THE EFFECTIVENESS OF USING FOLKLORE BASED ANIMATION MEDIA IN TEACHING ENGLISH ARTICLES FOR SEVENTH GRADE OF MTS AL-HIKMAH SAYUNG DEMAK IN THE ACADEMIC YEAR OF 2017/2018

THESIS

Submitted in Partial Fulfillment of the Requirement
for gaining the Degree of Bachelor of Education
in English Language Education

WALISONGO

By:

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SEMARANG
2018

THESIS PROJECT STATEMENT

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Title : **The Effectiveness of Using Folklore Based Animation Media in Teaching English Articles for Seventh Grade of MTs Al-Hikmah Sayung Demak in the Academic Year of 2017/2018.**

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has been tested in Munaqasyah session by the team of thesis examiner of Education and Teacher Training Faculty of Walisongo State Islamic University and has been accepted as a partial requirement for the degree of Bachelor of Education in English Language Education Department.

Semarang, 31 January 2018

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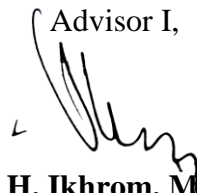
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Tittle	:	**The Effectiveness of Using Folklore Based Animation Media in Teaching English Articles for Seventh Grade of MTs Al-Hikmah Sayung Demak in the Academic Year of 2017/2018**
Name	:	Nailul Muna
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ABSTRACT

Title : The Effectiveness of Using Folklore Based Animation Media in Teaching English Articles for Seventh Grade of MTs Al-Hikmah Sayung Demak in the Academic Year of 2017/2018
Writer : Nailul Muna
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This thesis aimed to explain the effectiveness of using folklore based animation media in teaching english articles. The background of the research was based on my observation that the seventh grade students of MTs Al-Hikmah Sayung Demak have some difficulties in understanding grammar articles and usually get bored in learn grammar especially English articles (*a, an, the*). So the teacher should use folklore based animation Media a good exercise or way of teaching English articles. This research used an experimental research. In this research, the population was all of seventh grade of MTs Al-Hikmah Sayung Demak in the academic year of 2017/2018. In taking the sample, the writer used a cluster sampling (area sampling). Class VIII was chosen as a try out class, VII A as experimental class and class VII B as control class. The instrument of this research was tests. There were three tests in this research; they were try-out test, pre-test and post-test. The formula that used to analyze the data of pre-test and post-test was t-test. After collecting the data, it was found that the pre-test average score experimental class was 68.33 and control class was 65.00. Meanwhile, the post-test average score of experimental was 81.04 and control class was 72.92. It was obtained that t-test was 3.301 and t-table was 1.679 for alpha (α) 5%. The t-test was higher than t-table (3.301 > 1.679). It means that Ha was accepted and Ho was rejected. So, it can be concluded that the use of folklore based animation media was effective in the teaching English Articles.

Keywords: *Folklore, Animation Media, Articles*.

DEDICATION

This thesis is dedicated to:

- My beloved father and mother who always support emotionally and materially with prayer, love and patience.
- My brother (Muhammad Zukhal Syauqillah) and my sister (Rifatul Ulya). I love you so much.
- My big family who always supports and motivate the writer to finish this thesis.

ACKNOWLEDGEMENT

بسم الله الر حمن الر حيم

Praise be to Allah, the merciful, the compassionate that the writer can finish this thesis completely with title *the effectiveness of using Folklore based animation media in Teaching English Articles for seventh grade of MTs Al-Hikmah Sayung Demak in the academic year of 2017/2018.*

Shalawat and Salam for the Prophet Muhammad who brings us from thedarkness to the brightness.The writer realizes that there are many people who already helped her in arranging and writing this thesis directly or indirectly. In this chance, the writer would like to express deeper appreciation to:

1. Dr. H. Rahardjo, M. Ed the dean of Tarbiyah & Teacher Training Faculty of UIN Walisongo Semarang.
2. Dr. H. Ikhrom, M.Ag. as the Head of English Department and the first advisor who already guided and advised patiently during the arrangement of this thesis.
3. Dra. Hj. Siti Mariam, M.Pd.as the second advisor who gave guidance and advices over the study conducted.
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5. Lia Lutfia, S.Pd. as the headmaster of MTs Al-Hikmah Sayung Demak who had allowed me to carry out the research in his school. Mrs. Nurul Jamilah. as the English teacher of VII A and VII B year who had helped the writer in conducting the research in their school, the students of seventh graders of class VII A and VII B, thanks for the cooperation, and also the school administration staff.
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12. Last but not least, those who cannot be mentioned one by one who have supported, given motivation to the researcher to finish this thesis.

Finally, the researcher realizes that this thesis is far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The researcher hopes that this thesis would be beneficial to everyone. Aamiin.

Semarang, 11 January 2018
The Researcher

Nailul Muna
NIM. 133411103

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CHAPTER I
INTRODUCTION

This chapter presents about background of the study, reason for choosing the topic, question of the study, objective of the study, scope of the study, and significances of the study.

A. Background of Research

In Indonesia, English is really a foreign language for language learners. English is one of the compulsory subjects to be taught in junior high school. Language is only one of the common activities of a society. Every human learns the society in which it grows up. Language is primarily a means of communicating thoughts from one person to another. Obviously, then the major concern of the writer or speaker is to use language in such a way that it will communicate to other people.

English is instrument of communication both orally and in writing. In this developed country, English is very needed by everyone to develop their communication ability. Thus, English ability is one of the important capability for everyone, especially for students.

"Language is a system of symbol through which people communication".[1] There are many languages in the world. One of English. English is one of the international languages used in

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[1] Charles W. Kreidler, *Introducing English Semantics*, (London : Routledge, 1998), p. 19

countries throughout the world, including Indonesia. As an international language, English is very important because it is required as a bridge of communication. It means language as a tool of communication and social control has many functions and advantages in the daily life context. With the language we can communicate, express our feeling and can share with other people around the world. According to the philosophy expressed in the myths and religions of many peoples, it is language that is the source of human life and power.[2]

The students have gotten English subject since in elementary school. In fact, most of them are still regard that English is very difficult. Studying English is not easy. Sometimes, they get difficulties to study it. In English there are four basic skills that must be mastered by English learners in learning English, those are listening, reading, speaking, and writing. Four of them have to be mastered by someone who teaching and learning English because it is a key to interact with people in the world. English should be given when we still early years to learn and later development.

"According to linguistics, Chomskyan Grammar, the word Grammar has been used so far to refer to an aspect of how a

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[2] Victoria Fromkin and Robert Rodman, *An Introduction To Language*, (New York : The Dryden Press, 1983), p.3

language, in this case English, is conventionally used, i.e, to the structure and system of a particular language.[3]

Based on the statement above, grammar is a particular analysis of the system and structure of language or a spesific language. Grammar is knowledge of from and pattern in English language, also grammar gives an account of the way in which a language was used by those who use it. Grammar is basic component in English language teaching.

Grammar teaching is an essential part of language instruction. If people knew the grammatical rules of the language so people would be able to use it for communication. Through carefully designed teaching or various method, learners will develop an explicit knowledge of the grammar of the language in their ability to communicate.

Grammar is important because it is the language that makes it possible for us to talk about language. Grammar names the types of words and word groups that make up sentences not only in English but also in any language. The purpose of English teaching is developing the student ability to communicate using the target language either oral or written form which includes for language skill. One of components in grammar is article. Article is a word that combines with a noun to indicate the type of reference being made by the noun. Every noun must be

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[3] Lymne Cameron, *Teaching Language to Young Learners*, (New York: Cambridge University Press, 2001), p. 98.

accompanied by the article. A few languages with well developed systems of articles may distinguish additional subtypes. Within each type, languages may have various forms of each article, according to grammatical attributes such as gender, number, or case, or according to adjacent sounds. In junior high school students may be it is new knowledge. So the teachers should teach this material by creative way in order to the students enjoy and easy memorize to the material.

In this case, the teacher needs to be responsive to the classroom in the order to more enjoy and to create classroom atmosphere well. The teachers should give students new way in order to make them enjoy, relax, and easy to memorize the material, especially in learning English grammar. Because the teacher's way could be an extrinsic motivation which motivated the students to learn.

However, teaching English grammar article is not easy, because the students have many problems in developing English grammar. One of the way that can be used by teacher in learning English articles which it is one of grammar component by using "animation media based on folklore". Animation media is a great tool to use in the classroom. Animation media is one of the ways to help the students to create contexts in which the language is useful and meaningful. Regarding those problems, the researcher wants to do an experimental study to try solving the problems. The researcher used a technique to teach English article for

seventh grade students of MTs Al-Hikmah Sayung Demak in the academic year of 2017/2018. The media was folklore based animation media. After conducting this experimental study, the use of the media was expected be able to help the students on English grammar article achievement.

B. Reason for Choosing the Topic

There are some reasons for choosing the topic, they are as follows:

1. Article is an important English grammar that it is considered difficult to learn by the students especially for junior high school.
2. To make the students enjoy, relax and easy to memorize the material especially articles, the researcher used animation media based on folklore as media.
3. The researcher wants to know the effectiveness of using folklore based animation media in teaching English Articles for seventh grade of MTs Al-Hikmah Sayung Demak in the academic year of 2017/2018.

C. Research Question:

How is the effectiveness of using folklore based animation media in teaching English Articles to the seventh grade of MTs Al-Hikmah Sayung Demak in the academic year of 2017 / 2018?

D. Objective of the Study

The objective of this study is to explain the effectiveness of using folklore based animation media in teaching English Articles with the seventh grade of MTs Al-Hikmah Sayung Demak in the academic year of 2017 / 2018.

E. Scope of the Study

The limitation of this study can be described as follow:

1. This is an experimental study about the use of animation media based on folklore as media in teaching English article.
2. Animation media based on folklore used English children folklore because the researcher of this study the seventh grade in junior high school.
3. The object of this research is just the seventh grader of MTs Al-Hikmah Sayung Demak in academic year of 2017 / 2018.
4. It is only focus on the use *a*, *an*, and *the* in countable and uncountable noun.

F. Significances of the Study

The significance of the study is hopefully used for :

1. For students

Students were motivated in English learnimg by using animation media based on folklore and the students are able to memorize the lesson easily. So, they can master the grammar well.

2. For the researcher

   The researcher knows how to teach and any other method that can be applied to teach English article and the researcher can get knowledge and experience in teaching English article using animation media based on folklore.

3. For the school

   This research is expected be able to give contribution to the school as an interesting and fun learning method in teaching English articles and it can be a supported way to improve teaching and learning process.

4. For the readers

   It is hoped can give more information and knowledge from this research.

CHAPTER II
REVIEW OF THE RELATED LITERATURE

This chapter discussed about previous research, review to the literarature and hypothesis.

A. Previous Research

To develop the original analysis, the researcher presents the previous study dealing with the topic.

1. A journal written by Ayu Istiana Sari[1], (2015). Thesis entitled "The Implementation of Teaching English Using Animation Media Based on Folklore Can improve the Students Writing Skill on Narrative". (A Classroom Action Research at the Eight Grade Students of MTs Al Huda Gondangrejo Karanganyar in the Academic Year of 2013/2014).

   This study aimed to find between her research and the writer's were on the use of animation media. The differences were on research approach, object of the study (writing skill on narrative), participant and the data analysis. The result was significant. The use of animation media as a tool to teach English to the Eight grade

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[1]Ayu Istiana Sari, 2015, *The Implementation of Animation Media Based on Floklore can improve the students writting skill of MTs Al Huda Gondangrejo Karanganyar in the academic year of 2013/2014*, from Journal Widya Wacana vol 10 no 1.

students of MTs Gondangrejo Karanganyar in the academic year of 2013/2014 is an effective tool in improving their writing skill in learning English.

2. A journal written by Dahlan Bin Abdul Ghani, thesis entitled "Upin & Ipin: Promoting Malaysian Culture Values Through Animation" (A journal Historia Communication Social, Vol 20, No 1, 2015. P. 241-258).[2] This study aimed to find between his research and the writer's were on the use of animation media. The differences were on object of the study (Malaysian Culture), research approach, participant and the data analysis. The result was significant learning Malaysian culture with animation media based on Upin & Ipin are of suitable media for teaching English and can improve motivation of Malaysian children or younger generation. It is because children attracted fun and enjoyable, they like and animation media based on Upin & Ipin is one of media that is able to motivate the children (students) in Emglish teaching learning process.

3. A journal written by Ema Ema, thesis entitled "Effectiveness of Animated Instructional Resource For

[2]Dahlan Bin Abdul Ghani, 2015, *Upin & Ipin: Promoting Malaysian Culture Values Through Animation,* from Historia y Communication Social, Vol 20, No 1, P. 241-258.

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Learning Facilitation Among Secondary School Student in Bauchi Nigeria", (An Experimental study).[3]

This study aimed to find between his research and the writer's were on the use of animation media and research approach. The differences were on object of the study (animated instructional resource for learning), participant and data analysis. The result was significant. Using animation media is more effective in learning facilitation among secondary school student than without using animation media. The mean of experimental class is higher than control class.

B. Review to the Literature

1. Definition of Grammar

Grammar is one of the language components. Grammar is as a set of rules which allows us to put words together in certain ways, but not in other ways. Grammar is a set of signals which language expresses the meaning or the total of language structure.[4] Grammar is also the rules of the language means to construct the sentence and it guides people how to speak and write correctly.

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[3]Ema Ema, 2015, *Effectiveness of Animated Instructional Resource for Learning Facilitation among Secondary School Student in Bauchi Nigeria*, from Journal of Education and Practice, Vol 6, No 21.

[4]Margaret Deuchar and Robert Hoogenraad, *English Grammar For Today,* (New York: Palgrave Macmillan, 2006), p. 3

Grammar is one of the language components that must be learned by the students.

