indicator of present continuous tense mastery in pre-test and post-test can be seen in the following table :

**Table V. Indicator of Present Continuous Tense Mastery Pre-Test**

No	Indicator	Sub indicator	Item	Score	Number of item
1.	Simple present continuous tense	positive sentence	6	30	1, 8, 13, 18, 19, 20
		-negative sentence	5	25	2, 3, 4, 9, 14
		interrogativepositive	6	30	

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<sup>53</sup> H. Douglas Brown, *Language Assesment Practical and Language Practice*, ( Sanfrancisco: Longman, 2003), p.67

		interrogative negative	3	15	5, 6, 7, 10, 15, 17
		Total	20	100	11, 12, 16

**Table VI.Indicator of Present Continuous Tense Mastery Post-Test**

No	Indicator	Sub indicator	Item	Score	Number of item
1.	Simple present continuous tense	positive sentence	3	15	11, 12, 16
		-negative sentence	6	30	1, 8, 13, 18, 19, 20
		interrogative positive	5	25	2, 3, 4, 9, 14
		interrogative negative	6	30	5, 6, 7, 10, 15, 17
		Total	25	100	

### E. Validity

According to SuharsimiArikunto Validity is a measurement that shows the valid level an instrument.<sup>54</sup> In addition AnasSudijono said that validity is

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<sup>54</sup> SuharsimiArikunto, *ProsedurPenelitian suatu PendekatanPraktik* ( Jakarta: RinekaCipta, 2006), p.168

characteristic of the good test. It means that validity is a measurement to show the characteristic of good test.

In this research, the writer uses content validity to get the validity of instrument.

Content validity is of prime importance for achievement test. Content validity is determined by expert judgment of item and sample validity.<sup>55</sup>

To know the validity of items, researcher uses the correlation Biserial formula, as follow:<sup>56</sup>

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

Where:

$r_{pbi}$  = Number of index Correlation point Biserial

$Mp$  = Re-average of the score of the students answer correctly

$M_t$  = Re-average of the total score that achieved success by member of the test.

$SD_t$  = Standard of deviation

$P$  = Proportion of the students answer correctly

$P = \frac{\text{Total of the students answer correctly}}{\text{Total of the students}}$

$q$  = Proportion of the incorrect answer students

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<sup>55</sup>*Ibid.*, p. 161.

<sup>56</sup>AnasSudijono, *PengantarStatistikPendidikan* (Jakarta: Raja GrafindoPersada, 2008), p. 254.

Result of calculation by coefficient of correlation Biserial is determined if  $r_{pbi} > r_{table}$  With the significant level 5 % (0,374) with the table r product moment. So, the item is tested valid. In pre-test, there are 20 (twenty ) valid items and 5 (five) invalid items. In post-test, there are 20 (twenty) valid items and 5 (five) invalid items.

## **F. Procedures of Data Collection**

In completing the data, the researcher continued to the next step. The nextstep is collecting the data

The function of data collecting is to determine the result of the research in collecting, the researcher uses some steps. They are pre-test, treatment, and post-test.

### **a. Pre test**

Pre-test is conducted to find out the homogeneity of sample. The function of pre-test is to find the mean scores of the experimental class and control class before the researcher researcher give treatment to the experimental group. In this case, the researcher used some steps. They were:

- 1) The researcher prepared the test 20 items.
- 2) The researcher distributed the paper of the test to students of experimental class and control class.
- 3) The researcher explained what students to do.
- 4) The researcher gave times to student answer question.

- 5) The students answered the question.
- 6) The researcher collected of paper's students.
- 7) The researcher checked the answer of students and found the mean score of control and experimental class.

b. Treatment

After gave the pre-test, the researcher gave treatment to students. The experimental class received the treatment teach by used flashcard game technique and control class is teach by use conventional technique.

c. Post-test

After give the treatment, the researcher conducted a post-test which the different test with the pre-test. Also, it used to know the different score of experimental class and control class and the effect of treatment, whether it is an effect or not. Here, the researcher used some steps in give post-test. There are:

- 1) The researcher prepared the test 20 items.
- 2) The researcher distributed the paper of the test to students of experimental class and control class.
- 3) The researcher explained what the students to do.
- 4) The researcher gave times of students to answer question.
- 5) The students answered the question .

- 6) The researcher collected the test paper
- 7) The researcher checked the answer question of students.
- 8) Then, the researcher found the mean score of control and experimental class.

### G. Technique of Analyzing Data

In experimental design, the research pattern is being done toward experimental class and control class. After experimental process, two of classes were tested with using technique of data analysis as follow:

1. Requirement test
  - a. Normality test

In Normality test, the data can be tested with Chi-quadrante:<sup>57</sup>

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

Where:

$x^2$ = Chi-Quadrate

$f_o$ = Frequency is gotten from the sample/result of observation (questioner)

$f_h$ =Frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate the result of Chi- Quadrate, it was used significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 ( $dk= k-3$ ). If result  $x^2_{count} < x^2_{table}$ . So, the data is distributed are normal.

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<sup>57</sup>Mardalis, *Loc. cit.*

b. Homogeneity test

Homogeneity test is used to find homogeneity of the variances of each class. If the both of classes are same, it is can be called homogeneous. To test it, researcher used formula as follow:<sup>58</sup>

$$F = \frac{T_{\text{biggestvariant}}}{T_{\text{smallestvariant}}}$$

Where:

$n_1$  = Total of the data that bigger variant

$n_2$  = Total of the data that smaller variant

Hypothesis is rejected if  $F \leq F_{\frac{1}{2}\alpha(n_1-1)(1=n_2-1)}$  While, if  $F_{count} > F_{table}$

hypothesis is accepted. It determined with significant level 5% (0,05) and dk numerator is  $(n_1 - 1)$  while dk denominator is  $(n_2 - 1)$ .

2. Hypotheses test

In analysis data, researcher used t-test to test hypotheses, as follow:<sup>59</sup>

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma x_1^2 + \Sigma x_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

**Notes:**

**T** : The value which the statistical significance

**M<sub>1</sub>** : The average score of the experimental class

**M<sub>2</sub>** : The average score of the control class

**X<sub>1</sub><sup>2</sup>** : Deviation of the experimental class

**X<sub>2</sub><sup>2</sup>** : Deviation of the control class

**n<sub>1</sub>** : Number of experimental

**n<sub>2</sub>** : Number of control

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<sup>58</sup> *Ibid.*, p. 250.

<sup>59</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2006), p. 311.

## **CHAPTER IV**

### **THE RESULT OF RESEARCH**

As mentioned in earlier chapter, in order to evaluate the effect of flash card game technique on present continuous tense, the writer has calculated the data using pre test and post test. Applying quantitative analysis, the writer used the formulation of t-test. Next, the researcher described the data as follow:

#### **A. Description of Data**

##### **1. The Score of Pre-Test in Experimental Class**

The researcher gave the test to the students in experiment class in pre-test. Based on the students' answer in pre-test, the researcher has calculated the student's score. The total score of experimental class in pre-test. The total score was 1755, high score was 85, low score was 40, mean was 60.35, median was 56.64, range was 45, modus was 66.7, interval was 8, standard deviation was 13.23, and the last is variants was 3819.27. The calculation can be seen in appendix 6. Then, the researcher drawn the table in the following

**Table 10. The Score of Pre-Test in Experimental Class**

Total	1755
Highest score	85
Lowest score	40
Mean	60.35
Median	56.64
Modus	66.7
Range	45
Interval	8
Standard deviation	13.23
Variants	3819.27

. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

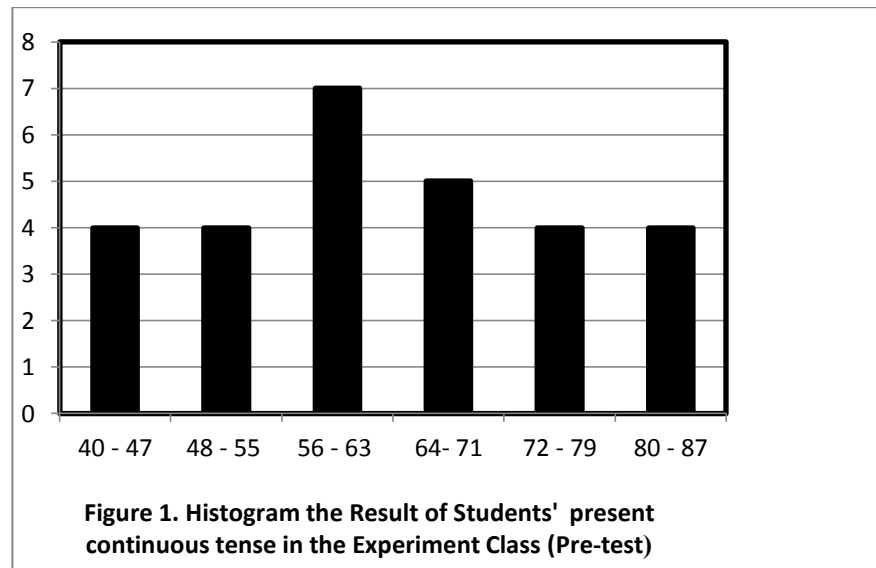
**Table 11. Frequency Distribution of Students' Score**

No	Interval	Frequency	Percentages
1	40-47	4	14.8%
2	48-55	4	14.8%
3	56-63	7	25.9%
4	64-71	5	18.5%
5	72-79	4	14.8%
6	80-87	4	14.8%
<i>i = 5</i>		27	

From the table above, the students score that is there in class interval between 40-47 was 4 students (14.8 %), class interval 48-55 was 4 students (14.8 %), class interval between 56-63 was 7 students (25.9%), class interval 64-71 was 5 students (18.5%), class interval 72-79

was 4 students (14.8%), the last class interval 80-87 was 4 students (14.8%).

Based on the table, it can be drawn at histogram as below:



From the histogram of students' score of experimental class in pre test shown that the lowest interval 40-47 was 4 students and the highest interval 80-87 was only 4 students. Histogram also shows that the highest frequency in interval 56-63.