In the place of grammar instruction in the second or foreign language curriculum. " Rod Ellis points to much recent research on ESL / EFL learning and acquisition and notes that without grammar instruction learners frequently fail to achieve advanced level of grammatical competence".[5]

" According to Linguists, Chomskyan Grammar, the word Grammar has been used so far to refer to an aspect of how a language, in this case English, is conventionally used, i.e, to the structure and system of a particular language".[6] Based on the statement above, grammar is a particular analysis of the system and structure of language or of spesific language. Grammar is knowledge of form and pattern in English language, also grammar gives an account of which a language was used by those who use it. Grammar is basic component in English language teaching. If the students don't have grammar ability, they will be difficult in mastering English. People should understand grammar for both

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[5]Eli Hinkel, *New Perspectives on Grammar Teaching in Second Language Clasroom*, (London: Lawrence Erlbaum Associated, inc., 2002), p. 13

[6]Lymne Cameron, *Teaching Language to Young Learners*, (New York: Cambride University Press, 2001),p. 98

spoken and written context. In other words, writing is a good way for students who learn English. They can put their idea on paper by paying attention on grammar rule and vocabulary. In this context, grammar is important thing in English ability.

As teacher, we need to know how to understand and procedure text, spoken and written in various contexts for various purpose. "When we processes language we are not only trying to make sense to the words and the grammar, we are also trying to infer the speaker's or writer's intention or to put it another way, the function of what they are saying or writing".[7]

2. Importance of Grammar

Grammar is important because it is the language that makes it possible for us to talk about language. According to Siti Tarwiyah (2015) in "teaching English through games and songs", learning grammar becomes one of the priorities in learning a language, besides vocabulary. The complicatedness of grammar makes our language structured orderly, easy to understand. The mastery of grammar also influences our understanding of the language of our interlocuters. With good grammar

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[7]Scott Thornbury, *How to Teach Grammar*, (England : Bluestone Press, 1999), p. 6

there will not be misunderstanding between speakers of a language.[8]

The types of words and word that make up sentences in grammar not only in English but also in any language. As human beings, we can put sentences together even as children, we can all do grammar. But to be able to talk about how sentences are build, about the types of words and word groups that make up sentences that knows about grammar. And knowing about grammar offers a window into the human mind and into our amazingly complex mental capacity. Grammar add meaning that are not easily inferable from the immediate context.[9] Every human being who speaks a language knows the grammar. "Grammar is a process for making a speaker's or writer's meaning clear when contextual information is lacking.[10]

Based on explanation above, we can know that grammar is one of the important language components. The study of grammar all by it self will not necessarily make us a better writer. But by gaining a clearer understanding of how our language works, it should also

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[8]Siti Tarwiyah,*Teaching English Through Games and Songs*, (Semarang: CV.Karya Abadi Jaya, 2015), p. 113.
[9]Scott Thronbury, *How to Teach Grammar*, p. 13
[10]Scott Thronbury, *How to Teach Grammar*, p. 4

gain greater control over the way it shape words into sentences and sentences into paragraphs. In short, studying grammar may can help it become a more effective writer or speaker. It can help us avoid making errors.

3. **Definition of Animation Media**

In this study the writer convinces that animation media can offer new ways to improve students skill in learning English and trying students into pleasure activities without reduce discipline of learn.

Animation is basically made up of a series of photographs, drawings, or computer images of small displacements of objects or images.[11] Animation media contains audio and visual parts that are performed with sound and picture animation with generally features words (lyrics) and simple vocabulary. The animation for student it is great potential for emotional impact, animation or video can be useful in shaping personal and social attitudes. Sometimes about objects around, so it makes students familiar English word. Animation media also can be used to teach English grammar, such as article. By using animation media students can enjoy the lesson, because animation is considered as a bridge of

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[11] Sharon E. Smaldino, *Instructional Technology and Media for Learning*, (New York: Pearson Education Inc, 2011), p. 238

pleasure learning. It can help students to enjoy the material and easy to memorize the material.

4. **Animation Media in the Classroom**

Animation media in the classroom is a wonderful way to learn English. Animation or video is one of the general media that very useful to be used in teaching. Everyone likes watching movie and animation or video can not only be fun for students and teacher but also be used in an effective to students' seventh grader.

According Nugent (2005) stated, many teachers used video to introduce a topic, to review content, to provide remediation, or to promote enrichment. Animation or video is suitable in all instructional environments and works with whole class, small groups, and individual students. They can take the learner almost anywhere and extend students' interests beyond the walls in the classroom. Objects too large to bring into classroom are studied as well as those to small to see with the naked eye. Videos are available on almost any topic for every type of learner in all the domains of instruction.[12]

Teaching in general or English teaching in particular is combined effort of various component to achieve a certain goal. It means that the success of

[12]Sharon E. Smaldino, *Instructional Technology and Media for Learning*, p. 235

teaching is not determined by a single component, by the roles of all components involved. However, in teaching learning process, a teacher needs to bring and apply all components in to classroom. According Harmer (2002) stated, the advantages of using film or animation media in teaching and learning process are:

1) Seeing language-in-use

One of the main advantages of film is that students do not just hear language, they see it too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed through expression, gesture, and other visual clues. Thus we can observe how intonation can match facial expression. All such paralinguistic feature give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

2) Cross-Culture awareness

A film or animation media uniquely allows students a look at situations far beyond their classroom. This is especially useful if they want to see, for example, typical British "body language" when inviting someone out, or how Americans speak to waiters. Film or animation media is also of great value in giving students a chance to see such things

as what kinds of food people eat in other countries, and what they wear.

3) The power of certain use animation media

When students make their own film or animation media as media in teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of film-making can provoke genuinely creative and communicative uses of the language, with students finding themselves doing new things in English.

4) Motivation

For all of the reasons so far mentioned, most students show an increased level on interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting task.[13]

5. Definition of Folklore

Folklore is the body of expressive culture shared by a particular group of people, it encompasses the tradition common to that culture, subculture or group. These include oral tradition such as tales, proverbs and

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[13]Jeremy Harmer,*The Practice of English Language Teaching Third Edition*, (Longman: Pearson Education, 2001), P. 282.

jokes. They include material culture, ranging from traditional building styles to handmade toys common to the group. Folklore of Indonesia is known in Indonesian as *Dongeng* ("tale") or *Cerita Rakyat* ("people's story" or "folklore"), refer to any folklore found in Indonesia. Its origins are probably and oral culture, with a range of stories of heroes associated with *wayang* and other forms of theatre, transmitted outside of a written culture.

Allah decrees in the Holy Qur'an surah Yusuf: 111:

لَقَدْ كَانَ فِى قَصَصِهِمْ عِبْرَةٌ لِّأُوْلِى ٱلْأَلْبَٰبِ ۗ مَا كَانَ حَدِيثًا يُفْتَرَىٰ وَلَٰكِن تَصْدِيقَ ٱلَّذِى بَيْنَ يَدَيْهِ وَتَفْصِيلَ كُلِّ شَىْءٍ وَهُدًى وَرَحْمَةً لِّقَوْمٍ يُؤْمِنُونَ ﴿١١١﴾

> In their histories there is certainly a lesson for men of understanding. It is not a narrative which could be forged, but a verification of what is before it and a distinct explanation of all things and a guide and a mercy to a people who believe. (Q.S. Yusuf: 111).[14]

From the verse above, we know that Allah said in the Holy Qur'an about histories all of prophets. The researcher concludes that history or folklore is teaching media for transferring knowledge in written text and especially English Articles. They can learn writing

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[14]Teungku Muhammad Hasbi ash-Shiddiqi, *Tafsir Al-Qur'anul Majid An-Nuur 3*, (Semarang: PT. Pustaka Rizki Putra, 2000). p. 2056

(speaking, reading, and listening) since childhood or in junior high school. It means that teaching is giving ability to use, so they can write new thing and develop it that can enrich their knowledge.

Indonesian folklore reflected the diverse culture of Indonesia as well as the diversity of ethnic groups in Indonesia. Many ethnic groups have their collection of tales and folklores being told for generations. The stories usually told to children as some kind of bed-time story, and have pedagogical value and morality. While most of Indonesia children folklore stories have happy ending plots and a happily ever after theme, some employ tragedy and have rather sad endings. Most of Indonesia folklore started as oral tradition, being told by story teller or parents for generation within Indonesian villages. They have been collected and used in the Indonesian education system, in small cheap books, usually tied in with a district or region of Indonesia. Many stories explain events or establish moral allegories from iconic or symbolic characters of the past. They also seek explain the origins of names of people and places from folk etimology.[15]

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[15]https://en.wikipedia.org/wiki/Folklore_of_Indonesia, pada 16 Agustus 2017 pukul 09.15 WIB.

6. **The Characteristics of Junior High School Students**

   The characteristics of junior high school students in teaching English is not the same as teaching Elementary school students. Junior high school students usually consist of students about twelve up to fourteen years old. Their characteristics and motivation are different with students at the Elemenatry school. The students in learning foreign language at the earliest stages might be the different development and learning abilities in their language in to abilities in English. Intelectual development refers to the increased ability of people to understand and reason. For some students, learning grammar is a little bit difficult since they must memorize and understand to the material. But, if the students know the characteristic how to make grammar easier to be memorized and understood, more of the students will find learning easier than others, or they develop to transfer to the new language more easily one of ways is using animation media based on folklore to learn English grammar especially Articles.

7. **Definition of Article**

   An article is a word that combines with noun to indicate the type of reference being made by the noun. Articles specify grammatical definiteness of the noun, in

some languages extending to volume or numerical scope.[16]

8. Kinds of Article

The articles in the English language are *the* and *a/an*. Articles are usually characterized as either definite or indefinite. Within each type, languages may have various forms of each article, according to grammatical attributes such as gender, number, or case, or according to adjacent sounds.

a. Definite Article

A definite article indicates that its noun is a particular one (or ones) identifiable to the listener. It may be the same thing that the speaker has already mentioned, or it may be something uniquely specified. The definite article in English is ***the***. It comes before singular, plural, and non count nouns.[17]We use *the* a noun when our listener / reader knows. Which particular person (s), thing (s) we are talking about.[18] In the other hand, *the* is used to indicate something that we already know about or

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[16]http://en.wikipedia.org/wiki/Article, pada 16 Agustus 2017 pukul 09.35 WIB.

[17]Marianne Celce-Murcia and Diane Larsen-Freeman, *The Grammar Book An ESL/EFL Teacher's Course, Second Edition,* (New York: Heinle & Heinle of International Thomson Publishing, Inc, 1999), P. 279.

[18]A. J. Thomson and A. V. Martinet, *A Practical English Grammar Fourth Edition*, (New York: Oxford University Press, 1986), p. 19

something that is common knowledge. *The* serves to particularize a noun. It helps to distinguish the known from the unknown.[19] It may narrow down a class, or it may even limit the class to one:

Example:

- This is *the* way to do it (this is the only way)
- *The* cat (that specific cat)
- *The* banana (that specific banana)

The definite article is used:

1. **The** is the same for singular or plural for all genders:[20]

   The girl   *The* boy   *The* mother

   The girls   *The* boys   *The* father

2. General cultural, when the object or group of objects is unique or considered to be unique (one of a kind).There is only one of this person, place, or thing in the world:

   The sun   *the* moon   *the* earth   *the* sky

   The sea   *the* world   *the* equator *the* star

3. Before a noun which has become definite as a result of being mentioned a second time:

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[19]Patricia K. Werner, *Mosaic 2 Grammar 4th Edition*, (New York: McGraw-Hill Companies, Inc, 2002), p. 62-63.

[20]A. J. Thomson and A. V. Martinet, *A Practical English Grammar, Fourth Edition*, p. 19

- His car struck a tree, you can still see the mark on *the* tree.
- I have a car and motorcycle. ***The*** car is red, the motorcycle is white.
- She's got two children, a boy and a girl. ***The*** boy's sixteen and the girl's seven.
- I bought a new bag yesterday. ***The*** bag is expensive.

4. Before a noun made definite by the addition of a phrase or clause:
   - ***The*** road to Semarang is very crowded.
   - ***The*** woman in red is a my girlfriend.
   - ***The*** boy that I met.
   - ***The*** boat that I want to buy.
   - ***The*** bookon the table[21]

5. Before a noun which by reason of locality can represent only one particular thing:
   - She walked into *the* house.
   - Ann is in *the* garden.
   - My sister is cooking in *the* khitcen every day.
   - I buy bread at*the* bakery

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[21]Patricia K. Werner, *Mosaic 2 Grammar 4th Edition*, p. 63.

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6. Before superlative used as adjectives or pronouns, and only:
   - To be with you is *the* sweetest thing of my life.
   - I'm *the* youngest in my family.
   - I think it is *the* only way to solve this problem.

7. When other words in the sentence make the noun known (spesific)
   - *The*bag on the table is mine (on the table tells which bag)
   - *The*second book was the best (second tells which book)

8. Generic the is commonly used with in specific of animals:
   - *The* whale is the largest mammal on earth.
   - *The* elephant is the largest and mammals.
   - *The* whale is in danger of becoming extinct.[22]

9. This is used before names of choirs, musical instruments, orchestras, theatre and pop group (band):

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[22]Betty Schrampfer Azar, *Understanding and Using English Grammar, Secon Edition*, (USE: Prentice Hall Regents, 1989), p. 420.

- *The* piano   - *The* guitar   - *The* drum
- *The* Bach Choir   - *The* Beatles
- *The* Beta Theatre - *The* Arjuna Theatre
- *The* Erwin Gutawa Orchestra

10. The is used before certain proper names of seas, rivers, groups of island, chain of mountains, plural names of countries, desert, regions, ships:
    - *The* Atlantic   - *The* Persian Gulf
    - *The* Red Sea   - *The* Atlantic Ocean
    - *The* Andes   - *The* Rocky Mountains
    - *The* Sahara   - *The* Arabian Sea
    - *The* Netherlands
    - *The* Mississipi   - *The* Nile
    - *The* titanic   - *The* Pasific
    - *The* Nelson   - *The*Crimea

11. We use *the* to talk about geographical points on the globe.
    - *The* West
    - *The* North
    - *The* Middle East

12. School, colleges, universities when the phrase begins with school.
    - *The*university of London
    - *The* university of Indonesia

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- ***The*** university of Florida
- ***The*** College of Arts and Sciences

13. The Ethnic groups

- ***The*** Indonesian
- ***The*** American
- ***The*** Indians[23]

b. Indefinite Article

An indefinite article indicates that its noun is not a particular one (or ones) identifiable to the listener. It may be something that the speaker is mentioning for the first time, or its precise identity may be irrelevant or hypothetical, or the speaker may be making a general statement about any such thing. ***A*** and ***an*** are the indefinite articles. They refer to something not specifically known to the person you are communicating with.[24] A or an can precede only singular count nouns, they mean one. They can be used in a general statement or to introduce a subject which has not been previously mentioned.[25]

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[23]A. J. Thomson and A. V. Martinet, *A Practical English Grammar Fourth Edition*, p. 20

[24]Marianne Celce-Murcia and Diane Larsen-Freeman, 1999, *The Grammar Book An ESL/EFL Teacher's Course, Second Edition*, P. 278.

[25]Patricia K. Werner, *Mosaic 2 Grammar 4th Edition*, p. 55.

Example :

*A*baseball is round (general – means all baseball)

I saw *a* girl in the street (we don't know which girl)

I like *an* avocado and an orange.

A banana is yellow.

A cat sits in the window.

The indefinite article is used:

1. The use of A article

　　a. A is used before words that begin with a consonant sound or a vowel with a consonant sound:

　　Example:

-　a pen　　- a city
-　a factory　- a man
-　a hat　　- a student
-　a house (begins with a consonant sound)
-　a Union (begins with a consonant sound)
-　a university (begins with a consonant sound)

　　We say "university" with a "y" sound at the beginning as though it were spelt "youniversity". So, "a university" is correct

b. For thing we can count.

- **a** book   - **a** boy

- **a** cat   - **a** snake

c. In certain expressions of quantity.[26]

- **a** couple   - **a** dozen

- **a** year   - **a** glass

- **a** lot of   - **a** great many

- **a** mile

d. With a noun complement

- She'll be **a**doctor

- He is **a** police

- He is **a** Moslem

- I am **a** student

- She is **a** teacher

e. With certain numbers, before half when half follows a whole numbers:

- **a** hundred - **a** thousand

- **a** quarter   - **a** half portion

- **a** half holiday   - **a** half share

f. In exclamations before singular, countable nouns

- What **a** pretty girl!

- Such **a** long queue!

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[26]A. J. Thomson and A. V. Martinet, *A Practical English Grammar Fourth Edition*, p. 15

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2. The use of An Article

a. The form an is used before words beginning with a vowel sound.[27]

  - *an* Apple - *a* Orange
  - *an* exam   - *a* egg
  - *an* Umbrella (begins with a vowel sound)

b. Before words beginning with a silent h

  - *an* Honest
  - *an* hour (begins with a vowel sound)

  We say "hour" with a silent h as though it were spelt "our". So, "an hour" is correct.

c. With a noun complement

  - It was *an* earthquake
  - He is *an* actor
  - She is *an* Indonesian
  - He is *an* employee
  - It is *an* umbrella

  An article is a small word with a very important job. Articles are special kinds of adjectives. They give information about nouns. Articles make it clear whether you are

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[27]A. J. Thomson and A. V. Martinet, *A Practical English Grammar Fourth Edition*, p. 15-16

talking about a specific, definite thing or something in general.

9. **Teaching English Article to Junior High School Students Using Folklore Based Animation Media.**

Teaching English article to junior high school, teacher in teaching English grammar especially Articles should have a good strategy. It can help teaching learning process be success. Folklore based animation media as a new method when teaching English grammar especially Article. Animation media based on folklore is a great tool to use in the classroom. Media or games are highly helpful to raise motivation among shy students who cannot express their feeling or talk in front the people. Using animation media or games in the classroom students can be more fun, active, and energic, learn about environment, the world they are living in and be engaged in the teaching learning process.

They are many types technique that can be applied in teaching in order to help the teacher in teaching English article to Junior High school students using animation media based on folklore. The teacher prefers to use background movie and others use movie lyrics as the basis of the lesson.

They are some techniques doing by teacher in teaching English article to Junior High School students using animation media based on folklore:

1. The teacher chooses the right folklore to use in the classroom.

   Choose a Folklore based Animation media or Folklore that will let children use skills. They already have, to build their confidence while reading the text. In this case the teachers choose a Folklore which contains article. Ones with too many words, a context that is difficult to understand will only confuse your students. This will completely destory any positive benefits animation media based on folklore could have and demoralize your students as they will fail rather than succeed.[28]

2. The teacher uses English folklore created for Junior High school students.

   Some folklore focus on teaching a particular grammar point especially articles. Connecting these concepts with animation movie devices that can help students remember.

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[28]http://ezinearticle.com, Pada tanggal 27 November 2017, pukul 08.45

3. The teacher introduced a folklore by watching the movie

Junior high school students hear and watch whole sentences when they watch animation media based on folklore. This helps them learn and remember words and phrases as they subcosciously pick up on grammar. It leads them to naturally use their new vocabulary in context instead of isolated syllables or words.

4. The teacher gives students lyrics of folklore that can help reinforce words in the song and support new language before and after watching animation media based on folklore.

5. The teacher invites students to practice to read the text of folklore, to know the words in the folklore.

6. The teacher explains the lesson about article in the clasroom. Explain the lesson related with contains of the animation media based on folklore. That is material about English article. Look at the book with, or set out toy folklore for the Junior high school students to play with.

7. The teacher gives junior high school students sometime to look at lyric of the animation media based on folklore which contains material about English articles.

8. Practice retelling story after the material given.

9. Follow up with the same activity.

Beside the technique above, the teacher can apply the animation media based on folklore in teaching English articles as follows:

1. Fill in the blanks

    Animation media or videos are often used in this way in the English second language classroom. The teacher can carefully choose which words to blank out depending to lexical area the teacher wants and students can work it.

2. True or false

    The teacher can use this way can improve students' comprehension to the lesson.

3. Matching exercise

    In this way, the students match questions with right answer.

4. Rearrange words

    The teacher provides scramble words and the teacher asks students to rearrange words into good sentence. From the statements above, the researcher can conclude that there are a variety of exercise that you do with folklore based animation media. When teaching English as a second language to children the teachers have to be very creative in ways to keep their

interests. Folklore based animation media is great tools to teach English grammar especially articles and folklore based animation media is one of the best ways to make learning English fun and make students enjoy to the lesson.

C. Hypothesis

The hypothesis is the provisional answer to the problems of the research that theoretically considered possibly or highest the level of his truth. It is provisional truth determined by researcher that should be tested and proved.[29] Because the hypothesis was the provisional answer, it was carried out by investigation in the analysis part of the data to receive proof whether the hypothesis could be accepted or not received. The hypothesis of this research is that the used of folklore based animation media to teach English articles is effective for the seventh grade of MTs Al-Hikmah Sayung Demak in the academic year of 2017 / 2018.

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[29]Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 71.

CHAPTER III
RESEARCH METHOD

This chapter disscusses about research design, source of data, variable of the reserach, subject of the research, data collection technique, data analysis technique and research setting.

A. Research Design

For the research design, the researcher refers to use experimental design. According to Sugiyono in this type of research the researcher controls of variables which influence of way experimental.[1] In experimental study, subject of the study will be decide in two groups. There are experimental group and control group. An experimental group will get a special treatment. Class VII A became experimental group who taught by using animation media based on folklore and class VII B became control group who taught in conventional way.

Subject of this research classified as experimental group and control group. To measure quality of them, both experimental and control group were given pre-test. Then experimental group was given treatment in teaching English article by using animation media based on folklore while control group taught article without animation media based on

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[1] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D,* (Bandung : Alfa Beta, 2008), p. 112.

folklore. After that, post-test given to both experimental and control group.

The design of the experimental can be described as follow:

E=01X02

C=03Y04

Adopted from Arikunto.[2]

Where :

E= Experimental group

C= Control group

01= Pre – test for the experimental group

02= Post – test for the experimental group

03= Pre – test for the control group

04= Post – test for the control group

X= Treatment by using animation media

Y= Treatment without animation media

From the design above, the subject of research are grouped into an experimental group (top line) and a control group (bottom line). The quality of subjects is first checked by pre test them (01 and 03). Then, the experimental treatment (taught by using animation media) is applied to the experimental group, while the control group is held in the

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[2] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 86

form of composition. Then the result of post test (02 and 04) is then computed statistically.

B. Source of Data

Arikunto stated that sources of data are objects from whom data is taken.[3] In this study, the researcher used the instrument of collecting the data is test. There are two kinds of test in this research; they are pre-test and post test.

1. Pre-test

Pre-test was given before the treatments. The writer determined the statistic analysis technique whether both groups have normal distribution. If the data have normal and frequency distribution, the treatment and teaching can be conducted to both classes.

2. Post test

Post-test was held after all treatment were conducted. Post-test were used to measure students' achievement after both experimental group and control group were given treatment and explanation. It was done to answer the hypothesis of the research. This aimed were to compare between the pre-test and post-test.

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[3] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p. 129.

C. Variable of the Research

Variable refers to the object of the research that became research focus. In order to conduct this research for teaching English articles which have 2 variables: they were independent variable and dependent variable. The independent variable is selected by researcher to determine the relationship with the dependent variable.[4] There are two types of variables in this study:

1. Independent Variable (x)

Independent variable is variable which has the influence or cause of change of dependent variable.[5] Thus, the independent variable in this research, based on the definition above is using animation media based on folklore in teaching English Articles.

The indicators are as follows:

a. The teacher prepared the video animation and tools, such as laptop, LCD and speaker and the plays the movie.[6]

b. The students were able to identify the articles of animation media based on folklore.

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[4] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p. 118-119.

[5] Sugiono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2005), p. 4.

[6] Sharon E Salmadino, *Instructional Technology and Media for Learning*, (New York: Pearson Education Inc, 2011), p. 187

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c. The students were able to explain the meaning and mentioning kind of articles.

2. Dependent variable (y)

Dependent variable is variable that were affected or that be the result because of the existence of the independent variable.[7] According to the definition above, the dependent variable of this study is students' achievement on English Articles.

D. Subject of the Research

Population is the whole subject of research.[8] Subject in this research was the seventh grade students of MTs Al-Hikmah Sayung Demak in the academic year of 2017/2018. There are two classes at the seventh grade students of MTs Al-Hikmah Sayung Demak, VII A and VII B. Each class consists of 24 students. The research used sample random sampling technique to determine the subject of the research.

As the result, students of VII A became the experimental group which was taught grammar article by using animation media based on folklore. While control group were students of VII B which would be taught grammar article conventionally.

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[7] Sugiono, *Statistika, Statistik Untuk Penelitian*, p. 130.
[8] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p. 116

E. Data Collection Technique

To get the accurate data, in this study, the writer used two techniques in the collecting the data, as follows:

1. Test

In this research, the researcher used test to collect data. Brown states that a test is a method of measuring a person's ability, knowledge, or performance in a given domain.[9]

Objective test is frequently criticized on the grounds that they are sample to answer than subjective test. Objective test are divided into transformation, completion, combination, addition, rearrangement, matching, correct and incorrect, and multiple choice. It means students have to choose the right answer among a, b, or c.

The researcher used multiple choice forms. The choice of the test type is based on the consideration that multiple choice test are:[10]

a. The technique of scoring is easy.

b. It was impossible for students to avoid the grammar point being evaluated.

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[9] H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco : Longman, 2004), p. 3.

[10] H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, p. 43.

c. This is sensitive measure of achivement multiple-choice language test: it allows teachers to diagnose the students' problems.

In this research, the writer used pre test and post test, they are follow:

1. Pre-test

Before the teacher teaches new material by using animation media, the teacher gives the pre test to the students. Pre-test is given to the experimental class and control class before the treatments was run.

2. Post-test

Post-test was held after all treatments were conducted. Post-test was given to the experimental class and control class after received treatments. Post test was used to measure the improvement of students' understanding on articles (*a, an,* and *the*) after being taught by using animation media in experimental class and without using animation media in the class control.

The score of students' achievement can be calculated by using this formula:[11]

$$\text{Score} = \frac{The\ number\ of\ true\ answer}{The\ number\ of\ question} \times 100$$

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[11]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p. 235.

2. Documentation

It refers to the archival data that helps the researcher to collect the needed data. The researcher functioned the document related to the object research such as students name list and the English subject schedule. In this case, the data is gained by help of the English teacher and the administration officer.

F. Data Analysis Technique

1. Try Out Test

Before the test was used as instrument to collect the data, it had been tried out first to the students in another class. It was applied to analyze validity, reliability, difficulty level and also the discrimination power of each item. The try out test was given to class VIII of the students of MTs Al-Hikmah Sayung Demak. The writer prepared items as the instrument of the test. From twenty test items of try out, some items were chosen as the instrument of the test while some others were left out. The choosing of the instrument had been done by considering: validity, reliability, the degree of test difficulty and discriminating power.

a. The Validity

The validity is an important quality of any test. According to Arikunto, "a test is valid if it measures what it is supposed to be measured".[12]

The validity of test is calculated using Product Moment Formula, which is as follows:

$$r_{xy} = \frac{N \sum XY - \sum(X) \sum(Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} : The correlation coefficient between X variable and Y variable

N : The number of students

$\sum X$: The sum of score of X item

$\sum Y$: The sume of score of Y item

Calculation result of r_{xy} is compared with r_{table} of Product Moment by 5% degree of significance. If r_{xy} is higher than r_{table} the item of question is valid.[13]

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[12] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p. 168

[13] Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta : PT. Raja Grafindo Persada, 2008), p. 179

b. Reliability

Reliability means "consistent and dependent".[14] Besides validity, a good test should have reliability as well. Reliability is necessary characteristic of any good test. A reliable test score will be consistent across different characteristics of the testing situation.

Besides having high validity, a good test should have high reliability too. Alpha formula is used to know reliability of test is K – R. 20.[15]

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

Where:

r_{11} : The reliability coefficient of items

k : The number of item in the test

p : The proportion of students who gave the right answer

q : The proportion of students who gave the wrong answer

S^2 : The standard deviation of the test

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[14] H. Douglas Brown, *Language assessment Principles and Classroom Practices*, (San Francisco : Longman, 2004), p. 20.