## 2. The Score of Pre-Test in Control Class

The researcher also gave the test to the students in control class is pre-test. Based on the students' answer in pre-test, the researcher has calculated the students' score. The total score of control class in pre-test was 1755, researcher got the highest score was 80, the lowest score was 40, mean was 73.5, median was 48.3, modus was 47.5, range was 40, interval was 8,

standard deviation was 9.918. And the last variant was 4112.05. The calculation can be seen in appendix 12 part 1. Then, the researcher drawn the table in the following:

**Table 12. The Score of Pre-Test in Control Class**

Total	1755
Highest score	80
Lowest score	40
Mean	73.5
Median	48.31
Modus	47.5
Range	40
Interval	8
Standard deviation	9.919
Variants	4112.05

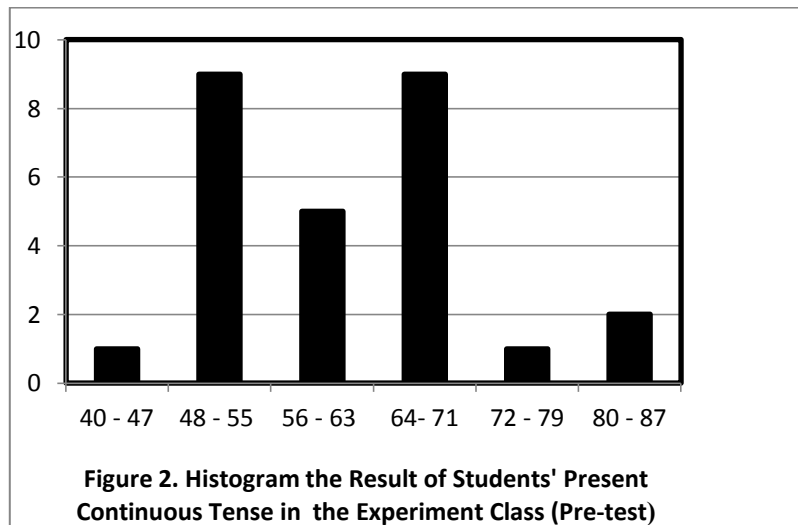
Based on the table sum of score in control class was. The calculation can be seen in appendix 6. Then, the researcher drawn the table sum in the foll the computed of the frequency distribution of the students' score of group experimental class in pre-test can be applied in to table frequency distribution as follows:

**Table 13. Frequency Distribution of Students' Score**

No	Interval Class	F	Percentages
1	40 – 47	1	3.70%
2	48 – 55	9	33,3%
3	56 – 63	5	18.5%
4	64 – 71	9	33.3%
5	72 – 79	1	3.70%
6	80 – 88	2	7.40 %
<i>i</i> = 8		27	

From the table frequency distribution above shown that the students' score that is there in class interval between 40-47 was 1 students (3.70 %), class interval 48-55 was 9 students (33.3%), class interval 56-63 was 5 students (18.5 %), class interval 64-71 was 9 students (33.3%), class interval 72-79 was 1 student, class interval 80-87 was 2 students (7.40%).

Based on the table, it can be drawn at histogram as below:



From the histogram of students' score of experimental class in pre test shown that the lowest interval 40-47 was 1 students and the highest interval 80-87 was only 2 students. Histogram also shows that the higher frequency in interval 48-55 and 64-71.

## B. Description of Data

### 1. The Score of Post-Test in Experimental Class

The researcher got the result from the last test has been answered by the students. The researcher gave a post-test after did a treatment is flashcard game technique to the students in experimental class. Based on the students' answer in pos-test. The researcher has calculated the students' score. The total score of experimental class in post-test waswas 2145, researcher got the highest score was 95, the lowest score was 70, mean was 80.5, median was 82.64, modus was 80.83, range was 25, interval was 4, standard deviation was 33.02, and the last variant was 6859.44. the calculation can be seen in appendix 12 part 1. Then, the researcher drawn the table sum in the following :

**Table 14. Score of Experimental Class in Post-Test**

Total	2145
Highest score	95
Lowest score	70
Mean	80,5
Median	82.64
Modus	80.83
Range	25
Interval	4
Standard deviation	6.43
Variant	6859.44

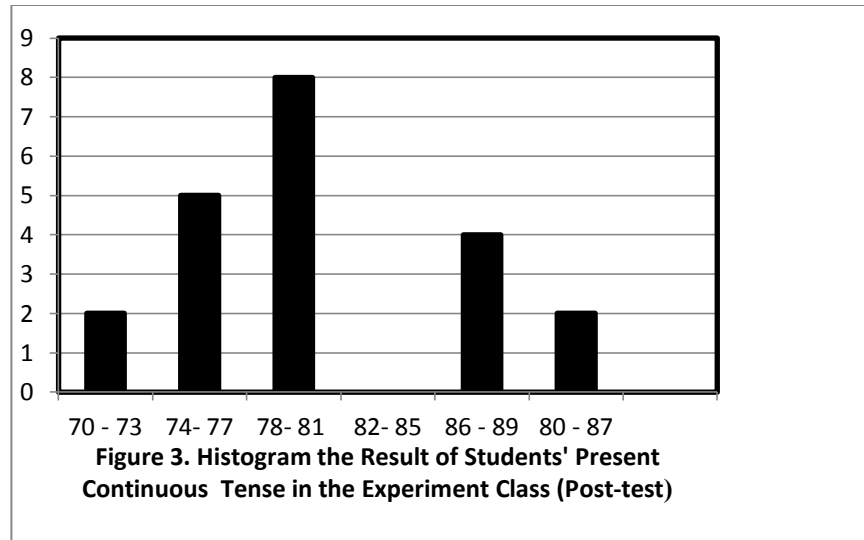
Then, the computed of the frequency distribution of the students' score in post test of group can be applied in to table frequency distribution as follows:

**Table 15. The Frequency Distribution of Students' Score**

No	Interval Class	F	Percentages
1	70 – 73	2	7.40%
2	74 – 77	5	18.5%
3	78 – 81	8	29.6%
4	82 – 85	0	0 %
5	86 – 89	4	14.8%
6	90 – 93	4	14.8%
7	94 – 97	4	14.8%
<i>i</i> = 4		27	

From the table frequency distribution above shown that the students score is there in class interval between 70-73 was 2 students (7.40 %), class interval 74-77 was 5 students (18.5%), class interval 78-81 was 8 students (29.6%), class interval 82-85 was 0 students (0 %), class interval 86-89 was 4 students (14.8%), class interval 90-93 was 4 students (14.8%) the last class interval 94-97 was 4 students (14.8 %).

Based on the table, it can be drawn at histogram as below:



From the histogram of students' score of experimental class in post-test shown that the lowest interval 70-73 was 2 students and the highest interval 94-97 was only 4 students. Histogram shows that the higher frequency in interval 78-81.

## 2. The Score of Post-Test in Control Class

The researcher also gave the test to the students in control class is post-test. Based on the students' answer in post-test, the researcher has . The total score of control class in post-test was 1470, mean was 47.75, modus was 59.5, median was 60.33, researcher got the highest score was 70 and the lowest score was 40, and the last standard deviation was 23.5. The calculation can be seen in the appendix 15 part 2. Then, the researcher drawn the table sum in the following:

**Table 16. The Score of Control Class in Post-Test**

Total	1470
Highest score	70
Lowest score	40
Mean	47.75
Median	60.33
Modus	59.5
Range	30
Interval	5
Standard deviation	23.5
Variant	3190.21

Next, the calculation of how to get it can be seen in the appendix 15 part 2. The computed of the frequency distribution of the student's score in post-test can be applied in to table frequency distribution as follows:

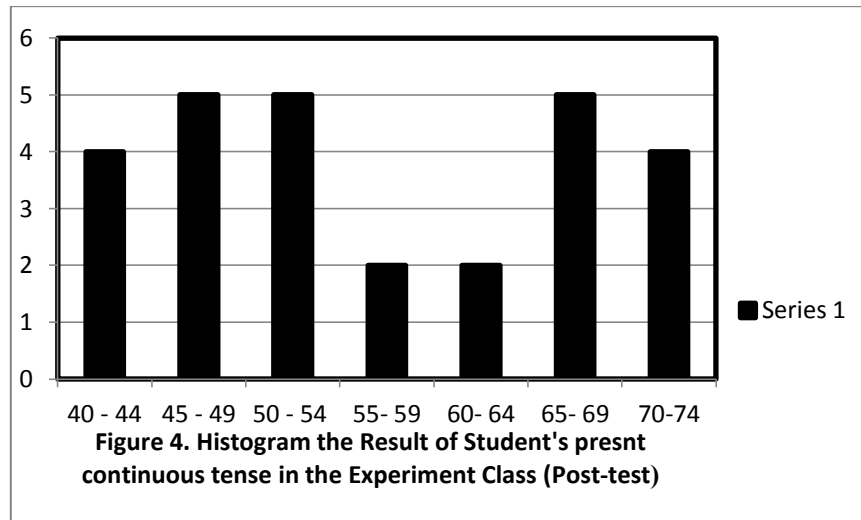
**Table 17. Frequency Distribution of Students' Score**

No	Interval Class	F	Percentages
1	40 – 44	4	14.8%
2	45 – 49	5	18.5%
3	50 – 54	5	18.5%
4	55 – 59	2	7.40%
5	60 – 64	2	7.40%
6	65 – 69	5	18.5%
7	70 – 74	4	14.8%
$i = 5$		27	

From the table frequency distribution above shown that the students score is there in class interval between 40-44 was 4 students (14.8%), class interval 45-49 was 5 students (18.5%), class interval 50-54 was 5 students

(18.5%), class interval 55-59 was 2 students (7.40%), class interval 65-69 was 5 students (18.5%), the last class interval 70-74 was 4 students (14.8%).

Based on the table, it can be drawn at histogram as below:



From the histogram of students' score of control class in post-test shown that the lowest interval 55-59 was 2 students and interval 60-64 was 2 students and the highest interval 45-49 was 5 students, 50-54 was 5 students, 65-69 was 5 students.

Next, from calculation the post test above the researcher concluded that in experimental class many students got the increasing score than from control class. And the score in experiment class is higher than in control class.