[15] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p. 187.

Calculation result of r_{11} is compared with r_{table} of product moment by 5% degree of significance. If r_{11} is higher than r_{table} , the item of question is reliable.[16]

c. Degree of Test Difficulty

A good question is a question that is not really difficult and not really easy. Formula for degree of test difficulty is:

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

Where:

P : item difficulty

B : number of students who answered the item correctly

JS : number of students[17]

The level of difficulty of each item was determined by using this following categorization:

$0 < P \leq 0.3$ is difficulty

$0.3 < P \leq 0.7$ is medium

$P > 0.70$ is very easy[18]

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[16] Anas Sudijono, *Pengantar Evaluasi Pendidikan*, p. 372.

[17] Anas sudijono, *Pengantar Evaluasi Pendidikan*, p. 372.

[18] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p. 207

d. Discriminating Power

The discriminating power is a measure of the effectiveness of a whole test. It is used to know how accurate the question differ higher subject and lower subject. The formula for discriminating power is:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where :

D   : discrimination index

JA   : member of student in upper group

JB   : member of student in low group

BA   : member of students in upper group who answer the item correctly

BB   : member of students in low group who answer the item correctly

The criteria are:

$D < 0.2$ is poor

$0.2 < D \leq 0.4$ is fair

$0.4 < D \leq 0.7$ is good

$0.7 < D \leq 1$ is very good

2. **Pre-Test**

Pre-test was given before the treatments. The researcher determined the statistic analysis technique whether groups that have normal distribution. If the data

is normal and homogenity distribution, the treatment and teaching can be conducted to both classes.

a. Normality Test

It is to know the normality of the data that is going to be analyzed whether groups that have normal distribution or not. The normality test with Chi-square is done to find out the distribution data.

Step by step Chi-square test is as follows:

1) Determine the range (R); the largest data reduced the smallest.

2) Determine many interval classes (K) with formula:

K = 1 + (3,3) log n

3) Determine the length of the class, using the formula:

$$P = \frac{Range}{Number\ of\ class}$$

4) Make a frequency distribution table.

5) Determines the class boundaries (bc) of each class interval.

6) Calculating the everage Xi ($\bar{X}$), with the formula:

$$\bar{X} = \frac{\sum fi\ xi}{\sum fi}$$

7) Calculating variants, with the formula:

$$S = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}}$$

8) Calculating the value of Z, with the formula:

$$Z = \frac{x - \bar{x}}{s}$$

x = limit class

$\bar{x}$ = Average

S = Standard deviation

9) Define the wide area of each interval.

10) Calculating the frequency expository (fh), with formula:

fh = n x wide area with the n number of sample

11) Make a list of the frequency of observation (fo), with the frequency expository as follows:

Class	Bc	Z	P	L	fh	fo	$\frac{(f_o - f_h)^2}{fh}$

12) Calculating the chi-square (X^2), with the formula:

$$X^2$$

13) Determine dk = k-3, where k is the number of class intervals and $\alpha = 5\%$

14) Determining the value of X^2 table

15) Determining the distribution normality with test criteria:

If $X^2{}_{count} > X^2{}_{table}$ so the data is not normal distribution and the other way if the $X^2{}_{count} < X^2{}_{table}$ so the data is normal distribution.[19]

b. Homogeneity Test

It was meant to get the assumption that sample of research came from a same condition or homogenous. It was used to know whether experimental class and control class, those were taken from population that have same variant or not.

The steps as follows:

1) Calculating variants both classes (experimental and control classes), with the formula:

$$S_1^2 = \frac{\sum(x - \bar{x})^2}{n_1 - 1} \text{ And } S_2^2 = \frac{\sum(x - \bar{x})^2}{n_2 - 1}$$

2) Determine $F = \frac{Vb}{Vk}$

Where:

Vb : Bigger Varian

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[19] Sudjana, *Metode Statistika*, (Bandung: Tarsito, 1996), p. 272.

Vk : Smaller Varian

Determine dk $= (n_1 - 1):(n_2 - 1)$

3) Determine F_{table} with $\alpha = 5\%$

4) Determining the distribution homogeneity with test criteria:

If $F_{count} > F_{table}$, the data is not homogeneous and the other way if the $F_{count} < F_{table}$, the data is homogeneous.[20]

c. Test of the Average

It is used to examine average whether experimental group and control group have been decided having different average.[21]

T-test is used to analyze the data of this research. A t-test would be the measure you would use to compare the mean scores of the two groups.[22]

If $\sigma_1^2 = \sigma_2^2$ (has same variant), the formula is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

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[20] Sudjana, *Metode Statistika,* p. 250

[21] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p. 311

[22] H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, p. 205.

With

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

Where:

$\bar{X}_1$: The mean score of the experimental group

$\bar{X}_2$: The mean of the control group

n_1 : The number of experimental group

n_2 : The number of control group

S_1^2 : The standard of deviation of experimental group

S_2^2 : The standard of deviation of both groups

If $= \acute{o}_1^2 \neq \acute{o}_2^2$ (has no same variant) the formula is:

$$t^1 = \frac{\bar{X} - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_1^2}{n_2}}}$$

The hypothesis are:

Ho $= \mu_1 = \mu_2$

Ha $= \mu_1 \neq \mu_2$

μ_1 : average data of experimental group

μ_2 : average data of control group

     If $r_{count} > r_{table}$ so Ho is rejected and there is no difference of average value from both of groups. Moreover, the other way if the $r_{count} < r_{table}$ so Ho

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is accepted and there is significant difference of average value from both of groups.[23]

3. **Post Test**

Post test is held after all treatments were conducted. This test is used to measure students' achievement after they are given treatments. The result of test is analyzed statistically.

a. Test of the normality

The test of the normality of second step is the same as the normality test on the initial data.

b. Test of the homogeneity

The test of the homogeneity of second step is the same as the homogeneity test on initial data.

c. Test of the Average (Right-hand Test)

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

$Ho = \mu_1 \leq \mu_2$

$Ha = \mu_1 > \mu_2$

μ_1: average data of experimental group

μ_2: average data of control group

The t-test formula is used:

[23] Anas Sudijono, *Pengantar Statistik Pendidikan*, p. 272-273.

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

With

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

Where:

$\overline{X}_1$: Average of experimental group

$\overline{X}_2$: Average of control group

n_1 : number of control group

n_2 : number of control group

S_1^2 : Standard deviation of experimental group

S_2^2 : Standard deviation of control group

Testing criteria that apply Ho is accepted if $t_{count} > t_{table}$ with determinate df $= (n_1 + n_2 - 2)$ and the significant $\alpha = 5\%$ with opportunities $(1 - \alpha)$. Values for other t Ho rejected.

G. Research Setting

1. Time of the Research

This research was conducted during sixth weeks as ratification of the research proposal, starting from October, 23 th 2017 to November 29 th 2017 on the first semester in the academic year of 2017/2018 counted since the proposal is submitted until the end of the research.

2. **Place of the Research**

      This research was conducted at MTs Al-Hikmah Sayung Demak. This subject of this research was the seventh grade of MTs Al-hikmah Sayung Demak in the academic year of 2017/2018.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

This chapter discusses the research finding and analysis that is analyzed by the researcher. It deals with the descriptions of research result, the data analysis and test of hypothesis, discussion of the research finding and limitation of the research.

A. Descriptions of Research Findings

This chapter presents the data that were collected during the experimental research. First analysis focuses on the validity, reliability, index difficulty, and discriminating power of instruments. Second analysis presents the result of pre - test and post – test which where done both in experimental in control group.

To find out the effectiveness of using animation media based on folklore in teaching English articles in class VII MTs Al-Hikmah Sayung Demak, the writer conducted an analysis of quantitative data. After conducting the research, she got the data of research finding that is obtained by using the experimental class and control class after conducting different treatment of learning process in both classes.

The subjects of this research were devided in two classes. They are experimental class (VII A) and the control class (VII B). Before items were given to the students, the

writer gave try out test to analyze validity, reliability, difficulty level and also the discrimination power pf each item. The writer prepared 20 items as the instrument of the test. Test was given before and after the students follow the learning process that was provided by the writer.

Before the activities were conducted, the writer determined the materials and lesson plan of learning. Learning in the experimental class used animation media based on folklore, while the control class without used animation media based on folklore.

After the data were collected, the writer analyzed it. The first analysis data is from the beginning of control class and experimental class that is taken from the pre test value. It is the normality test and homogenity test. It is used to known that two groups are normal and have same variant. Another analysis data is from the ending of control class and experimental class. It is used to prove the truth of hypothesis that has been planned.

B. The Data Analysis and Hypothesis Test

1. The Data Analysis

a. Try Out Test Analysis

This discussion covered validity, reliability, level of difficulty, and discriminating power.

1) Validity of Instrument

In this study, item validity is used to know the index validity of the test. To know the validity of instrument, the writer used the Pearson product moment formula to analyze each item. It is obtained that from 25 test items; there are 20 test items which are valid and 5 test items which are invalid. They are on number 10, 11, 21, 22, and 25. They are invalid with reason computation result of their r_{xy} value (the correlation of score each item) is lower than their r_{table} value.

The following is the example of item validity computation for item number 1 and for the other items would use the same formula.

$N = 35$ $\qquad\qquad$ $\sum Y = 742$

$\sum XY = 685$ $\qquad\qquad$ $\sum X^2 = 31$

$\sum X = 31$ $\qquad\qquad$ $\sum Y^2 = 16236$

$$r_{xy} = \frac{N\sum XY - \sum(X)\sum(Y)}{\sqrt{\left\{N\sum X^2 - (\sum X)^2\right\}\left\{N\sum Y^2 - (\sum Y)^2\right\}}}$$

$r_{xy} = 0{,}657$

From the computation above, the result of computing validity of the item number 1 was 0.657. After that, the researcher consulted the result to the table of r Product Moment with the number of subject (N) = 35 and significance level is 5% it was 0.657. Since the result of the computation was higher than r in table, the index of validity of the item number 1 was considered to be valid.

2)   **Reliability of Instrument**

After validity items was done, the next analysis was to test the realibility. A good test must be valid and realiable. Besides the index of validity, the researcher calculated the reliability of the test using Kuder-Richarson Formula 20 (K-R 20). It was as follow:

$$r11 = \left(\frac{n}{n-1}\right)\left(\frac{S^2 - \sum pq}{S^2}\right)$$

The result of 25 test items with N=35 it was obtained r_{11} = 0. 657 and r_{table} = 0.334. So that the item of question was reliable.

3) **Degree of the Test Difficulty**

The difficulty level generally was showed by percentage of students who gave the right answer. The difficulty level analysis is used to determine the

level of   test difficulty, whether the test has the criteria easy, medium, or difficult. Criteria   of difficulty level is classified as follows:

- Test with P 1.00 to 0.30 is difficult
- Test with P 0.30 to 0.70 is medium
- Test with P 0.70 to 1.00 is easy

The following computation of the level difficulty for the item number 1 and for the other items used the same formula.

$B = 18 + 13$

$JS = 35$

$P = \dfrac{B}{JS}$

$P = \dfrac{31}{35}$

$P = 0,89$

From the computation above, the question number 1 can be said as the easy category, because the calculation result of the item number 1 is in the interval $0.07 < P < 1.00$

4) Discriminating Power

The following is the computation of the discriminating power for item number 1, and for other items used the same formula.

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Before computed using the formula, the data divided into 2 (group). They were upper and low group.

Table 1

The Table of the Gathered Score of Item Number 1

UPPER GROUP			LOW GROUP		
NO	CODE	SCORE	NO	CODE	SCORE
1.	UC-9	1	1.	UC-25	1
2.	UC-11	1	2.	UC-35	1
3.	UC-21	1	3.	UC-29	1
4.	UC-27	1	4.	UC-19	1
5.	UC-34	1	5.	UC-1	1
6.	UC-10	1	6.	UC-2	1
7.	UC-31	1	7.	UC-3	1
8.	UC-24	1	8.	UC-5	1
9.	UC-30	1	9.	UC-22	1
10.	UC-31	1	10.	UC-7	0

11.	UC-24	1	11.	UC-15	1
12.	UC-6	1	12.	UC-26	1
13.	UC-8	1	13.	UC-33	1
14.	UC-12	1	14.	UC-4	1
15.	UC-13	1	15.	UC-20	0
16.	UC-16	1	16.	UC-28	0
17.	UC-18	1	17.	UC-22	0
18.	UC-23	1			
Total Score		18	Total Score		13

From the table above known as below

BA = 18   BB = 13

JA = 18   JB = 17

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

$$D = \frac{18}{18} - \frac{13}{17}$$

$$D = 1 - 0,76$$

$$D = 0,24$$

According to the criteria, the item number 1 above was medium category, because the calculation result of the item number 1 was in the interval $0.20 \leq D \leq 0.24$.