## C. Technique of Data Analysis

### 1. Requirement test

#### a. Normality and Homogeneity Pre-Test

##### 1) Normality of Experimental Class and Control Class in Pre-Test

The process calculated normality and homogeneity. The researcher has calculated the score of experiment class  $L_o=1.64 < L_t=7.815$  with  $n =27$  and control class  $L_o=4.15 < L_t=7.815$  with  $n =27$ , and real level  $\alpha 0.05$ . Cause  $L_o < L_t$  in the both class. So,  $H_o$  was accepted. It means that experiment class and control class were distributed normal. The calculation can be seen in appendix 14 and 15. Then, the researcher drawn the table sum in the following :

**Table 18. Normality and Homogeneity in Pre-Test**

Class	Normality Test		Homogeneity Test	
	$t_{count}$	$t_{table}$	$t_{count}$	$t_{table}$
Experiment Class	1.64	7.815	1.07 < 1.701	
Control Class	4.15	7.815		

##### 2) Homogeneity of Experimental Class and Control Class in Pre-test

Then, the coefficient of  $F_{count} = 1.07$  was compared with F table. Where F table was determined at real  $\alpha =0.05$ , and the same numerator  $dk =N-1= 27-1=26$  and denominator  $dk N-1= 27-1= 26$ . So, by using the list of critical value at F distribution is got  $F_{0.05} =$

1.707. It showed that  $F_{\text{count}} (1.07) < F_{\text{table}} (1.707)$ . So, it could be concluded that the variant from the data of the students' present continuous tense at SMP Negeri 4 Siabu by experimental and control class in pre-test was homogeny. The calculation can be seen on the appendix 12.

#### b. Normality and Homogeneity Post Test

- 1) Normality of experimental class and control class in Post-test

**Table 19. Normality and homogeneity in post-test**

Class	Normality Test		Homogeneity Test	
	$t_{\text{count}}$	$t_{\text{table}}$	$t_{\text{count}}$	$t_{\text{table}}$
Experiment Class	6.38	7.815	2.150 < 5.991	
Control Class	-5.5	7.815		

Based on the table above researcher calculation, the score of experimental class  $Lo=6.38 < Lt=7.815$  with  $n=27$  and control class  $Lo=-5.5 < Lt=7.815$  with  $n=27$ , real level  $\alpha$  was 0.05, Cause  $Lo < Lt$  in the both class. So,  $H_a$  was accepted, it means that experiment class and control class were distributed normal. The calculation could be seen on the appendix 14 and 15.

## 2) Homogeneity of Experimental Class and Control Class in Post-Test

Then, the coefficient of  $F_{\text{count}} = 2.150$  was compared with  $F$  table. Where  $F$  table was determined at real  $\alpha = 0.05$ , and the same numerator  $dk = N-1 = 27-1=26$  and denominator  $dk N-1 = 27-1=26$  So, by using the list of critical value at  $F$  distribution was got  $F_{0.05} = 5.991$ . It showed that  $F_{\text{count}} (2.150) < F_{\text{table}} (5.991)$ . So, it could be concluded that the variant from the data of the students' ability in Students' present continuous tense at SMP Negeri 4 Siabu by experimental and control class in post test was homogeny. Researcher calculate it could be seen on the appendix 16.

## 2. Hypotheses Testing

The data would be analyzed to prove hypothesis by using formula of  $t$ -test. Hypothesis alternative ( $H_a$ ) of research was "There is the Effect of Flash card Game Technique on Present Continuous Tense Mastery at Grade VIII Students of SMPNegeri 4 Siabu. The result of the researcher calculation could be seen as in the following table:

**Table 20. Result of T-test from the Both Averages**

Pre-test		Post-test	
$t_{\text{count}}$	$t_{\text{table}}$	$t_{\text{count}}$	$t_{\text{table}}$
-0.337	1.67	1.71	1.67

The test hypotheses have two criterias, the first, if  $t_{\text{count}} < t_{\text{table}}$  is null hypotheses ( $H_0$ ), it is rejected. The second, if  $t_{\text{count}} > t_{\text{table}}$  is the alternative hypotheses ( $H_a$ ), it is accepted. Based on the calculation researcher found that  $t_{\text{count}}$  was 1.71 and  $t_{\text{table}}$  was 1.67.  $t_{\text{count}}$  was bigger than  $t_{\text{table}}$  was 1.67. The hypothesis ( $H_a$ ) is accepted and a null hypothesis ( $H_0$ ) is rejected.

Clearly, a technique has effect to students' present continuous tense. . Flashcard is general learning technique. There are some other technique such as picture, dominoes, flash card, and other. But the researcher only researches Flash card. If flashcard game technique implementation give the significant effect. The using of technique must be appropriate with aspect and material in teaching learning process. From the explanation above, the students' present continuous tense by using Flashcard is better than conventional technique. It described the mean score of experiment class by using Flash card was 80.5, and mean score of control class in using Conventional technique was 47.75. So, there is the effect of flash card game technique on students' present continuous tense.

### **C. Discussion**

Based on the theory and related findings, the researcher discuss what was found. First, Giri Wahyu Prasetyo with title : ‘‘ The Effect of Using Word Card Game on the Eight Grade Students’ Tenses Mastery at SMPN 1 Wonosari Bondowoso in the Academic Year 2013/2014’’ concluded that there was significant effect of using word card game to tenses mastery. The result of

probability value in significant (2-tailed) was less than 0.05(  $0,00 < 0.05$ ) and t-test value was higher than t-table (  $7.072 > 2.093$ ).<sup>60</sup>

Next, is research that is done by Siti Inayah with title “ Using Flashcard to Improve Students’ Understanding on Present Continuous Tense (An Classroom Action Research at the 7<sup>th</sup> Grade of MTs Yamida Grobogon in Academic Year of 2009/ 2010” concluded that there is improve students’ understanding. The result treatment using flashcard score increased in pre cycle is 5.03, first cycle is 6.02, second cycle is 7, and third cycle is 8.5.<sup>61</sup>

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<sup>60</sup> Giri Wahyu Prasetyo in the thesis “ ’ The Effect of Using Word Card Game on the Eight Grade Students’ Tenses Mastery at SMPN 1 Wonosari Bondowoso in the Academic Year 2013/2014”

<sup>61</sup> Siti Inayah in her thesis “ ’ Using Flashcard To Improve Students’ Understanding on Present Continuous Tense ( An Classroom Action Research at the 7<sup>th</sup> Grade of MTS Yamida Grobogon in Academic Year of 2009/2010”

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

Based on the result of the research and calculation of the data, the researcher got the conclusion that Flash card game technique has the effect on students' present continuous tense. It can be seen from the result of data analysis that has described in the previous chapter. From the calculation of  $t_{count}$  is 1.71 while  $t_{table}$  score is 1.67. Researcher concluded the hypotheses was accepted because  $t_{count}$  bigger than  $t_{table}$  ( $1.71 > 1.67$ ). In which the mean score of experimental class was bigger than control class ( $80.5 > 56.64$ ). So, there is effect of Flashcard game technique on students' present continuous tense at grade VIII SMP Negeri 4 Siabu.

#### B. SUGGESTION

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the researcher has suggestion to:

1. The Principal of SMP Negeri 4 Siabu, to motivate the teacher, especially English teachers to teach as well as possible by maximizing the using of Flash

card game technique because through this research, it was significantly proven that this technique increased the students' present continuous tense.

2. The English teacher, to increase the students' achievement in learning English, especially in increasing the students' achievement in present continuous tense. One of the efficient and effective that can increase present continuous tense was through Flashcard game technique.
3. Other researcher, the findings of this research was subject matters which can be developed largely and deeply by adding other variables or enlarges the samples.

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## **CURRICULUM VITAE**

### **A. Identity**

Name : EMMI HAYATI  
Reg.Number : 14 203 00034  
Place / Birthday : Simangambat/ October, 10<sup>th</sup>, 1995  
Sex : Female  
Religion : Islam  
Address : Simangambat

### **B. Parents**

Father'sName : RAJA ADIL MUDA  
Mother'sName : KHODIJAH HANNUM

### **C. Educational Background**

1. Graduated from Elementary School SD Negeri 144449 (2004)
2. Graduated from junior High School MTSN 1 Siabu (2011)
3. Graduated from Senior High School MAN 1 Siabu (2014)
4. Padangsidempuan State Institute for Islamic Studies (IAIN) (2018)

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP) EXPERIMENT CLASS**

<b>Satuan Pendidikan</b>	<b>: SMP Negeri 4 Siabu</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/Semester</b>	<b>: VIII/II</b>
<b>Materi pokok</b>	<b>: Present Continuous Tense( school activities )</b>
<b>Alokasi Waktu</b>	<b>: 2 x 40 menit</b>

### **A. Kompetensi Inti**

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, damai), dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social.
- KI 3 :Memahami, menerapkan, menganalisis pengetahuanfaktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
- KI 4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif dalam menggunakan metode sesuai kaidah keilmuan.

### **B. Kompetensi Dasar**

- 3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal sesuai dengan penggunaannya.
- 4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal.

### **C. Indikator Pencapaian Kompetensi**

- 3.11.1 Siswa dapat mengidentifikasi defenisi, pola, dan penggunaan dari present continuous tense.
- 3.11.2 Siswa dapat menyusun bentuk kalimat positive, negative, tanya, dan jawaban singkat dengan menggunakan present continuous tense.
- 4.15.1 Siswa dapat menangkap makna suatu gambar yang didalam nya mengandung present continuous tense.

### **D. Materi Pembelajaran**

- Fungsi sosial
  - Meneladani, membanggakan, bertindak teratur, dan disiplin,
- Struktur teks
  - Menyebutkan tindakan / peristiwa/ kejadian secara umum.

### E. Kegiatan Pembelajaran.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru memberi salam</li> <li>2. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa dan absensi</li> <li>3. Guru memberikan motivasi, yel-yel dan apersepsi</li> <li>4. Guru menjelaskan tujuan pembelajaran atau kompetensindasar yang akan dicapai</li> </ol>	15 menit
Inti	<p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>1. Siswa membaca / mendengar kalimat yang di dalamnya terdapat bentuk kalimat present continuous tense</li> <li>2. Siswa mengamati struktur dan unsur kebahasaan dari teks tersebut</li> <li>3. Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri-ciri dan struktur kalimat present continuous tense</li> </ol> <p><b>Menanya</b></p> <ol style="list-style-type: none"> <li>1. Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan penggunaan kalimat present continuous tense pada masa waktunya dalam bahasa inggris dengan yang ada dalam bahasa indonesia, kemungkinan menggunakan ungkapan lain.</li> </ol> <p><b>Mengekplorasi</b></p> <p>Guru menggunakan media flashcard dalam bentuk flashcard sentence</p> <ol style="list-style-type: none"> <li>1. Dengan bimbingan guru, peserta didik dibagi kedalam beberapa kelompok diskusi untuk menyusun kalimat present continuous tense</li> <li>2. Guru memberikan flashcard yang sama kepada masing-masing kelompok untuk dijadikan topik dalam menyusun kalimat present continuous tense</li> <li>3. Guru memberi instruksi kepada peserta didik</li> </ol>	

	<p>untuk menggambarkan flashcard sebanyak mungkin kalimat yang memungkinkan menggunakan present continuous tense. Kalimat harus benar secara tata bahasa dan akurat menggambarkan apa yang terjadi dalam gambar</p> <p>4. Peserta didik berdiskusi dan menggambarkan ide yang berhubungan dengan flashcard.</p> <p><b>Mengasosiasi</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik menuliskan hasil diskusi mereka</li> <li>2. Guru meyakinkan kembali kepada masing-masing siswa dalam kelompok dan bertanggung jawab atas kalimat yang sudah ditulis dalam kelompoknya</li> </ol> <p><b>Mengkomunikasikan</b></p> <ol style="list-style-type: none"> <li>1. Masing-masing kelompok perwakilan membacakan hasil diskusinya di depan kelas</li> <li>2. Kelompok yang mempunyai kalimat paling banyak dan banyak betulnya adalah sebagai pemenang.</li> </ol>	
Penutup	<ol style="list-style-type: none"> <li>1. Bersama siswa membuat simpulan tentang materi/ hal-hal yang telah dipelajari (post-test)</li> <li>2. Guru mengucapkan salam dan menutup pertemuan</li> </ol>	15 menit

#### **F. Media dan Sumber Belajar**

Media : Flashcard, beberapa lembar contoh kalimat yang mengandung present present continuous tense

Sumber Belajar :

1. Buku Bahasa Inggris kelas VIII SMP
2. English Dictionary
3. Papan Tulis
4. Spidol
5. Dan buku relevan yang lainnya

### **G. Penilaian**

Bentuk : test tertulis

Teknik : siswa ditugaskan untuk memilih jawaban yang benar

Taksiran : ketepatan dalam menjawab

#### Rubrik Penilaian

- a. Jumlah soal : 20
- b. Nilai per nomor : 5
- c. Total nilai  $5 \times 20 = 100$
- d. Nilai maksimal = 100

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CONTROL CLASS**

<b>Satuan Pendidikan</b>	<b>: SMP Negeri 4 Siabu</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/Semester</b>	<b>: VIII/II</b>
<b>Materi pokok</b>	<b>: Present Continuous Tense( daily activities )</b>
<b>Alokasi Waktu</b>	<b>: 2 x 40 menit</b>

### **C. Kompetensi Inti**

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, damai), dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social.
- KI 3 :Memahami, menerapkan, menganalisis pengetahuanfaktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
- KI 4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif dalam menggunakan metode sesuai kaidah keilmuan.

### **D. Kompetensi Dasar**

- 3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal sesuai dengan penggunaannya.
- 4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal.

### **C. Indikator Pencapaian Kompetensi**

- 3.11.1 Siswa dapat mengidentifikasi defenisi, pola, dan penggunaan dari present continuous tense.
- 3.11.2 Siswa dapat menyusun bentuk kalimat positive, negative, tanya, dan jawaban singkat dengan menggunakan present continuous tense.
- 4.15.1 Siswa dapat menangkap makna suatu gambar yang didalamnya mengandung present continuous tense.

### **D. Materi Pembelajaran**

- Fungsi sosial
  - Meneladani, membanggakan, bertindak teratur, dan disiplin,
- Struktur teks
  - Menyebutkan tindakan / peristiwa/ kejadian secara umum.

### E. Kegiatan Pembelajaran.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> <li>5. Guru memberi salam</li> <li>6. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa dan absensi</li> <li>7. Guru memberikan motivasi, yel-yel dan apersepsi</li> <li>8. Guru menjelaskan tujuan pembelajaran atau kompetensidasar yang akan dicapai</li> </ol>	15 menit
Inti	<p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>4. Siswa membaca / mendengar kalimat yang di dalamnya terdapat bentuk kalimat present continuous tense</li> <li>5. Siswa mengamati struktur dan unsur kebahasaan dari teks tersebut</li> <li>6. Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri-ciri dan struktur kalimat present continuous tense</li> </ol> <p><b>Menanya</b></p> <ol style="list-style-type: none"> <li>2. Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan penggunaan kalimat present continuous tense pada masa waktunya dalam bahasa inggris dengan yang ada dalam bahasa indonesia, kemungkinan menggunakan ungkapan lain.</li> </ol> <p><b>Mengekplorasi</b></p> <ol style="list-style-type: none"> <li>1. Siswa mendengarkan dan menyaksikan banyak contoh interaksi dari pola kalimat present continuous tense yang diajarkan dengan menggunakan media flashcard dalam bentuk drill. Implementation :               <ol style="list-style-type: none"> <li>a) Showing the flashcard of painting the wall.</li> <li>b) Asking the class “ what is Rudy doing in this flashcard?”</li> </ol> </li> </ol>	60 menit

	<p>c) Then asking again by showing another flashcard, ‘‘ is he painting the wall ?’’</p> <p>d) The students respond, ‘‘ yes, he is painting the wall’’</p> <p>e) Next asking again by showing another flashcard and the students have to respond the question;s researcher based on the flascard.</p> <p><b>Mengasosiasi</b></p> <ol style="list-style-type: none"> <li>1. Siswa membandingkan ungkapan kata kerja yang telah dipelajari dengan ungkapan lainnya</li> <li>2. Siswa membandingkan antara kata kerja dalam bahasa inggris dengan kata kerja dalam bahasa indonesia</li> <li>3. Siswa memperoleh balikan ( feedback) dari guru dan teman tentang present continuous tense yang digunakan</li> </ol> <p><b>Mengkomunikasikan</b></p> <ol style="list-style-type: none"> <li>1. Siswa membuat cerita beruntun terhadap tokoh terkenal dengan menggunakan bahasa inggris dengan pola present continuous tense dengan unsur kebahasaan yang sesuai dengan pola strukturnya</li> <li>2. Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi tentang kalimat present continuos tense</li> </ol>	
Penutup	<ol style="list-style-type: none"> <li>3. Bersama siswa membuat simpulan tentang materi/ hal –hal yang telah dipelajari ( post-test)</li> <li>4. Guru mengucapkan salam dan menutup pertemuan</li> </ol>	15 menit

#### F. Media dan Sumber Belajar

Media : Flashcard, beberapa lembar contoh kalimat yang mengandung present present continuous tense

Sumber Belajar :

1. Buku Bahasa Inggris kelas VIII SMP
2. English Dictionary
3. Papan Tulis
4. Spidol
5. Dan buku relevan yang lain nya

### **G. Penilaian**

Bentuk : test tertulis

Tekhnik : siswa ditugaskan untuk memilih jawaban yang benar

Taksiran : ketepatan dalam menjawab

Rubrik Penilaian

- a. Jumlah soal : 20
- b. Nilai per nomor : 5
- c. Total nilai  $5 \times 20 = 100$
- d. Nilai maksimal = 100

## APPENDIX 3

### PRE -TEST






#### 1. Pengantar

Tes ini bertujuan untuk menjangring data dari siswa/ i mengenai students grammar mastery in present continuous tense dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini .

#### 2. Petunjuk

1. Bacalah pertanyaan berikut dengan seksama
2. Jawablah pertanyaan di bawah ini dengan tepat
3. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

Choose the correct answer from a, b, c, d. Using present continuous tense based on the picture provided !

1.  She is ..... in the garden  
Right now  
a. throw  
b. shooting  
c. shoot  
d. threw
2.  She..... eating , but she is cooking in the kitchen now  
a. Are not  
b. Is not  
c. Will not  
d. Did not
3.  The policeman ..... opening a car in the street at the time  
a. Are not  
b. Is not  
c. am not  
d. Pushing
4.  Mutiah ..... giving, but she is throwing a rubbish at the time  
a. Is not  
b. Am not  
c. Does  
d. Are not
5.  ..... Harmein closing the window at the moment ?

- a. Am
- b. Is
- c. Did
- d. Does



- ..... They cutting a cakee at the moment
- a. are
  - b. am
  - c. Cut
  - d. is



- ..... Putri walking slowly at the moment
- a. is
  - b. am
  - c. Walking
  - d. are



- My mother is ,..... a glass of water at the moment
- a. Eating
  - b. drinking
  - c. Drink
  - d. Ate



- ..... she writing sholawat nabi in the contest now ?
- a. Am not
  - b. Is not
  - c. Are not
  - d. singing



- ... he washing some clothes in the bath room at now ?
- a. Are
  - b. Is
  - c. Am
  - d. Did



- ..... they talking a Al Quran at the moment ?
- a. Is not
  - b. Are not
  - c. Did not
  - d. Am not



- ..... he cleaning some clothes at now ?
- a. Is not
  - c. Did not

b. Are not

d. Am not

13.



She is..... in the yard at right now

a. cleaned

c. sweep

b. brushing

d. Sweeping

14.



The cat ..... walking quickly at the moment

a. is not

c. are not

b.walking

d. am not

15.



..... Maryam growing a beautiful flower in beside her house

a. am

c. are

c. Is

d. Clean

16.



.....rina cutting a shirt at right now ?

a. Does

c. Is not

b. am

d. Did

17.



..... Wulan brushing some plates at the moment?

a. Is

c. was

b. are

d. am

18.