Based on the analysis of validity , reliability, difficulty level, and discriminating power, finally 20 items of test. They are number 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, and 24.

b. **The Data Analysis of Pre Test Scores of the Experimental Class and the Control Class**

1) **Normality Experimental and Control Class of pre test**

Table 2

The list of Pre-test Scores of the Experimental and Control Class

Experimental			Control		
No	Code	Score	No	Code	Score
1	E-1	60	1	C-1	70
2	E-2	70	2	C-2	50
3	E-3	65	3	C-3	65
4	E-4	70	4	C-4	70
5	E-5	65	5	C-5	65
6	E-6	65	6	C-6	65
7	E-7	80	7	C-7	70
8	E-8	75	8	C-8	65
9	E-9	60	9	C-9	60
10	E-10	50	10	C-10	80
11	E-11	70	11	C-11	60
12	E-12	60	12	C-12	65
13	E-13	75	13	C-13	70

Experimental			Control		
No	Code	Score	No	Code	Score
14	E-14	65	14	C-14	60
15	E-15	70	15	C-15	65
16	E-16	75	16	C-16	60
17	E-17	70	17	C-17	70
18	E-18	75	18	C-18	60
19	E-19	65	19	C-19	65
20	E-20	70	20	C-20	65
21	E-21	70	21	C-21	60
22	E-22	65	22	C-22	75
23	E-23	70	23	C-23	65
24	E-24	80	24	C-24	60
$\sum$		1640			1560
N		24			24
$\bar{\chi}$		68,333			65,00
Varians(S^2)		47,101			36,956
Standard of Deviation (S)		6,863			6,08

a) **The Normality of Experimental Class of Pre-test**

Normality test used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. Based on the table above, the normality test was:

Hypothesis:

Ho: The distribution list was normal

Ha: The distribution was not normal

Test of Hypothesis

The formula was used:

$$x^2$$

The computation of normality test:

Maximum score = 80

Minimum score = 50

Number of Class (k) = 1+3.3Log24 = 5,555= 6 classes

Range (R) = 80-50 = 30

Length of class (P) = 24/6 = 5,00 = 5

Table 3
Frequency Observation of Experimental Class Pre-test

Interval	Bk	f_0	f_h	f0 - fh	$(f_0 - f_h)^2$	$\frac{(f_0 - f_h)^2}{f_h}$
50 – 55	49,5	1	0,918	0,082	0,00672	0,00732
56 – 61	55,5	3	4,5356	-1,5356	2,35807	0,5199
62 – 67	61,5	6	11,546	-5,546	30,7581	2,66
68 – 73	67,5	8	11,546	-3,546	12,5741	1,08905
74 – 79	73,5	4	4,536	-0,536	0,2873	0,06334
80 – 85	79,5	2	0,918	1,082	1.17072	1,2753
	85,5					
		24	33,9996	-9,9996		5,62

With α = 5% and dk = 6-1 = 5.from the Chi-square distribution table, it was obtained χ^2_{table} = 11.070. Because χ^2_{count} = 5.620 was lower than χ^2_{table} = 11.070 (5.620< 11.070). So, the distribution list was normal.

b) The Normality of the Control Class of Pre-test

Hypothesis:

Ho: The distribution list was normal

Ha: The distribution was not normal

Test of Hypothesis

The formula was used:

$$x^2$$

The computation of normality test:

Maximum score= 80

Minimum score $= 50$

Number of Class (k) $=1+3.3\text{Log}24 = 5,555= 6$ classes

Range (R) $= 80 - 50 = 30$

Length of class (P) $= 24/6 = 5,00 = 5$

Table 4
Frequency Observation of Control Class Pre-test

Interval	Bk	f_0	f_h	f0 - fh	$(f_0 - f_h)^2$	$\dfrac{(f_0 - f_h)^2}{f_h}$
50 – 55	49,5	1	0,918	0,082	0,00672	0,00732
56 – 61	55,5	7	4,5356	-1,5356	6,07327	1,33902
62 – 67	61,5	9	11,546	-5,546	6,48212	0,56
68 – 73	67,5	5	11,546	-3,546	42,8501	3,71125
74 – 79	73,5	1	4,536	-0,536	12,5005	2,75608
80 – 85	79,5	1	0,918	1,082	0,006724	0,007325
	85,5					
		24	33,9996	-9,9996		8,38

With α = 5% and dk = 6-1 = 5.from the Chi-square distribution table, it was obtained $\chi^2{}_{table}$ = 11.070. Because $\chi^2{}_{count}$ = 8.380 was lower than $\chi^2{}_{table}$ = 11.070 (8.380< 11.070). So, the distribution list was normal.

2) **Homogenity Experimental and Control class of pre test**

Hypothesis:

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

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

Test of hypothesis:

The formula is used:

$$F = \frac{\text{Biggest variant}}{\text{Smallest variant}}$$

The data of the research:

$\sum(x_i - \overline{x})_1^2 = 1083,333 \qquad n_1 = 24$

$\sum(x_i - \overline{x})_2^2 = 850 \qquad n_2 = 24$

$\sigma_1^2 = S_1^2 = \frac{\sum(x-\bar{x})^2}{n_1 - 1} = \frac{1083,333}{23} = 47,101$

$\sigma_2^2 = S_2^2 = \frac{\sum(x-\bar{x})^2}{n_2 - 1} = \frac{850}{23} = 36,956$

Biggest variant (Bv) = 47.101

Smallest variant (Sv) = 36.96

Based on the formula, it is obtained:

$$F = \frac{47.10}{36.96} = 1.270$$

With $\alpha = 5\%$ and dk = (24-1 = 23) : (24-1 = 23), obtained $F_{table} = 2.00$. Because F_{count} is lower than F_{table} (1.270 < 2.00). So, Ho is accepted and the two groups have same variant / **Homogeneous**.

3) **The Average Similarity Test of Pre-Test of Experimental and Control Classes**

$H_0 : \mu_1 = \mu_2$

$H_1 : \mu_1 \neq \mu_2$

Test of hypothesis:

Based on the computation of the homogeneity test, the experimental class and control class have same variant. So, the t-test formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{(\frac{1}{n_1} + \frac{1}{n_2})}}$$

With

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

Table 5

**The Average Similarity Test of Experimental
and Control Class
Pre-test**

Variation	Experimental	Control
Sum	1640	1560
N	24	24
$\bar{\chi}$	68.33	65.00
Varians (S^2)	47.101	36.956
Standard of Deviation (s)	6.863	6.08

$$S = \sqrt{\frac{(24-1)x\ 47.101 + (24-1)\ x\ 36.956}{24 + (24-2)}} = 7.40$$

$$T = \frac{68,33-65,00}{\sqrt{\frac{(24-1)\ x\ 47,10+(24-1)x36,96}{24+24-2}\left(\frac{1}{24}+\frac{1}{24}\right)}}$$

$$= \frac{3,33}{\sqrt{\frac{1318,83 + 1071,72}{46}}(0,083)}$$

$$= \frac{3,33}{\sqrt{51,97(0,083)}} = \frac{3,33}{2,08104} = 1,781$$

With α = 5% and dk = 24 + 24 − 2 = 46. It obtained t_{table} = 2.013.

Because t_{table} was lower than t_{count}(1.781<2.013). So, Ho was rejected and there was no difference of pre-test average score from both of experimental and control class.

c. **The Data Analysis of Post-Test Score of the Experimental Class and Control Class.**

1) **Normality Experimental and Control Class of Post Test**

Table 6

The list of Post Test Scores of Experimental and Control Class

Experimental			Control		
No	Code	Score	No	Code	Score
1	E-1	65	1	C-1	75
2	E-2	75	2	C-2	55
3	E-3	75	3	C-3	75
4	E-4	85	4	C-4	80
5	E-5	75	5	C-5	70
6	E-6	85	6	C-6	80
7	E-7	95	7	C-7	75
8	E-8	80	8	C-8	70
9	E-9	70	9	C-9	80
10	E-10	60	10	C-10	85
11	E-11	90	11	C-11	65
12	E-12	65	12	C-12	75
13	E-13	85	13	C-13	70
14	E-14	80	14	C-14	65

Experimental			Control		
No	Code	Score	No	Code	Score
15	E-15	90	15	C-15	75
16	E-16	90	16	C-16	65
17	E-17	85	17	C-17	80
18	E-18	90	18	C-18	70
19	E-19	70	19	C-19	70
20	E-20	85	20	C-20	75
21	E-21	90	21	C-21	65
22	E-22	80	22	C-22	85
23	E-23	85	23	C-23	70
24	E-24	95	24	C-24	75
$\sum$		1945			1750
N		24			24
$\bar{\chi}$		81,04			72,92
Varians(S^2)		95,61			49,82
Standard of Deviation (S)		9,78			7,06

a) **The Normality of the Experimental Class of Post Test**

Normality test used to know the normality of the data is going to be analyzed whether both groups have normal distribution or not. Based on the table above, the normality test was:

Hypothesis:

Ho : The distribution list was normal

Ha : The distribution was not normal

Test of hypothesis

The formula was used:

$$x^2 = \sum_{i=1}^{k} \frac{(fo - fh)^2}{fh}$$

The computation of normality test:

Maximum score	= 95
Minimum score	= 60
Number of Class (k)	=1+3.3Log24 = 6,054= 6 classes
Range (R)	= 95-60 = 35
Length of class (P)	= 24/6 = 5,00 = 5

Table 7
Frequency Observation of Experimental Class Post-Test

Interval	Bk	f_0	f_h	f0 - fh	$(f_0 - f_h)^2$	$\frac{(f_0 - f_h)^2}{f_h}$
60 –66	59,5	1	0,918	0,082	0,00672	0,00732
67 – 73	66,5	4	4,5356	-0,5356	0,28687	0,06325
74 – 80	73,5	6	11,546	-5,5464	30,7626	2,66
81 – 87	80,5	6	11,546	-5,5464	30,7626	2,66425
88 – 94	87,5	5	4,536	0,4644	0,21567	0,04755
95 – 101	94,5	2	0,918	1,082	1.17072	1,28
	101,5					
		24	34	-10		6,72

With α = 5% and dk = 6-1 = 5. From the Chi-square distribution table, it was obtained $\chi^2{}_{table}$ = 11.070. Because $\chi^2{}_{count}$ = 6.720 was lower than $\chi^2{}_{table}$ = 11.070 (6.720 < 11.070). So, the distribution list was normal.

b) **The Normality of the Control Class of Post Test**

Hypothesis:

Ho : The distribution list was normal

Ha : The distribution was not normal

Test of hypothesis

The formula was used:

$$x^2 = \sum_{i=1}^{k} \frac{(fo - fh)^2}{fh}$$

The computation of normality test:

Maximum score	= 85
Minimum score	= 55
Number of Class (k)	=1+3.3Log24 = 6,054= 6 classes
Range (R)	= 85-55 = 30
Length of class (P)	= 24/6 = 5,00 = 5

Table 8
Frequency Observation of Control Class Post-Test

Interval	Bk	f_0	f_h	f0 - fh	$(f_0 - f_h)^2$	$\dfrac{(f_0 - f_h)^2}{f_h}$
55 –60	59,5	1	0,918	0,082	0,00672	0,00732
61 – 66	66,5	4	4,5356	-0,5356	0,28687	0,06325
67 – 72	73,5	6	11,546	-5,5464	30,7581	2,66
73 – 78	80,5	7	11,546	-4,5464	20,6661	1,78989
79 – 84	87,5	4	4,536	0,536	0,2872	0,06334
85 – 90	94,5	2	0,918	1,082	1.17072	1,2753
	101,5					
		24	33,9996	-9,9996		5,86

With α = 5% and dk = 6-1 = 5. From the Chi-square distribution table, it was obtained $\chi^2{}_{table} = 11.070$. Because $\chi^2{}_{count} = 5.860$ was lower than $\chi^2{}_{table} = 11.070$ (5.860 < 11.070). So, the distribution list was normal.

2) **Homogeneity Experimental and Control Class of Post Test**

Hypothesis:

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

$H_A : \sigma_1^2 \neq \sigma_2^2$

Test of hypothesis:

The formula is used:

$$F = \frac{\text{Biggest variant}}{\text{Smallest variant}}$$

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The data of the research:

$$\sum(x_i - \overline{x})_1^2 = 2198{,}958 \qquad n_1 = 24$$

$$\sum(x_i - \overline{x})_2^2 = 1145{,}834 \qquad n_2 = 24$$

$$\sigma_1^2 = S_1^2 = \frac{\sum(x-\bar{x})^2}{n_1 - 1} = \frac{2198{,}958}{23} = 95{,}606$$

$$\sigma_2^2 = S_2^2 = \frac{\sum(x-\bar{x})^2}{n_2 - 1} = \frac{1145{,}834}{23} = 49{,}818$$

Biggest variant (Bv) = 95.61

Smallest variant (Sv) = 49.82

Based on the formula, it is obtained:

$$F = \frac{95.61}{49.82} = 1.92$$

With $\alpha = 5\%$ and dk = (24-1 = 23) : (24-1 = 23), obtained $F_{table} = 2.01$. Because F_{count} is lower than F_{table} (1.270 < 2.01). So, Ho is accepted and the two groups have same variant / **Homogeneous**.

1) **The Average Similarity Test of Post-Test of Experimental and Control Classes**

   Hypothesis:

   $H_0 : \mu_1 = \mu_2$

   $H_1 : \mu_1 \neq \mu_2$

   Test of hypothesis:

   Based on the computation of the homogeneity test, the experimental class and control class have same variant. So, the t-test formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S\sqrt{(\frac{1}{n_1} + \frac{1}{n_2})}}$$

With

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

Table 9

**The Average Similarity Test of Experimental
and Control Class
Post-Test**

Variation	Experimental	Control
Sum	1945	1750
N	24	24
$\bar{\chi}$	81.04	72.92
Varians (S^2)	95.61	49.82
Standard of Deviation (s)	9.78	7,06

$$S = \sqrt{\frac{(24-1)x\ 9.780 + (24-1)\ x\ 7.060}{24 + (24-2)}} = 9.74$$

$$T = \frac{81.04 - 72.92}{\sqrt{\frac{(24-1)\ x\ 95.610 + (24-1)x\ 49.820}{24+24-2}\left(\frac{1}{24} + \frac{1}{24}\right)}}$$

$$= \frac{8.12}{\sqrt{\frac{2677.0800 + 1444,780}{46}}(0,083)}$$

$$= \frac{8.12}{\sqrt{89.61(0,083)}} = \frac{8.12}{2,73261} = 3,301$$

Based on the computation above, by α = 5% and dk = 24 + 24 − 2 = 46. It obtained t_{table} = 1.679. While t_{count}= 3.301. So, it can be concluded that Ho was rejected because t_{count} was higher than t_{table} (2.970>1.679).

From the result, it can be concluded that there is a significant difference in English Articles achievement score between students were taught using animation media based on folklore and those were taught without using animation media based on folklore. So, it can be said that animation media based on folklore is effective to teach English Articles, and so the action hypothesis is accepted.

C. Discussion of the Research Finding

1. The score of initial ability (pre-test)

Based on the result of pre-test, it can be known that both experimental class and control class are normal distribution and homogenous. The normality test of experimental class with Chi-square is $\chi^2{}_{count}$ = 5.620 was lower than $\chi^2{}_{table}$ = 11.070 (5.620 <11.070). While control class is $\chi^2{}_{count}$ = 8.380 was lower than $\chi^2{}_{table}$ = 11.070 (8.380<11.070. the homogeneity test in pre-test shows that $\chi^2{}_{count}$ was lower than $\chi^2{}_{table}$ (1.270< 2.00).

In addition, the result of calculation t-test of pre-test is obtained t_{table} was lower than t_{count} (1.781<2.013). So, Ho was rejected and there was no difference of pre-test average score from both of experimental and control class.

2. **The score of final ability (post-test)**

The normality test of experimental class with Chi-square is χ^2_{count} = 6.720 was lower than χ^2_{table} = 11.070 (6.720<11.070). while control class is χ^2_{count} = 5.860 was lower than χ^2_{table} = 11.070 (5.860 < 11.070). the homogeneity test of post test shows that F_{count} was lower than F_{table} (1.270<2.01). it means that both experimental and control class of post test is normal distribution and homogenous.

Based on the result of t-test calculation shows that t_{count} was higher than t_{table} (3.301>1.679). From the result, it can be concluded that there is a significant difference in English Articles achievement score between students were taught using animation media based on folklore and those were taught without using animation media based on folklore. So, it can be said that animation media based on folklore is effective to teach English Articles, and so the action hypothesis is accepted.

D. Limitation of Research

The researcher realized that this research had not been conducted optimally. There were constraints and obstacles faced during the research process. Some limitations of this research were:

1. The researcher was still lack of experience and knowledge of teaching-learning. It made the implementation process of this researcher was less smooth. But the researcher tried as maximal as possible to do this research.

2. The researcher was limited at MTs Al-Hikmah Sayung Demak in the academic year 2017/2018. When the same research is conducted in other school, it was still possible that will be gained different score.

Considering all those limitations, there is a need to do more research about teaching English Articles using animation media based on folklore. So that, the more optimal result will be gained.

CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

After the writer finishes the previous chapter, she will draw some conclusions as the result of the study on the effectiveness of using folklore based animation media in teaching English articles with the seventh graders students of MTs Al-Hikmah Sayung Demak in the academic year of 2017/2018.

Based on the finding and discussion of the data analysis in the previous chapter, the conclusion can be drawn that the teaching of teaching English articles using folklore based animation media is more than effective at class VII A and VII B students of MTs Al-Hikmah Sayung Demak.

Based on the results of test score showing that the experimental class that were given a treatment using folklore based animation media got higher score that was 81.04 compared with the control class who did not get treatment using folklore as media that was 72.92.

Based on the t-test with standard of significant 5%, it is found $t_{count} = 3.301$ with $t_{table} = 1.679$. Because of $t_{oount} > t_{table}$, there is real difference between results of the study of learning using folklore as media and learning without using Folklore based animation as media.

Consequently based the testing, the process of learning English using folklore based animation as media is affective.

B. Suggestions

Based on the result of this research with positively indicates that there is positive effect of using folklore based animation as media in teaching English articles. Some suggestions for the teaching learning English are proposed as follows:

1. To the teachers

   a. The creativity of the English teachers is needed in teaching English, as their duties to transfer the knowledge of English to the students.

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

   c. To give contribution to English teachers that teaching writing using folklore based animation as media is more interesting.

2. To the students

   a. To improve the effectiveness of students' understanding in English Articles.

   b. To improve the English mastery, especially in mastering English Articles.

   c. It may help students to disappear their bored in learning English Articles

3. To the readers

   The writer hopes this thesis can be useful for the reader. So, they know that using folklore based animation as media in teaching English Articles is more effective.

4. To the writer

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

5. To the school

   Folklore based animation can be a new media in teaching English Articles in MTs Al-Hikmah Sayung Demak in order to get better output.

   This research is found out that teaching English grammar especially on English Articles to improve students' understanding is effective. The writer hopes the school institution can support the teacher to create enjoyable, fun and interesting situation in learning such as using songs in teaching grammar.

6. For the next researcher

   They can make this study as their reference to conduct other researcher on the same field. The writer hopes that next researcher can prepare everything as good as possible in doing research and can follow up this research.

C. Closure

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

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Appendix 1

Students' Name List of Experimental Class (VII A)

No	Name	Code
1.	Ahmad Danil Yustino	E-1
2.	Ahmad Faisol	E-2
3.	Al Fiyah	E-3
4.	Alvi Zumrotus Nisa'	E-4
5.	Budi Leksono	E-5
6.	Choirotul Fitriyah	E-6
7.	Dewi Sulistiyowati	E-7
8.	Dimas Naily Sahal Muna	E-8
9.	Dina Aprilia	E-9
10.	Fatkhul Anam	E-10
11.	Febriansyah	E-11
12.	Ida Wahyuni	E-12
13.	Kanzul Fikar Arif Fil Syafa	E-13
14.	Kurni Sarwiyah	E-14
15.	Lutfiana Sarifatul Latifah	E-15
16.	M. Ilham Manzis	E-16
17.	M. Irfan Syaifudin	E-17
18.	Nur Rozi	E-18
19.	M. Rifki Habibullah	E-19
20.	Mico Ferdinan Jabbar	E-20
21.	Mutimatul Hanna	E-21
22.	Nindia Sela Nabela	E-22
23.	Nur Natasa Nadia	E-23
24.	Nur Qomaryatul Falah	E-24

Appendix 2

Students' Name List of Control Class (VII B)

No	Name	Code
1.	Abdul Malik	C-1
2.	Akmad Kadis	C-2
3.	Ananda Saputra Kurniawan	C-3
4.	Ayu Lestari	C-4
5.	Bela Rusita	C-5
6.	Debby Dwi Lestari	C-6
7.	Dewi Hesty	C-7
8.	Hanjar Mas'ud Taflikhan	C-8
9.	Hesti Eka Amalia	C-9
10.	In'amul Muttaqin	C-10
11.	Kholifah	C-11
12.	Lilik Nur Hidayah	C-12
13.	Muhamad Nurfalah	C-13
14.	Muhammad Ibrahim	C-14
15.	Muhammad Nur Afrizal	C-15
16.	Muhammad Yusuf Zamzam	C-16
17.	Mustafidah	C-17
18.	Naili Sa'adatil Abadiyah	C-18
19.	Nelly Fathihatul Wakhidah	C-19
20.	Rani Aryani	C-20
21.	Rifaldi Anjasruri	C-21
22.	Risma Livatun	C-22
23.	Shalih Ilham Zulmi	C-23
24.	Siti Hashifah	C-24

Appendix 3

The Schedule of the Research

No.	Date	Activities
1	On Monday, 23October 2017	Asking permission to head master and English teacher for research
2	On Friday, 27 October 2017	Try-out test for the try out class (VIII B)
3	On Tuesday, 31 October 2017	Pre-test for experimental class (VII A) and control class (VII B)
4	On Tuesday, 7 November 2017	Treatment I for experimental class
5	On Tuesday, 7 November 2017	Conventional teaching I for control class
6	On Tuesday, 14 November 2017	Treatment II for experimental class
7	On Tuesday, 14 November 2017	Conventional teaching II for control class
8	On Tuesday, 21 November 2017	Treatment III for experimental class
9	On Tuesday, 21 November 2017	Conventional teaching III for control class
10	On Tuesday, 28 November 2017	Post-test for experimental class and control class.

Appendix 4

Score of Experimental and Control Class of Pre-test

No	Code	Score	No	Code	Score
Experimental			**Control**		
1	E-1	60	1	C-1	70
2	E-2	70	2	C-2	50
3	E-3	65	3	C-3	65
4	E-4	70	4	C-4	70
5	E-5	65	5	C-5	65
6	E-6	65	6	C-6	65
7	E-7	80	7	C-7	70
8	E-8	75	8	C-8	65
9	E-9	60	9	C-9	60
10	E-10	50	10	C-10	80
11	E-11	70	11	C-11	60
12	E-12	60	12	C-12	65
13	E-13	75	13	C-13	70
14	E-14	65	14	C-14	60
15	E-15	70	15	C-15	65
16	E-16	75	16	C-16	60
17	E-17	70	17	C-17	70
18	E-18	75	18	C-18	60
19	E-19	65	19	C-19	65
20	E-20	70	20	C-20	65
21	E-21	70	21	C-21	60
22	E-22	65	22	C-22	75
23	E-23	70	23	C-23	65
24	E-24	80	24	C-24	60
$\sum$		1640			1560
N		24			24
$\bar{\chi}$		68.333			65.00
Varians(S^2)		47.101			36.956
Standard of Deviation (S)		6.863			6.08

Appendix 5

Score of Experimental class and control class of Post-test

No	Experimental Code	Score	No	Control Code	Score
1	E-1	65	1	C-1	75
2	E-2	75	2	C-2	55
3	E-3	75	3	C-3	75
4	E-4	85	4	C-4	80
5	E-5	75	5	C-5	70
6	E-6	85	6	C-6	80
7	E-7	95	7	C-7	75
8	E-8	80	8	C-8	70
9	E-9	70	9	C-9	80
10	E-10	60	10	C-10	85
11	E-11	90	11	C-11	65
12	E-12	65	12	C-12	75
13	E-13	85	13	C-13	70
14	E-14	80	14	C-14	65
15	E-15	90	15	C-15	75
16	E-16	90	16	C-16	65
17	E-17	85	17	C-17	80
18	E-18	90	18	C-18	70
19	E-19	70	19	C-19	70
20	E-20	85	20	C-20	75
21	E-21	90	21	C-21	65
22	E-22	80	22	C-22	85
23	E-23	85	23	C-23	70
24	E-24	95	24	C-24	75
$\sum$		1945			1750
N		24			24
$\bar{\chi}$		81.04			72.92
Varians(S^2)		95.61			49.82
Standard Deviation (S)		9.78			7.06

Appendix 6

STUDENTS' NAME LIST OF TRY-OUT TEST
(VIII B)

NO.	NAME	CODE
1	Ahmad Misbakhul Hakim	T-1
2	Aldi Irawan	T-2
3	Amisya Nurul Jannah	T-3
4	Antoni Rama Wibowo	T-4
5	Azizatur Rohmah	T-5
6	Eka Purnama Sari	T-6
7	Eni Emilia Sari	T-7
8	Fatkhur Rohman	T-8
9	Fatmalia Amanda	T-9
10	Fitri Handayani	T-10
11	M. Abdul Kharis	T-11
12	M. Andry Kuswardiyanto	T-12
13	M. Azim Mustajib	T-13
14	M. Suhaid Nurhan	T-14
15	Miftakhul Arifin	T-15
16	Nadia Halimatuz Zakiyah	T-16
17	Nila Ajkiya	T-17
18	M. Nur Rozi	T-18
19	Nurul Alyyah	T-19
20	Murni Lestari	T-20
21	Muhammad Fahrudin	T-21
22	M. Zaki Maulana	T-22
23	M. Zaenal Mustaqim	T-23
24	Nur Wahyuningsih	T-24
25	Nurul Afifatul Fitriyah	T-25
26	Putri Widianti	T-26
27	Rofiqotus Sa'adah	T-27
28	Rahma Riskina Aulia A.	T-28
29	Rifqi Andika Romadhon	T-29
30	Rina Aryana	T-30
31	Rohmatal Lil Alamin	T-31

32	Sirojul Anam	T-32
33	Wahyu Sofi Anggraini	T-33
34	Wulan Fitrianingsih	T-34
35	Yuhdi Mubarok	T-35

Appendix 7

ANSWER KEY OF TRY-OUT TEST

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

Appendix 8

Nama :

Class :

Try Out Test

Article (*a, an,* and *the*)

1. My sister buys fruits in ... fruit
    market.
    a. a
    b. the
    c. an

2. He has .... new motorcycle.

    a. an
    b. the
    c. a

3. It is ... banana.
    a. the
    b. a
    c. an

4. Jane is ... really nice person.
    a. the
    b. a
    c. an

5. The bag on .... table.
    a. an
    b. a
    c. the

6. Mr. Adrian is explaining the lesson
    in classroom. He is ... teacher.

    a. an
    b. the
    c. a

7. The man is .... Australian
    businessman.
    a. the
    b. a
    c. an

8. I buy bread in ... Bakery.
    a. an
    b. a
    c. the

9. Something that you can finding
    your bedroom is ... bed.
    a. the
    b. a
    c. an

10. Mr. John is .... doctor. He work in
    Hospital.
    a. the
    b. an
    c. a

11. I have a pencil, ... pencil is yellow.
    a. a
    b. an
    c. the

12. ....chef makes some food.

a. A

b. The

c. An

13. Is Dinda ... student at your college?

a. a

b. an

c. the

14. A : Did you have .... nice holiday?

B : Yes, it was ..... best holiday I've ever had.

a. The – an

b. A – the

c. An – the

15. It is ... insect

a. the

b. an

c. a

16. After eating or drinking in the restaurant, you give the bill to .... cashier.

a. the

b. an

c. a

17. My sister cooking in .... kitchen every day.

a. a

b. the

c. an

18. I am .... student.

a. an

b. a

c. the

19. Micky is ....tailor. He makes clothes.

a. the

b. an

c. a

20. The chef slices onion on ....chopping board.

a. the

b. an

c. a

21. Oxford is ... university town.

a. a

b. an

c. the

22. She is reading ... interesting book.

a. an

b. the

c. a

23. She has bought ... apple juice

a. a

b. an

c. the

24. There was ... time when I enjoyed reading

a. the

b. an

c. a

25. Give me ... change to fix problem.

a. a

b. an

c. the

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Appendix 9
The Computation of Item Validity Test

Rumus :

$$\gamma_{pbis} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

Keterangan:

M_p =   The propotion of students who give the right answer

M_t =   The average of total score

S_t =   The standard of deviation of total score

p   =   The propotion respondent who give the right answer

q   =   The propotion of students who give the wrong answer

Kriteria

If rcount > r_{tabel}, so the items of question was valid.

Perhitungan

Berikut ini contoh perhitungan pada butir soal no 1, selanjutnya untuk butir soal yang lain dihitung dengan cara yang sama, dan diperoleh seperti pada tabel analisis butir soal.