She is ..... a car slowly at the moment

a.driving

c. using

b.brought

d. Drove


19.  She is .... a gift to her at the moment

a .giving

c. putting

b.give

d. Put

20.  She is ..... in the pool at the moment

a .swimming

c. swim

b. swam

d. jumping

**Padangsidimpuan,**

**2018**

**Validator**

**Researcher**

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**APPENDIX 4  
POS- TEST**

**3. Pengantar**

**Tes ini bertujuan untuk menjaring data dari siswa/ i mengenai students grammar mastery in present continuous tense dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini .**


**4. Petunjuk**


**4. Bacalah pertanyaan berikut dengan seksama**


**5. Jawablah pertanyaan di bawah ini dengan tepat**


**6. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.**


**Choose the correct answer from a, b, c, d. Using present continuous tense based on the picture provided !**

- 1  They ..... throwing basket ball in the field at the moment  
a. Are not  
b. are  
c. Am not  
d. Is not

- 2  ..... they meeting in the office right now ?  
a.are  
b.is  
c. was  
d. does

- 3  ..... he singing a song Indonesia Raya at this morning ?  
a.am  
b.is  
c. are  
d. Is not

- 4  .... the teacher checking their task at the moment ?  
a.are  
b.is  
c. Was  
d. am

- 5  ..... she reading exercise in the class room at the moment ?  
a. writing  
b. is not  
c. Are not  
d. Am not



6. .... she calling number handphone students at the moment ?

- a. are not
- b. were not
- c. Is not
- d. are



7. .... she reading some books in the library at the moment ?

- a. are not
- b. is not
- c. choosing
- d. Am not



8. Hamzah ..... making a gift, but Hamzah giving a gift to the teacher

- a. are not
- c. Giving

b. is not

d. Will not

9. Yusup ... opening a book in the class room at the moment ?



- a. am not
- b. is not
- c. was not
- d. Are not



10. .... she brushing the class room at the moment ?

- a. am not
- b. are not
- c. Is not
- d. Were not

11. she is ..... teacher explanations in the class at the moment



- a. write
- b. reading
- c. Writing
- d. read

12. they are .... plants in the vase at the moment



- a. planting
- b. plant
- c. growing
- d. grow

13. he ..... playing foot ball , but he is playing basket ball now









- a. are not
- b. was not
- c. Is not
- d. am not

14. ....she reading a ensiclovedia in the library at the moment ?



- a. is
- b. writing
- c. am
- d. are

15.  ..... they chatting loudly in the cottage at the moment ?  
 a. are not  
 b. was not  
 c. Am not  
 d. Did not
16.  An nisa is ... a whiteboard in the class room at the moment  
 a. am  
 b. cleaning  
 c. Writing  
 d. Is cleaning
17.  ..... they opening a view in the drawing book at the moment ?  
 a. are not  
 b. is not  
 c. Is  
 d. drawing
18.  the teacher showing a skeleton the five basic principles of the RI now  
 a. is not  
 b. giving  
 c. Are not  
 d. Am not
19.  They are ..... ceremony in this Monday at the moment  
 a. Playing guitar  
 b. Are not  
 c. Is not  
 d. Am not
20.  he ..... closing a book , but he is opening a boo now  
 a. is not  
 b. am not  
 c. Are not  
 d. Was not

**Padangsidimpuan,**

**2018**

**Validator**

**Researcher**

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**Appendix 5**  
**Key Answer of Pre-Test**

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

11. B
12. A
13. D
14. A
15. C
16. C
17. A
18. A
19. A
20. A

**Key Answer of Post-Test**

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

11. C
12. A
13. C
14. A
15. A
16. B
17. A
18. A
19. A
20. A

## Appendix 6

### SCORE OF PRE TEST

The scores in the following table are the result of students' present continuous tense in pre-test:

a. VIII<sub>1</sub>

No	Students Initial Name	X <sub>i</sub>	X <sub>i</sub> <sup>2</sup>
1	DR	40	1600
2	AKH	40	1600
3	PAH	40	1600
4	AS	45	2025
5	AR	50	2500
6	DK	50	2500
7	FS	55	3025
8	HS	55	3025
9	MD	60	3600
10	MS	60	3600
11	LSH	60	3600
12	AF	60	3600
13	JH	60	3600
14	AFS	60	3600
15	RWS	60	3600
16	RW	65	4225
17	NM	65	4225
18	NP	65	4225
19	MY	70	4900
20	MS	70	4900
21	RK	75	5625
22	YR	75	5625
23	HPS	75	5625
24	KHL	75	5625
25	ESD	80	6400
26	NHN	80	6400
27	SRH	80	6400
28	MH	85	7225
Total		1755	103183

**b. VIII<sub>2</sub>**

No	Students Initial Name	$X_i$	$X_i^2$
1	AS	40	1600
2	AD	50	2500
3	AM	50	2500
4	AMJ	50	2500
5	LS	50	2500
6	ASR	55	3025
7	JL	55	3025
8	MZ	55	3025
9	MIS	55	3025
10	MSD	55	3025
11	MSA	60	3600
12	MUD	60	3600
13	DAL	60	3600
14	MASL	60	3600
15	NAZ	60	3600
16	SA	65	4225
17	SR	65	4225
18	EJN	65	4225
19	MLN	65	4225
20	ASN	70	4900
21	JS	70	4900
22	RJR	70	4900
23	MSR	70	4900
24	KTT	70	4900
25	ITN	75	5625
26	EKI	80	6400
27	ESN	80	6400
	Total	1660	106975

c. VIII<sub>3</sub>

No	Students Initial Name	$X_i$	$X_i^2$
1	AM	40	1600
2	AS	40	1600
3	AD	50	2500
4	AH	50	2500
5	FR	50	2500
6	NR	50	2500
7	WS	50	2500
8	ERLN	55	3025
9	NRH	55	3025
10	DN	60	3600
11	LM	60	3600
12	YS	60	3600
13	MKH	60	3600
14	MST	60	3600
15	NH	60	3600
16	NBJ	65	4225
17	NH	65	4225
18	LL	65	4225
19	HPS	65	4225
20	PA	65	4225
21	PMN	65	4225
22	RH	70	4900
23	SW	75	5625
24	TD	75	5625
25	KR	80	6400
26	IZU	80	6400
27	AAR	85	7225
	Total	1655	92075

## Appendix 7

Calculation of  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$  in Pre Test

### A. Calculation of Pre Test

#### 1. Means score from score total ( $M_t$ )

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

$$M_t = \frac{399}{27} = 14.80$$

#### 2. Standard Deviation ( $SD_t$ )

$$SD_t = \sqrt{\frac{\sum X_t^2}{N} - \left(\frac{\sum X_t}{N}\right)^2}$$

$$SD_t = \sqrt{\frac{6561}{27} - \left(\frac{399}{27}\right)^2}$$

$$SD_t = \sqrt{243 - 14.80^2}$$

$$SD_t = \sqrt{243 - 219.04} = \sqrt{23.98} = 4.897$$

#### 3. Means Score ( $M_p$ )

**Item 1**  $M_{p1} = \frac{\text{the total of students score that true item answer}}{n1}$

$$= \frac{17+21+19+15+20+19+8+18+20+18+19+18+19+18+17+16+18+20+18+7}{17}$$

$$M_{p1} = \frac{278}{17} = 16.36$$

**Item 2**  $M_{p2} = \frac{\text{the total of students score that answer true item}}{n2}$

$$M_p = \frac{17+21+19+15+20+19+8+13+19+19+20+18+19+18+19+18+7+16+18+17+8+20+18+19+18+19+18+7+16+18+17+8+20+18}{21}$$

$$M_{p2} = \frac{339}{21} = 16.15$$

**Item 3**  $M_{p3} = \frac{\text{the total of students score that answer true item}}{n3}$

$$M_{p3} = \frac{17+21+19+15+20+19+8+13+19+8+20+18+16+18+17+8+20+18+7}{18}$$

$$M_{p3} = \frac{302}{18} = 16.80$$

**Item 4**  $M_{p4} = \frac{\text{the total of students score that answer true item}}{n4}$

$$M_{p4} = \frac{17+21+19+15+19+13+19+20+18+19+18+17+16+18+17+20+20}{22}$$

$$M_{p4} = \frac{385}{22} = 17.50$$

**Item 5**  $M_{p5} = \frac{\text{the total of students score that answer true item}}{n5}$

$$M_{p5} = \frac{17+21+19+15+13+19+19+8+17+20+18+19+18+17+20+18+7}{16}$$

$$= \frac{252}{16} = 15.76$$

**Item 6**  $M_{p6} = \frac{\text{the total of students score that answer true item}}{n6}$

$$M_{p6} = \frac{21+19+15+20+19+8+18+19+18+16+18+17+18+7+18+19+21}{21}$$

$$= \frac{326}{21} = 15.53$$

**Item 7**  $M_{p7} = \frac{\text{the total of students score that answer true item}}{n7}$

$$M_{p7} = \frac{21+19+15+20+19+8+13+19+17+19+18+17+18+7+16+18+17+8+20+18+7}{17}$$

$$= \frac{207}{17} = 12.21$$

**Item 8**  $M_{p8} = \frac{\text{the total of students score that answer true item}}{n8}$

$$M_{p8} = \frac{17+21+19+18+17+20+19+16+18+8+20+18+7}{9}$$

$$M_{p8} = \frac{135}{9} = 15.05$$

**Item 9**  $M_{p9} = \frac{\text{the total of students score that answer true item}}{n9}$

$$M_{p9} = \frac{17+21+19+15+13+8+20+18+16+18+17+18+20+20+18+17+7=17=7+7}{14}$$

$$M_{p9} = \frac{217}{14} = 15.50$$

**Item 10**  $M_{p10} = \frac{\text{the total of students score that answer true item}}{n10}$

$$M_{p10} = \frac{17+21+19+15+19+8+18+17+20+19+18+17+21+20+18}{19}$$

$$M_{p10} = \frac{285}{19} = 15.05$$

**Item 11**  $M_{p11} = \frac{\text{the total of students score that answer true item}}{n11}$

$$M_{p11} = \frac{21+15+8+18+17+18+20+18+18+16+22+20+7+7}{19}$$

$$M_{p11} = \frac{289}{19} = 15.22$$

**Item 12**  $M_{p12} = \frac{21+19+8+18+19+12+18+7}{8}$

$$M_{p12} = \frac{122}{8} = 15.31$$

**Item 13**  $M_{p13} = \frac{21+19+15+20+19+8+13+8+20+18+19+18+8+18+20+20+18+7}{17}$

$$M_{p13} = \frac{319}{17} = 18.77$$

$$\text{Item 14 } M_{p14} = \frac{17+19+15+20+19+19+19+8+17+20+18+18+7+18+16+18+20+7}{17}$$