No	Kode	Butir soal no 1 (X)	Skor Total (Y)	X^2	Y^2	XY
1	Uc-9	1	25	1	625	25
2	Uc-11	1	25	1	625	25
3	Uc-21	1	25	1	625	25
4	Uc-27	1	25	1	625	25
5	Uc-34	1	25	1	625	25
6	Uc-10	1	24	1	576	24
7	Uc-14	1	24	1	576	24
8	Uc-17	1	24	1	576	24
9	Uc-30	1	24	1	576	24
10	Uc-31	1	24	1	576	24
11	Uc-24	1	24	1	576	24
12	Uc-6	1	23	1	529	23
13	Uc-8	1	23	1	529	23
14	Uc-12	1	23	1	529	23
15	Uc-13	1	23	1	529	23
16	Uc-16	1	23	1	529	23
17	Uc-18	1	23	1	529	23
18	Uc-23	1	23	1	529	23
19	Uc-25	1	23	1	529	23
20	Uc-35	1	23	1	529	23
21	Uc-29	1	23	1	529	23
22	Uc-19	1	22	1	484	22
23	Uc-1	1	22	1	484	22
24	Uc-2	1	22	1	484	22
25	Uc-3	1	20	1	400	20
26	Uc-5	1	20	1	400	20
27	Uc-22	1	18	1	324	18
28	Uc-7	0	17	0	289	0
29	Uc-15	1	17	1	289	17
30	Uc-26	1	16	1	256	16
31	Uc-33	1	15	1	225	15
32	Uc-4	1	14	1	196	14
33	Uc-20	0	14	0	196	0
34	Uc-28	0	13	0	169	0
35	Uc-32	0	13	0	169	0
Jumlah		31	742	31	16236	685

Berdasarkan tabel tersebut diperoleh:

M_p = $\dfrac{\text{Jumlah skor total yang menjawab benar pada no 1}}{\text{Banyaknya siswa yang menjawab benar pada no 1}}$

$$= \frac{685}{31}$$

$$= 22.10$$

$$M_t = \frac{\text{Jumlah skor total}}{\text{Banyaknya siswa}}$$

$$= \frac{742}{35}$$

$$= 21.20$$

$$p = \frac{\text{Jumlah skor yang menjawab benar pada no 1}}{\text{Banyaknya siswa}}$$

$$= \frac{31}{35}$$

$$= 0.89$$

$$q = 1 \, p = 1 - 0.89 = 0.11$$

$$S_t = \sqrt{\frac{16236 \, \dfrac{742}{35}^2}{35}} = 3.80$$

$$r_{pbis} = \frac{22.10 \quad 21.20}{3.80} \sqrt{\frac{0.89}{0.11}}$$

$$= 0.657$$

Pada taraf signifikansi 5%, dengan N = 35, diperoleh r_{tabel} = 0.334

Karena $r_{hitung} > r_{tabel}$, maka dapat disimpulkan bahwa butir item tersebut Valid.

Appendix 10 The Computations of the Reliability Test

No	Kode	No Soal																								No Soal	Y	Y²
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	UC-9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	625
2	UC-11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	625
3	UC-21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	625
4	UC-27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	625
5	UC-34	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	625
6	UC-10	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	576
7	UC-14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	24	576
8	UC-17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	24	576
9	UC-30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	24	576
10	UC-31	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	24	576
11	UC-24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	24	576
12	UC-6	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	23	529
13	UC-8	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	23	529
14	UC-12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	23	529
15	UC-13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	23	529
16	UC-16	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	23	529
17	UC-18	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	23	529
18	UC-23	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	23	529
19	UC-25	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	23	529
20	UC-35	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	23	529
21	UC-29	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	23	529
22	UC-19	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	22	484
23	UC-1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	22	484
24	UC-2	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	22	484
25	UC-3	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	0	1	20	400
26	UC-5	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	20	400
27	UC-22	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	0	0	0	1	1	18	324
28	UC-7	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	0	1	0	17	289
29	UC-15	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0	1	0	0	0	1	1	17	289
30	UC-26	1	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	0	1	0	0	0	0	1	1	16	256
31	UC-33	1	1	0	1	0	1	1	0	1	1	1	1	0	1	0	0	1	0	0	0	1	1	1	0	1	15	225
32	UC-4	1	0	0	1	0	1	1	1	0	1	1	1	0	0	1	0	0	0	1	0	0	1	1	1	1	14	196
33	UC-20	0	0	1	0	1	0	1	0	0	0	1	0	0	0	1	0	1	1	1	1	1	1	0	1	1	13	169
34	UC-28	0	0	0	0	0	0	1	1	1	1	0	1	1	1	0	1	0	0	0	0	1	1	1	1	1	13	169
35	UC-32	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	13	169

| | Jumlah | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 28 | 26 | 31 | 31 | 29 | 31 | 31 | 31 | 31 | 31 | 31 | 11 | 25 | 30 | 31 | 34 | 741 | 16209 |

Reliabilitas:

	p	0.885714286	0.885714286	0.885714286	0.837837838	0.837837838	0.837837838	0.837837838	0.837837838	0.837837838	0.8	0.702702703	0.837837838	0.837837838	0.783783784	0.837837838	0.837837838	0.837837838	0.837837838	0.837837838	0.837837838	0.297297297	0.675675676	0.810810811	0.837837838	0.918918919	∑Yt =	741
	q	0.114285714	0.114285714	0.114285714	0.162162162	0.162162162	0.162162162	0.162162162	0.162162162	0.162162162	0.2	0.297297297	0.162162162	0.162162162	0.216216216	0.162162162	0.162162162	0.162162162	0.162162162	0.162162162	0.162162162	0.702702703	0.324324324	0.189189189	0.162162162	0.081081081	(∑Yt)² =	549081
	pq	0.10122449	0.10122449	0.10122449	0.135865595	0.135865595	0.135865595	0.135865595	0.135865595	0.135865595	0.16	0.208911614	0.837837838	0.135865595	0.169466764	0.135865595	0.135865595	0.135865595	0.135865595	0.135865595	0.135865595	0.208911614	0.219138057	0.15339664	0.135865595	0.074506939	∑Yt² =	16209
	n	31	31	31	31	31	31	31	31	31	28	26	31	31	29	31	31	31	31	31	31	11	25	30	31	34	∑pq =	0.79
	∑pq	4.2380	4.1367	4.0355	6.3024	6.3024	6.3024	6.3024	6.3024	6.3024	3.1191	6.3024	6.3024	6.3024	6.3024	6.3024	6.3024	6.3024	6.3024	6.3024	6.3024	6.3024	6.3024	6.3024	6.3024	6.3024	∑yt² =	520.97
	St²	16.80552995	16.80552995	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	16.80552995	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398		
	r₁₁	0.7728	0.7790	0.4847	0.4847	0.4847	0.4847	0.4847	0.4847	0.4847	0.8446	0.4847	0.4847	0.4847	0.4847	0.4847	0.4847	0.4847	0.4847	0.4847	0.4847	0.4847	0.4847	0.4847	0.4847	0.4847		
	kriteria	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel		

nilai															X*Y											
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
62.5		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
62.5		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
62.5		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
62.5		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
62.5		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
60		24	24	24	24	24	24	24	24	24	24	0	24	24	24	24	24	24	24	24	24	24	24	24	24	24
60		24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	0	24	24	24	24
60		24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	0	24	24	24	24
60		24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	0	24	24	24
60		24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	0	24	24	24	24
60		24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	0	24	24	24	24
57.5		23	23	23	23	23	23	23	23	23	0	23	23	23	23	23	23	23	23	23	23	0	23	23	23	23
57.5		23	23	23	23	23	23	23	23	23	23	0	23	23	23	23	23	23	23	23	23	0	23	23	23	23
57.5		23	23	23	23	23	23	23	23	23	23	0	23	23	23	23	23	23	23	23	23	0	23	23	23	23
57.5		23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	0	0	23	23	23
57.5		23	23	23	23	23	23	23	23	23	23	0	23	23	23	23	23	23	23	23	23	0	23	23	23	23
57.5		23	23	23	23	23	23	23	23	23	23	23	23	23	0	23	23	23	23	23	23	0	23	23	23	23
57.5		23	23	23	23	23	23	23	23	23	0	23	23	23	23	23	23	23	23	23	23	0	23	23	23	23
57.5		23	23	23	23	23	23	0	23	23	23	23	23	23	23	23	23	23	23	23	23	0	23	23	23	23
57.5		23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	0	0	23	23	23
57.5		23	23	23	23	23	23	23	23	23	0	23	23	23	23	23	23	23	23	23	23	0	23	23	23	23
55		22	22	22	22	22	22	22	22	22	0	22	22	22	0	22	22	22	22	22	22	0	22	22	22	22
55		22	22	22	22	22	22	22	22	22	22	0	22	22	22	22	22	22	22	22	22	0	0	22	22	22
55		22	22	22	22	22	22	22	22	22	22	0	22	22	22	22	22	22	22	22	22	0	0	22	22	22
50		20	20	20	20	20	20	20	20	20	20	20	0	20	20	20	20	0	20	20	20	0	0	20	0	20
50		20	20	20	20	20	20	20	20	20	0	0	20	20	20	20	0	20	20	20	20	0	20	20	0	20
45		18	18	18	18	18	0	18	0	18	18	18	18	0	18	0	18	18	18	18	18	0	0	0	18	18
42.5		0	17	17	0	17	17	0	17	17	17	17	17	17	17	17	17	0	17	0	17	0	0	0	17	0
42.5		17	17	17	17	17	17	17	17	17	17	0	17	17	0	17	0	17	17	0	17	0	0	0	17	17
40		16	16	16	16	16	16	0	16	0	16	16	0	16	0	16	16	16	0	16	0	0	0	0	16	16
37.5		15	15	0	15	0	15	15	0	15	15	15	15	0	15	0	0	15	0	0	0	15	15	15	0	15
35		14	0	0	14	0	0	14	14	0	14	14	14	0	0	14	0	0	0	14	0	0	14	14	14	14
32.5		0	0	13	0	13	13	13	0	0	0	13	0	0	0	13	0	13	13	13	13	13	13	0	13	13
32.5		0	0	0	0	0	0	13	13	13	13	0	13	13	13	0	13	0	0	0	0	13	13	13	13	13
32.5		0	0	0	0	0	0	0	0	0	0	13	0	13	13	13	13	13	13	13	13	13	13	13	0	13
52.92857143	Jumlah	685	688	686	685	686	683	672	682	685	604	554	679	681	636	675	682	677	683	679	683	227	539	660	673	724

Appendix 11
The Computation of Discriminating Power Test

1. **Soal Pilihan Ganda**

   Formula

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Keterangan:

D :

B_A : Number of students in the upper group who answer the item correctly

B_B : Number of students in the lower group who answer the item correctly

J_A : Number of all students in the upper group

J_B : Number of all students in the lower group

Kriteria

Interval D	Kriteria
D ≤ 0.00	Very Poor
0.00 < D ≤ 0.20	Poor
0.20 < D ≤ 0.40	Medium
0.40 < D ≤ 0.70	Good
0.70 < D ≤ 1.00	Excellent

Perhitungan

The following is the example of the computation of the discriminating power of item number 1, and for the other items will use the same formula

No	Kode	Skor	No	Kode	Skor
	Kelompok Atas			**Kelompok Bawah**	
1	UC-9	1	1	UC-25	1
2	UC-11	1	2	UC-35	1
3	UC-21	1	3	UC-29	1
4	UC-27	1	4	UC-19	1
5	UC-34	1	5	UC-1	1
6	UC-10	1	6	UC-2	1
7	UC-14	1	7	UC-3	1
8	UC-17	1	8	UC-5	1
9	UC-30	1	9	UC-22	1
10	UC-31	1	10	UC-7	0
11	UC-24	1	11	UC-15	1
12	UC-6	1	12	UC-26	1
	UC-8	1	13	UC-33	1
	UC-12	1	14	UC-4	1
	UC-13	1	15	UC-20	0
13	UC-16	1	16	UC-28	0
14	UC-18	1	17	UC-32	0
15	UC-23	1			
	Jumlah	18		**Jumlah**	13

$$DP = \frac{18}{18} - \frac{13}{17}$$

$$= 0.24$$

Berdasarkan kriteria, maka soal no 1 mempunyai daya pembeda cukup

Appendix 12

The Computation Level of Difficulty Test

Formula

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

Keterangan:

P   :   Index of difficulty

B   :   The number of students who answer an item correctly

JS   :   The total number of students

Kriteria

Interval IK	Kriteria
0,00 - 0,30	Difficult
0,31 - 0,70	Medium
0,71 - 1,00	Easy

Berikut ini contoh perhitungan pada butir soal no 1, selanjutnya untuk butir soal yang lain dihitung dengan cara yang sama, dan diperoleh seperti pada tabel analisis butir soal.

No	Upper Group Kode	Skor	No	Upper Group Kode	Skor
1	UC-9	1	1	UC-25	1
2	UC-11	1	2	UC-35	1
3	UC-21	1	3	UC-29	1
4	UC-27	1	4	UC-19	1
5	UC-34	1	5	UC-1	1
6	UC-10	1	6	UC-2	1
7	UC-14	1	7	UC-3	1
8	UC-17	1	8	UC-5	1
9	UC-30	1	9	UC-22	1
10	UC-31	1	10	UC-7	0
11	UC-24	1	11	UC-15	1
12	UC-6	1	12	UC-26	1
13	UC-8	1	13	UC-33	1
14	UC-12	1	14	UC-4	1
15	UC-13	1	15	UC-20	0
16	UC-16	1	16	UC-28	0
17	UC-18	1	17	UC-22	0
18	UC-23	1			
Jumlah		18	Jumlah		13

P   = $\dfrac{18 + 13}{35}$ Mudah

     =   0.89

Berdasarkan kriteria, maka soal nomor 1 mempunyai tingkat kesukaran yang mudah.