$$M_{p14} = \frac{293}{17} = 17.25$$

$$\text{Item 15 } M_{p15} = \frac{17+21+19+15+20+19+13+19+8+17+17+8+20+20+18+7+7}{19}$$

$$M_{p15} = \frac{235}{19} = 17.66$$

$$\text{Item 16 } M_{p16} = \frac{17+21+19+15+20+19+13+19+19+18+17+20+18+19+7+18+17+20+18}{16}$$

$$M_{p16} = \frac{270}{16} = 16.93$$

$$\text{Item 17 } M_{p17} = \frac{17+21+19+15+20+19+8+13+19+19+8+13+18+20+18+19+18+17+20+20+18}{16}$$

$$M_{p17} = \frac{276}{16} = 17.26$$

$$\text{Item 18 } M_{p18} = \frac{17+21+19+15+19+17+18+13+19+19+8+20+20+18+16+18+17+20+7+7}{17}$$

$$M_{p18} = \frac{238}{17} = 19.91$$

$$\text{Item 19 } M_{p19} = \frac{17+21+19+15+20+19+18+13+20+17+18+18+7+16+18+17+20+18+7+7}{18}$$

$$M_{p19} = \frac{233}{18} = 15.73$$

$$\text{Item 20 } M_{p20} = \frac{17+21+19+8+13+17+18+18+16+20+7}{8}$$

$$M_{p20} = \frac{133}{8} = 16.73$$

$$\text{Item 21 } M_{p21} = \frac{17+21+19+15+20+8+13+19+19+17+20+18+19+18+17+16+8+20+20+7+7}{20}$$

$$M_{p21} = \frac{328}{20} = 16.42$$

$$\text{Item 22 } M_{p22} = \frac{17+21+19+15+20+19+8+13+19+19+8+17+20+18+19+18+8+20+18+7}{20}$$

$$M_{p22} = \frac{330}{20} = 16.52$$

$$\text{Item 23 } M_{p23} = \frac{17+21+19+15+19+8+13+19+19+8+18+20+18+19+18+16+18+8+18}{18}$$

$$M_{p23} = \frac{311}{18} = 17.33$$

$$\text{Item 24 } M_{p24} = \frac{17+21+19+19+18+13+19+18+20+16+18+18}{7}$$

$$M_{p24} = \frac{136}{7} = 19.50$$

**Item 25**  $M_{p25} = \frac{17+15+19+13+8+18+20+18}{8}$

$$M_{p25} = \frac{129}{8} = 16.18$$

**4. Calculation of the formulation of  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$**

**Item 1**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{16.36 - 14.80}{4.897} \sqrt{\frac{0.8}{0.2}}$$

$$r = \frac{1.56}{4.897} \sqrt{4}$$

$$r = 0.194 \times 2 = 0.388$$

**Item 2**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{16.15 - 14.80}{4.897} \sqrt{\frac{0.8}{0.2}}$$

$$r = \frac{1.35}{4.897} \sqrt{4}$$

$$r = 0.27 \times 2 = 0.550$$

**Item 3**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{16.80 - 14.80}{4.897} \sqrt{\frac{0.2}{0.8}}$$

$$r = \frac{2}{4.897} \sqrt{0.25}$$

$$r = 0.408 \times 0.5 = 0.204$$

**Item 4**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{17.50 - 14.80}{4.897} \sqrt{\frac{0.2}{0.8}}$$

$$r = \frac{2.7}{4.897} \sqrt{0.25}$$

$$r = 0.551 \times 0.5 = 0.278$$

**Item 5**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{15.76 - 14.80}{4.897} \sqrt{\frac{0.8}{0.2}}$$

$$r = \frac{0.96}{4.897} \sqrt{4}$$

$$r = 0.196 \times 2 = 0.392$$

**Item 6**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{15.53 - 14.80}{4.897} \sqrt{\frac{0.6}{0.4}}$$

$$r = \frac{0.73}{4.897} \sqrt{1.5}$$

$$r = 0.149 \times 0.75 = 0.223$$

**Item 7**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{12.21 - 14.80}{4.897} \sqrt{\frac{0.5}{0.5}}$$

$$r = \frac{2.59}{4.897} \sqrt{1}$$

$$r = 0.529 \times 1 = 0.529$$

**Item 8**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{15.05 - 14.80}{4.897} \sqrt{\frac{0.7}{0.3}}$$

$$r = \frac{0.25}{4.897} \sqrt{2.3}$$

$$r = 0.051 \times 1.038 = 0.428$$

**Item 9**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{15.50 - 14.80}{4.897} \sqrt{\frac{0.3}{0.7}}$$

$$r = \frac{0.7}{4.897} \sqrt{0.42}$$

$$r = 0.142 \times 0.24 = 0.484$$

**Item 10**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{15.05 - 14.80}{4.897} \sqrt{\frac{0.7}{0.3}}$$

$$r = \frac{0.25}{4.897} \sqrt{2.3}$$

$$r = 0.278 \times 0.38 = 0.623$$

**Item 11**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{15.22 - 14.80}{4.897} \sqrt{\frac{0.6}{0.4}}$$

$$r = \frac{0.42}{4.897} \sqrt{1.5}$$

$$r = 0.085 \times 0.75 = 0.562$$

Item 12  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{15.31 - 14.80}{4.897} \sqrt{\frac{0.3}{0.7}}$$

$$r = \frac{0.51}{4.897} \sqrt{0.42}$$

$$r = 0.41 \times 0.65 = 0.266$$

Item 13  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{18.71 - 14.80}{4.897} \sqrt{\frac{0.7}{0.3}}$$

$$r = \frac{3.97}{4.897} \sqrt{2.3}$$

$$r = 0.810 \times 1.038 = 0.700$$

Item 14  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{17.25 - 14.80}{4.897} \sqrt{\frac{0.7}{0.3}}$$

$$r = \frac{2.45}{4.897} \sqrt{2.3}$$

$$r = 0.500 \times 1.038 = 0.760$$

Item 15  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{17.66 - 14.80}{4.897} \sqrt{\frac{0.6}{0.4}}$$

$$r = \frac{2.86}{4.897} \sqrt{1.5}$$

$$r = 0.58 \times 0.75 = 0.712$$

Item 16  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{16.93 - 14.80}{4.897} \sqrt{\frac{0.6}{0.4}}$$

$$r = \frac{2.13}{4.897} \sqrt{1.5}$$

$$r = 0.434 \times 0.75 = 0.530$$

$$\text{Item 17 } r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{\text{pbi}} = \frac{17.26 - 14.80}{4.897} \sqrt{\frac{0.6}{0.4}}$$

$$r = \frac{2.46}{4.897} \sqrt{1.5}$$

$$r = 0.502 \times 0.75 = 0.712$$

$$\text{Item 18 } r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{\text{pbi}} = \frac{19.91 - 14.80}{4.897} \sqrt{\frac{0.5}{0.5}}$$

$$r = \frac{5.11}{4.897} \sqrt{1}$$

$$r = 1.043 \times 0.5 = 0.040$$

$$\text{Item 19 } r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{\text{pbi}} = \frac{15.73 - 14.80}{4.897} \sqrt{\frac{0.7}{0.3}}$$

$$r = \frac{0.93}{4.897} \sqrt{2.3}$$

$$r = 0.189 \times 1.038 = 0.488$$

$$\text{Item 20 } r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{\text{pbi}} = \frac{16.73 - 14.80}{4.897} \sqrt{\frac{0.7}{0.3}}$$

$$r = \frac{0.193}{4.897} \sqrt{2.3}$$

$$r = 0.394 \times 1.038 = 0.559$$

$$\text{Item 21 } r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{\text{pbi}} = \frac{16.42 - 14.80}{4.897} \sqrt{\frac{0.8}{0.2}}$$

$$r = \frac{1.62}{4.897} \sqrt{4}$$

$$r = 0.330 \times 2 = 0.661$$

$$\text{Item 22 } r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{\text{pbi}} = \frac{16.52 - 14.80}{4.897} \sqrt{\frac{0.8}{0.2}}$$
$$r = \frac{1.72}{4.897} \sqrt{4}$$
$$r = 0.351 \times 2 = 0.702$$

$$\text{Item 23 } r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{\text{pbi}} = \frac{17.33 - 14.80}{4.897} \sqrt{\frac{0.5}{0.5}}$$
$$r = \frac{2.53}{4.897} \sqrt{1}$$
$$r = 0.516 \times 1 = 0.516$$

$$\text{Item 24 } r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{\text{pbi}} = \frac{19.50 - 14.80}{4.897} \sqrt{\frac{0.2}{0.8}}$$
$$r = \frac{4.7}{4.897} \sqrt{0.25}$$
$$r = 0.959 \times 0.5 = 0.479$$

$$\text{Item 25 } r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{\text{pbi}} = \frac{16.18 - 14.80}{4.897} \sqrt{\frac{0.6}{0.4}}$$
$$r = \frac{1.38}{4.897} \sqrt{1.5}$$
$$r = 0.348 \times 0.75 = 0.261$$

**APPENDIX 8**  
**RESULT OF THE NORMALITY TEST OF VIII<sub>2</sub>**  
**IN PRE-TEST**

1. The score of experiment class in pre test from low score to high score:

40	50	50	50	50	55	55
55	55	55	60	60	60	60
60	65	65	65	65	70	70
70	70	70	75	80	80	

2. High = 80  
 Low = 40  
 Range = High – Low

$$= 80 - 40$$

$$= 40$$

3. Total of Classes =  $1 + 3.3 \log (n)$   
 $= 1 + 3.3 \log (27)$   
 $= 1 + 3.3 (1.43)$   
 $= 1 + 4.72$   
 $= 5.72$   
 $= 6$

4. Length of Classes =  $\frac{\text{range}}{\text{total of class}} = \frac{40}{6} = 8$

5. Mean and Deviation Standard

Interval Class	f	X	x	fx	x <sup>2</sup>	fx <sup>2</sup>
40 – 47	1	43.5	3	3	9	9
48 – 55	9	51.5	2	18	4	36
56 – 63	5	59.5	1	5	1	5
64 – 71	9	67.5	0	0	0	0
72 – 79	1	75.5	-1	-1	1	1
80 – 88	2	84	-2	-4	4	8
<i>i</i> = 8	28	-		21		59

$$M_x = M^1 + i \frac{\sum fx^1}{N}$$

$$= 67.5 + 8 \left( \frac{21}{28} \right)$$

$$= 67.5 + 8(0.75)$$

$$= 67.5 + 6$$

$$= 73.5$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx'^2}{N} - \left[\frac{\sum fx'}{N}\right]^2} \\
&= \sqrt[8]{\frac{59}{28} - \left(\frac{21}{28}\right)^2} \\
&= \sqrt[8]{2.10 - (0.75)^2} \\
&= \sqrt[8]{2.10 - 0.5625} \\
&= \sqrt[8]{1.5375} \\
&= 8(1.24) \\
&= 9.919
\end{aligned}$$

**Table of the Frequency Distribution is Expected and Observation**

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	$f_h$	$f_0$	$\frac{(f_0-f_h)}{f_h}$
80 – 88	88.5	1.51	0.4345		1.64	5	2.04
72 – 79	79.5	0.60	0.2257	0.1145	4.0	3	-0.25
64 – 71	71.5	-0.20	0.4207	0.1919	6.71	4	-0.40
56 – 63	63.5	-1.00	0.1587	0.0267	0.93	8	7.6
48 – 55	55.5	-1.96	0.0250	-0.1997	-6.98	7	-2.0
40 – 47	47.5	-2.62	0.0044	-0.1242	-4.34	8	-2.84
	39.5	-3.43	0.00030				
$X^2$							4.15

Based on table above, researcher found that  $x^2_{count} = 4.15$  while  $x^2_{table} = 7.815$  cause  $x^2_{count} < x^2_{table}$  ( $4.15 < 7.815$ ) with degree of freedom  $dk = 6 - 3 = 3$  and significant level  $\alpha = 5\%$ . So distribution of VIII<sub>2</sub> (Pre-test) is normal.

#### 6. Median

No	Interval of Classes	F	fk
----	---------------------	---	----

1	28 – 36	8	8
2	37 – 45	7	15
3	<b>46 – 54</b>	<b>8</b>	23
4	55 – 63	4	27
5	64 – 72	3	30
6	73 – 81	5	35

Position of Me in the interval of classes is number 3, that:

$$Bb = 45.5$$

$$F = 15$$

$$fm = 8$$

$$i = 9$$

$$n = 35$$

$$1/2n = 17.5$$

So :

$$\begin{aligned}
 Me &= Bb + i \left( \frac{\frac{n}{2} - F}{fm} \right) \\
 &= 45.5 + 9 \left( \frac{17.5 - 15}{8} \right) \\
 &= 45.5 + 9 (2.5/8) \\
 &= 45.5 + 9 (0.312) \\
 &= 45.5 + 2.81 \\
 &= 48.31
 \end{aligned}$$

## 7. Modus

No	Interval of Classes	F	fk
----	---------------------	---	----

1	28 – 36	8	8
2	37 – 45	7	15
3	<b>46 – 54</b>	<b>8</b>	23
4	55 – 63	4	27
5	64 – 72	3	30
6	73 – 81	5	35

$$M_0 = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 45.5$$

$$d_1 = 1$$

$$d_2 = 4$$

$$i = 9$$

$$\begin{aligned} M_0 &= 45.5 + \frac{1}{1+4} 9 \\ &= 45.5 + 0.2 (9) \\ &= 45.5 + 1.8 \\ &= 47.3 \end{aligned}$$

## Appendix 11

### T<sub>test</sub> OF THE BOTH AVERAGES IN PRE-TEST

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

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

So:

$$\begin{aligned} S &= \sqrt{\frac{(28-1) 4112.05 + (27-2)3538.98}{28+27-2}} \\ &= \sqrt{\frac{27 (4112.05) + 25 (3538.98)}{53}} \\ &= \sqrt{\frac{111025.35 + 88474.5}{53}} \\ &= \sqrt{\frac{199499.85}{53}} \\ &= \sqrt{3764.15} \\ &= 61.35 \end{aligned}$$

So:

$$\begin{aligned} t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\ t &= \frac{60.35 - 73.5}{61.35 \sqrt{\frac{1}{28} + \frac{1}{27}}} \\ &= \frac{-13.15}{61.35 \sqrt{0.036 + 0.370}} \\ &= \frac{-13.15}{61.35 (0.637)} \\ &= \frac{-13.15}{39.07} \\ &= -0.337 \end{aligned}$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that  $t_{\text{count}} = -0.337$  with opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 28 + 27 - 2 = 53$ , reseracher found that  $t_{\text{table}} = 1.67$ , cause  $t_{\text{count}} < t_{\text{table}} (-0.337 < 1.66)$ . So,  $H_a$  is accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research.

## Appendix 12

### THE SCORE OF POST TEST

The scores in the following table are the result of students' reading comprehension in post-test:

#### 1. The Score of Experimental Class

No	Students Initial Name	$X_i$	$X_i^2$
1	LSH	70	4900
2	AMT	70	4900
3	JH	75	5625
4	AFS	75	5625
5	PAA	75	5625
6	WAS	75	5625
7	AMH	75	5625
8	BS	80	6400
9	UKH	80	6400
10	NH	80	6400
11	AFH	80	6400
12	GAS	80	6400
13	PAH	80	6400
14	IJH	80	6400
15	NMM	80	6400
16	ASS	85	7225
17	FS	85	7225
18	SMB	85	7225
19	JK	85	7225
20	DRA	90	8100
21	RK	90	8100
22	HZN	90	8100
23	HPS	90	8100
24	KHL	95	9025
25	ESD	95	9025
26	NHN	95	9025
27	SRH	95	9025
	<b>Total</b>	2145	178425

#### 2. The Score of Control Class

No	Students Initial	$X_i$	$X_i^2$
----	------------------	-------	---------

	<b>Name</b>		
<b>1</b>	ASR	40	1600
<b>2</b>	JL	40	1600
<b>3</b>	AYS	40	1600
<b>4</b>	MIS	40	1600
<b>5</b>	MSD	45	2025
<b>6</b>	MSR	45	2025
<b>7</b>	KTT	45	2025
<b>8</b>	ITN	45	2025
<b>9</b>	EKI	45	2025
<b>10</b>	ESN	50	2500
<b>11</b>	RYL	50	2500
<b>12</b>	DTT	50	2500
<b>13</b>	ND	50	2500
<b>14</b>	NSN	50	2500
<b>15</b>	ESD	55	3025
<b>16</b>	AMJ	55	3025
<b>17</b>	NW	60	3600
<b>18</b>	DAL	60	3600
<b>19</b>	MASL	65	4225
<b>20</b>	LUM	65	4225
<b>21</b>	JIM	65	4225
<b>22</b>	MET	65	4225
<b>23</b>	EJN	65	4225
<b>24</b>	MLN	70	4900
<b>25</b>	ASN	70	4900
<b>26</b>	JS	70	4900
<b>27</b>	RJR	70	4900
	<b>Total</b>	1470	83000

## Appendix 13

### RESULT OF THE NORMALITY TEST OF EXPERIMENT CLASS IN POST-TEST

8. The score of experiment class in post test from low score to high score:

70	70	75	75	75	75	75
80	80	80	80	80	80	80
80	85	85	85	85	90	90
90	90	95	95	95	95	

9. High = 95

Low = 70

Range = High – Low

$$= 95 - 70$$

$$= 25$$

10. Total of Classes =  $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (27)$$

$$= 1 + 3,3 (1.43)$$

$$= 1 + 4.72$$

$$= 5.72$$

$$= 6$$

11. Length of Classes =  $\frac{\text{range}}{\text{total of class}} = \frac{25}{6} = 4.16 = 4$

12. Mean

Interval Class	f	X	x	fx	x <sup>2</sup>	fx <sup>2</sup>
70 – 73	2	71.5	2	4	4	8
74 – 77	5	75.5	1	5	1	5
78 – 81	8	77.5	0	0	0	0
82 – 85	0	82.5	-1	0	0	0
86 – 89	4	86.5	-2	-8	4	16
90 – 93	4	90.5	-3	-12	9	36
94 – 97	4	94.5	-4	-16	8	32
<i>i</i> = 4	27	-		-27		97

$$Mx = M^1 + i \frac{\sum fx^1}{N}$$

$$= 84.5 + 4 \left( \frac{-27}{27} \right)$$

$$= 84.5 + 4(-1)$$

$$= 84.5 + (-4)$$

$$= 80.5$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx'^2}{N} - \left[\frac{\sum fx'}{N}\right]^2} \\
&= \sqrt[4]{\frac{97}{27} - \left(\frac{-27}{27}\right)^2} \\
&= \sqrt[4]{3.59 - (-1)^2} \\
&= \sqrt[4]{3.59 - 1} \\
&= \sqrt[4]{2.59} \\
&= 4 (1.60) \\
&= 6.43
\end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z Score	Limit of Large of the Area	Large of area	$f_h$	$f_0$	$\frac{(f_0-f_h)}{f_h}$	
93 –96	96.5	3.57	0.4998					
				0.0014	0.04	4	0.15	
89 – 92	92.5	2.95	0.4984					
				0.0083	0.20	4	19	
85 – 88	88.5	2.33	0.4901					
				0.0337	0.90	4	3.4	
81 – 84	84.5	1.71	0.4564					
				0.0965	2.60	0	-1	
78 – 80	80.5	1.08	0.3599					
				0.1275	3.44	8	1.3	
74 – 77	77.5	0.62	0.2324					
				0.2324	6.27	5	-0.202	
70 – 73	73.5	0.00	0.0000					
				-0.2676	-7.22	2	-1.278	
	69.5	-0.62	0.26763					
$X^2$								6.38

Based on table above, researcher found that  $x^2_{count} = 6.38$  while  $x^2_{table} = 7.815$  cause  $x^2_{count} < x^2_{table}$  ( $6.38 < 7.815$ ) with degree of freedom  $dk = 6 - 3 = 3$  and significant level  $\alpha = 5\%$ . So distribution of experiment class (Post Test) was normal.

### 13. Median

No	Interval of Classes	F	fk
----	---------------------	---	----

1	70 - 73	2	2
2	74 - 77	5	7
3	78 - 80	<b>8</b>	15
4	81 - 84	0	15
5	85 - 88	4	19
6	89 - 92	4	23
7	93 - 96	4	27

Position of Me in the interval of classes is number 4, that:

$$Bb = 79.5$$

$$F = 8$$

$$fm = 7$$

$$i = 4$$

$$n = 27$$

$$1/2n = 13.5$$

So :

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

$$= 79.5 + 4 \left( \frac{13.5 - 8}{7} \right)$$

$$= 79.5 + 4(0.78)$$

$$= 79.5 + 3.14$$

$$= 82.64$$

14. Modus

No	Interval of Classes	F	fk
----	---------------------	---	----

1	70 - 73	2	2
2	74 - 77	5	7
3	78 - 80	8	15
4	81 - 84	0	15
5	85 - 88	4	19
6	89 - 92	4	23
7	93 - 96	4	27

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 79.5$$

$$d_1 = 3$$

$$d_2 = 8$$

$$i = 4$$

$$M_o = 79.5 + \frac{4}{4+8} 4$$

$$= 79.5 + 0.33(4)$$

$$= 79.5 + 1.33$$

$$= 80.83$$

#### Appendix 14

#### RESULT OF THE NORMALITY TEST OF CONTROL CLASS IN POST TEST

1. The score of control class in post test from low score to high score:

40	40	40	40	45	45	45
45	45	50	50	50	50	50
55	55	60	60	65	65	65
65	65	70	70	70	70	

$$\begin{aligned}
70 \text{ High} &= 70 \\
\text{Low} &= 40 \\
\text{Range} &= \text{High} - \text{Low} \\
&= 70 - 40 \\
&= 30
\end{aligned}$$

$$\begin{aligned}
71 \text{ Total of Classes} &= 1 + 3,3 \log (n) \\
&= 1 + 3,3 \log (27) \\
&= 1 + 3,3 (1.43) \\
&= 1 + 4.72 \\
&= 5.72 \\
&= 6
\end{aligned}$$

$$72 \text{ Length of Classes} = \frac{\text{range}}{\text{total of class}} = \frac{30}{6} = 5$$

73 Mean

Interval Class	F	X	x'	fx'	x' <sup>2</sup>	fx' <sup>2</sup>
40 – 44	4	42	1	4	1	4
45 – 49	5	47	2	10	4	20
50 – 54	5	52	0	0	1	5
55 – 59	2	57	-1	-2	1	2
60 – 64	2	62	-2	-4	4	8
65 – 69	5	67	-3	-15	9	45
70 -- 74	4	72	-4	-16	16	64
<i>i</i> = 5	27	-	-	-23	-	148

$$\begin{aligned}
M_x &= M' + i \frac{\sum fx'}{N} \\
&= 52 + 5 \left( \frac{-23}{27} \right) \\
&= 52 + (-4.25) \\
&= 47.75
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx'^2}{N} - \left[ \frac{\sum fx'}{N} \right]^2} \\
&= 5 \sqrt{\frac{148}{27} - \left( \frac{-23}{27} \right)^2} \\
&= 5 \sqrt{5.48 - (0.73)} \\
&= 5 (4.7) \\
&= 23.5
\end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval	Real Upper	Z	-	Limit	of	Large	of	f <sub>h</sub>	f <sub>0</sub>	(f <sub>0</sub> -f <sub>h</sub> )
----------	------------	---	---	-------	----	-------	----	----------------	----------------	-----------------------------------

of Score	Limit	Score	Large of the Area	area			$f_h$	
70 - 74	74.5	1.13	0.3708	0.0496	1.33	4	2.00	
65 - 69	69.5	0.92	0.3212	0.0601	1.62	5	2.08	
60 - 64	64.5	0.71	0.2611	0.0661	1.78	2	0.12	
55 - 59	59.5	0.51	0.1950	0.0847	2.28	2	-0.12	
50 - 54	54.5	0.28	0.1103	0.0824	2.22	5	1.25	
45 - 49	49.5	0.07	0.0279	-0.0238	-0.64	5	-8.81	
40 -- 44	44.5	-0.13	0.0517	-0.0851	-2.29	4	-2.02	
	39.5	-0.35	0.1368					
$X^2$								-5.5

Based on table above, researcher found that  $x^2_{count} = -5.5$  while  $x^2_{table} = 7.815$  cause  $x^2_{count} < x^2_{table}$  ( $-5.5 < 7.815$ ) with degree of freedom  $dk = 6 - 3 = 3$  and significant level  $\alpha = 5\%$ . So distribution of control class (Post-test) was normal.

74 Median

No	Interval Class	F	fk
1	40 - 44	4	4
2	45 - 49	5	9
3	50 - 54	5	14
4	55 - 59	2	16
5	60 - 64	2	18
6	65 - 69	5	23
7	70 - 74	4	27

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

$$Bb = 54.5$$

$$F = 5$$

$$fm = 9$$

$$i = 5$$

$$n = 27$$

$$1/2n = 13.5$$

So :

$$\begin{aligned}
Me &= Bb + i \left( \frac{\frac{n}{2} - F}{fm} \right) \\
&= 54.5 + 5 \left( \frac{13.5 - 5}{9} \right) \\
&= 54.5 + 5(1.16) \\
&= 54.5 + 5.8 \\
&= 60.33
\end{aligned}$$

### 75 Modus

No	Interval Class	F	fk
1	40 - 44	4	4
2	45 - 49	5	9
3	50 - 54	5	14
4	55 - 59	2	16
5	60 - 64	2	18
6	65 - 69	5	23
7	70 - 74	4	27

$$\begin{aligned}
M_o &= L + \frac{d_1}{d_1 + d_2} i \\
L &= 54.5 \\
d_1 &= 0 \\
d_2 &= 3 \\
i &= 5 \\
M_o &= 54.5 + \frac{0}{0+3} 5 \\
&= 54.5 + 5 \\
&= 59.5
\end{aligned}$$

## Appendix 15

### HOMOGENEITY TEST (POST TEST)

#### 1. EXPERIMENT CLASS

NO	$X_i$	$X_i^2$
1	70	4900
2	70	4900
3	75	5625
4	75	5625
5	75	5625
6	75	5625
7	75	5625
8	80	6400
9	80	6400
10	80	6400
11	80	6400
12	80	6400
13	80	6400
14	80	6400
15	80	6400
16	85	7225
17	85	7225
18	85	7225
19	85	7225
20	90	8100
21	90	8100
22	90	8100
23	90	8100
24	95	9025
25	95	9025
26	95	9025
27	95	9025
	2145	178425

$$\begin{aligned}n &= 27 \\ \sum x_i &= 2145 \\ \sum x_i^2 &= 178425\end{aligned}$$

So:

$$\begin{aligned}
S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
&= \frac{27(178425) - (2145)^2}{27(27-1)} \\
&= \frac{4817475 - 2145^2}{27(26)} \\
&= \frac{4815330}{702} \\
&= 6859.44
\end{aligned}$$

## 2. CONTROL CLASS

NO	Xi	Xi <sup>2</sup>
1	40	1600
2	40	1600
3	40	1600
4	40	1600
5	45	2025
6	45	2025
7	45	2025
8	45	2025
9	45	2025
10	50	2500
11	50	2500
12	50	2500
13	50	2500
14	50	2500
15	55	3025
16	55	3025
17	60	3600
18	60	3600
19	65	4225
20	65	4225
21	65	4225
22	65	4225
23	65	4225

24	70	4900
25	70	4900
26	70	4900
27	70	4900
	1470	83000

$$n = 27$$

$$\sum xi = 1470$$

$$\sum xi^2 = 83000$$

So:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

$$= \frac{27(83000) - (1470)^2}{27(27-1)}$$

$$= \frac{2241000 - 1470^2}{27(26)}$$

$$= \frac{2239530}{702}$$

$$= 3190.21$$

The Formula was used to test hypothesis was:

1. VIII-1 and VIII-2 :

$$F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

So:

$$F = \frac{6859.44}{3190.21}$$

$$= 2.150$$

After doing the calculation, researcher found that  $F_{\text{count}} = 2.150$  with  $\alpha = 5\%$  and  $dk = 27$  from the distribution list F, researcher found that  $F_{\text{table}} = 5.991$  cause  $F_{\text{count}} < F_{\text{table}}$  ( $2.150 < 5.991$ ). So, there is no difference the variant between the VIII-1 class and VIII-2 class. It means that the variant is homogenous.

## Appendix 16

### T<sub>test</sub> OF THE BOTH AVERAGES IN POST – TEST

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

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

So:

$$\begin{aligned} S &= \sqrt{\frac{(27-1) 6859.44 + (27-2)3190.21}{27+27-2}} \\ &= \sqrt{\frac{26 (6859.44) + 25 (3190.21)}{52}} \\ &= \sqrt{\frac{178345.44 + 79755.25}{52}} \\ &= \sqrt{\frac{258100.69}{52}} \\ &= \sqrt{4963.47} \\ &= 70.45 \end{aligned}$$

So:

$$\begin{aligned} t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\ t &= \frac{80.5 - 47.7}{70.45 \sqrt{\frac{1}{27} + \frac{1}{27}}} \\ &= \frac{32.8}{70.45 \sqrt{0,037 + 0.037}} \\ &= \frac{32.8}{70.45(0.272)} \\ &= \frac{32.8}{19.1} \\ &= 1,71 \end{aligned}$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that  $t_{\text{count}} = 1,71$  with opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 27 + 27 - 2 = 52$ , reseracher found that  $t_{\text{table}} =$ , cause  $t_{\text{count}} > t_{\text{table}}(1,71 > 1,67)$ . So,  $H_a$  is accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research.

Appendix 18

Chi-Square Table

dk	Significant level					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26,018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

## Appendix 19

### Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.03680	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551

<b>-1.5</b>	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
<b>-1.4</b>	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
<b>-1.3</b>	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
<b>-1.2</b>	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
<b>-1.1</b>	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
<b>-1.0</b>	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
<b>-0.9</b>	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
<b>-0.8</b>	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
<b>-0.7</b>	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
<b>-0.6</b>	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
<b>-0.5</b>	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
<b>-0.4</b>	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
<b>-0.3</b>	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
<b>-0.2</b>	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
<b>-0.1</b>	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
<b>-0.0</b>	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414