Appendix 13

The Computation of the Validity, Reliability, Difficulty Level and Discriminating Power of the Try-out Test

no	Kode	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Y	Y²
1	UC-9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	625
2	UC-11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	625
3	UC-21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	625
4	UC-27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	625
5	UC-34	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	625
6	UC-10	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	576
7	UC-14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	24	576
8	UC-17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	24	576
9	UC-30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	24	576
10	UC-31	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	24	576
11	UC-24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	24	576
12	UC-6	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	23	529
13	UC-8	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	23	529
14	UC-12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	23	529
15	UC-13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	23	529
16	UC-16	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	23	529
17	UC-18	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	23	529
18	UC-23	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	23	529
19	UC-25	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	23	529
20	UC-35	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	23	529
21	UC-29	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	23	529
22	UC-19	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	22	484
23	UC-1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	22	484
24	UC-2	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	22	484
25	UC-3	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	0	1	0	1	20	400
26	UC-5	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1	20	400
27	UC-22	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	0	1	18	324
28	UC-7	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	0	0	16	256
29	UC-15	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	0	0	0	18	324
30	UC-26	1	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	0	1	1	0	0	0	0	1	16	256
31	UC-33	1	1	0	1	0	1	1	0	1	1	1	1	0	1	0	0	1	0	0	0	1	1	1	0	1	15	225
32	UC-4	1	0	0	1	0	1	1	1	0	1	1	1	0	0	1	0	0	0	1	0	0	1	1	1	1	14	196
33	UC-20	0	0	1	0	1	0	1	0	0	0	1	0	0	0	1	0	1	1	1	1	1	1	0	1	1	13	169
34	UC-28	0	0	0	0	0	0	1	1	1	1	0	1	1	1	0	1	0	0	0	0	1	1	1	1	1	13	169
35	UC-32	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	13	169

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Y	Y²
Jumlah	Uc-Jumlah	31	31	31	31	31	31	31	31	31	28	26	31	31	29	31	31	31	31	31	31	11	25	30	31	34	741	16211
Validitas	Mp	22.13	22.19	22.13	22.13	22.13	22.06	21.71	22.00	22.10	21.57	21.27	21.90	21.97	21.90	21.77	21.97	21.87	22.03	21.90	22.03	20.64	21.56	22.00	21.71	21.32		
	Mt	21.17	21.17	21.17	21.17	21.17	21.17	21.17	21.17	21.17	21.17	21.17	21.17	21.17	21.17	21.17	21.17	21.17	21.17	21.17	21.17	21.17	21.17	21.17	21.17	21.17		
	p	0.89	0.89	0.89	0.89	0.89	0.89	0.89	0.89	0.89	0.80	0.74	0.89	0.89	0.83	0.89	0.89	0.89	0.89	0.89	0.89	0.31	0.71	0.86	0.89	0.97		
	q	0.11	0.11	0.11	0.11	0.11	0.11	0.11	0.11	0.11	0.20	0.26	0.11	0.11	0.17	0.11	0.11	0.11	0.11	0.11	0.11	0.69	0.29	0.14	0.11	0.03		
	p/q	7.75	7.75	7.75	7.75	7.75	7.75	7.75	7.75	7.75	4.00	2.89	7.75	7.75	4.83	7.75	7.75	7.75	7.75	7.75	7.75	0.46	2.50	6.00	7.75	34.00		
	SDt	3.87	3.87	3.87	3.87	3.87	3.87	3.87	3.87	3.87	3.87	3.87	3.87	3.87	3.87	3.87	3.87	3.87	3.87	3.87	3.87	3.87	3.87	3.87	3.87	3.87		
	rpbs	0.69	0.74	0.69	0.69	0.64	0.39	0.39	0.60	0.67	0.21	0.04	0.53	0.57	0.41	0.43	0.57	0.50	0.62	0.53	0.62	-0.09	0.16	0.53	0.39	0.23		
	rtabel	Dengan taraf signifikan 5% dan N = 35 di peroleh rtabel =						0.334				Dengan taraf signifikan 5% dan N = 35 di peroleh rtabel =							0.334									
	Kriteria	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Invalid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Invalid	Valid	Valid	Invalid		
Tingkat Kesukaran	B	31	31	31	31	31	31	31	31	31	28	26	31	31	29	31	31	31	31	31	31	11	25	30	31	34		
	JS	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35		
	P	0.89	0.89	0.89	0.89	0.89	0.89	0.89	0.89	0.89	0.80	0.74	0.89	0.89	0.83	0.89	0.89	0.89	0.89	0.89	0.89	0.31	0.71	0.86	0.89	0.97		
	Kriteria	Mudah	Mudah	Mudah	Mudah	Mudah	Mudah	Mudah	Mudah	Mudah	Mudah	Mudah	Mudah	Mudah	Mudah	Mudah	Mudah	Mudah	Mudah	Mudah	Mudah	Sedang	Mudah	Mudah	Mudah	Mudah		
Daya Pembeda	BA	18	18	18	18	18	18	18	18	18	16	14	18	18	17	18	18	18	18	18	18	7	16	18	18	18		
	BB	13	13	13	13	13	13	13	13	13	12	12	13	13	12	13	13	13	13	13	13	4	9	13	13	16		
	JA	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18		
	JB	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17		
	D	0.24	0.24	0.24	0.24	0.24	0.24	0.24	0.24	0.24	0.18	0.07	0.24	0.24	0.24	0.24	0.24	0.24	0.24	0.24	0.24	0.15	0.36	0.24	0.24	0.06		
	Kriteria	Cukup	Cukup	Cukup	Cukup	Cukup	Cukup	Cukup	Cukup	Cukup	Jelek	Jelek	Cukup	Cukup	Cukup	Cukup	Cukup	Cukup	Cukup	Cukup	Cukup	Cukup	Jelek	Cukup	Cukup	Jelek		
Kriteria soal		Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dibuang	Dibuang	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dibuang	Dibuang	Dipakai	Dipakai	Dibuang		

nilai	X*Y																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
62.5	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
62.5	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
62.5	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
62.5	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
62.5	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
60	24	24	24	24	24	24	24	24	24	24	0	24	24	24	24	24	24	24	24	24	24	24	24	24	24
60	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	0	24	24	24	24
60	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	0	24	24	24	24
60	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	0	24	24	24
60	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	0	24	24	24	24
60	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	0	24	24	24	24
57.5	23	23	23	23	23	23	23	23	23	0	23	23	23	23	23	23	23	23	23	23	0	23	23	23	23
57.5	23	23	23	23	23	23	23	23	23	23	0	23	23	23	23	23	23	23	23	23	0	23	23	23	23
57.5	23	23	23	23	23	23	23	23	23	23	0	23	23	23	23	23	23	23	23	23	0	23	23	23	23
57.5	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	0	0	23	23	23
57.5	23	23	23	23	23	23	23	23	23	23	0	23	23	23	23	23	23	23	23	23	0	23	23	23	23
57.5	23	23	23	23	23	23	23	23	23	23	23	23	23	0	23	23	23	23	23	23	0	23	23	23	23
57.5	23	23	23	23	23	23	23	23	23	0	23	23	23	23	23	23	23	23	23	23	0	23	23	23	23
57.5	23	23	23	23	23	23	0	23	23	23	23	23	23	23	23	23	23	23	23	23	0	23	23	23	23
57.5	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	0	0	23	23	23
57.5	23	23	23	23	23	23	23	23	23	0	23	23	23	23	23	23	23	23	23	23	0	23	23	23	23
55	22	22	22	22	22	22	22	22	22	0	22	22	22	0	22	22	22	22	22	22	0	22	22	22	22
55	22	22	22	22	22	22	22	22	22	22	0	22	22	22	22	22	22	22	22	22	0	0	22	22	22
55	22	22	22	22	22	22	22	22	22	22	0	22	22	22	22	22	22	22	22	22	0	0	22	22	22
50	20	20	20	20	20	20	20	20	20	20	20	0	20	20	20	20	0	20	20	20	0	0	20	0	20
50	20	20	20	20	20	20	20	20	20	0	0	20	20	20	0	20	20	20	20	20	0	20	20	0	20
45	18	18	18	18	18	0	18	0	18	18	18	18	0	18	0	18	18	18	18	18	0	0	0	18	18
40	0	16	16	0	16	16	0	16	16	16	16	16	16	16	16	16	0	16	0	16	0	0	0	16	0
45	18	18	18	18	18	18	18	18	18	18	0	18	18	0	18	0	18	18	0	18	0	0	0	18	18
40	16	16	16	16	16	16	0	16	0	16	16	0	16	0	16	16	16	0	16	0	0	0	0	16	16
37.5	15	15	0	15	0	15	15	0	15	15	15	15	0	15	0	0	15	0	0	0	15	15	15	0	15
35	14	0	0	14	0	14	14	14	0	14	14	14	0	0	14	0	0	0	14	0	0	14	14	14	14
32.5	0	0	13	0	13	0	13	0	0	0	13	0	0	0	13	0	13	13	13	13	13	13	0	13	13
32.5	0	0	0	0	0	0	13	13	13	13	0	13	13	13	0	13	0	0	0	0	13	13	13	13	13
32.5	0	0	0	0	0	0	0	0	0	0	13	0	13	13	13	13	13	13	13	13	13	13	13	0	13
52.92857143	jumlah	686	688	686	686	686	684	673	682	685	604	553	679	681	635	675	681	678	683	679	683	227	539	660	673	725

Normality Test for Pre Test of the Experimental (VII A)

Hipotesis

H_o: The data distributed normality

Ha: The data not distributed normality

Pengujian Hipotesis

$$x^2 = \sum_{i=1}^{k} \frac{(fo - fh)^2}{fh}$$

Kriteria yang digunakan

H0 diterima jika $X^2_{hitung} < X^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal	=	80				
Nilai minimal	=	50				
Banyaknya kelas (k)	=	1 + 3,3 log 24	=	5.555	= 6 kelas	
Panjang kelas (P)	=	5.00				

Kode	Nilai
E-1	60
E-2	70
E-3	65
E-4	70
E-5	65
E-6	65
E-7	80
E-8	75
E-9	60
E-10	50
E-11	70
E-12	60
E-13	75
E-14	65
E-15	70
E-16	75
E-17	70
E-18	75
E-19	65
E-20	70
E-21	70
E-22	65
E-23	70
E-24	80

1640	
6.86305	
47.10145	43012.00
68.33333	43040.00

Interval	f_0	f_h	f0 - fh	$(f_0 - f_h)^2$	$\dfrac{(f0 - fh)^2}{fh}$
50-55	1	0.918	0.082	0.00672	0.00732
56-61	3	4.5356	-1.5356	2.35807	0.5199
62-67	6	11.546	-5.546	30.7581	2.66
68-73	8	11.546	-3.546	12.5741	1.08905
74-79	4	4.536	-0.536	0.2873	0.06334
80-85	2	0.918	1.082	1.17072	1.2753
	24	33.9996	-9.9996		5.62

Dalam perhitungan ditemukan X^2_{hitung} = 5,62. Selanjutnya harga ini dibandingkan dengan X^2_{tabel} dengan dk 6-1 = 5 dengan taraf signifikasi 5% yang ditetapkan X^2_{tabel} = 11,070. Karena X^2_{hitung} (5,62) lebih kecil daripada X^2_{tabel} (11,070) maka distribusi data nilai statistik 24 siswa dinyatakan berdistribusi normal.

Normality Test for Pre Test of the Control (VII B)

Hipotesis

H_o: The data distributed normality

Ha: The data not distributed normality

Pengujian Hipotesis

$$x^2 = \sum_{i=1}^{k} \frac{(fo - fh)^2}{fh}$$

Kriteria yang digunakan

H0 diterima jika $X^2_{hitung} < X^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal	=	80			
Nilai minimal	=	50			
Banyaknya kelas (k)	=	1 + 3,3 log 24	=	5.555	= 6 kelas
Panjang kelas (P)	=	5.00	=	5	

Kode	Nilai
C-1	70
C-2	50
C-3	65
C-4	70
C-5	65
C-6	65
C-7	70
C-8	65
C-9	60
C-10	80
C-11	60
C-12	65
C-13	70
C-14	60
C-15	65
C-16	60
C-17	70
C-18	60
C-19	65
C-20	65
C-21	60
C-22	75
C-23	65
C-24	60

1560.00
6.08
36.96

Interval	f_0	f_h	f0 - fh	$(f_0 - f_h)^2$	$\frac{(f0 - fh)^2}{fh}$
50-55	1	0.918	0.082	0.00672	0.00732
56-61	7	4.5356	2.4644	6.07327	1.33902
62-67	9	11.546	-2.546	6.48212	0.56
68-73	5	11.546	-6.546	42.8501	3.71125
74-79	1	4.5356	-3.5356	12.5005	2.75608
80-85	1	0.918	0.082	0.006724	0.007325
	24	33.9992	-9.9992		8.38

Dec-17

Dalam perhitungan ditemukan X^2_{hitung} = 8, 38. Selanjutnya harga ini dibandingkan dengan X^2_{tabel} dengan dk 6-1 = 5 dengan taraf signifikasi 5% yang ditetapkan X^2_{tabel} = 11,070. Karena X^2_{hitung} (8,38) lebih kecil daripada X^2_{tabel} (11,070) maka distribusi data nilai statistik 24 siswa dinyatakan berdistribusi normal.

36.9565

Normality Test for Post Test of the Experimental (VII A)

Hipotesis

H_o: The data distributed normality

Ha: The data not distributed normality

Pengujian Hipotesis

$$x^2 = \sum_{i=1}^{k} \frac{(fo - fh)^2}{fh}$$

Kriteria yang digunakan

H0 diterima jika $X^2_{hitung} < X^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal	=	95			
Nilai minimal	=	60			
Banyaknya kelas (k)	=	1 + 3,3 log 24	=	6.054	= 6 kelas
Panjang kelas (P)	=	5.83	=	6	

Kode	Nilai
E-1	65
E-2	75
E-3	75
E-4	85
E-5	75
E-6	85
E-7	95
E-8	80
E-9	70
E-10	60
E-11	90
E-12	65
E-13	85
E-14	80
E-15	90
E-16	90
E-17	85
E-18	90
E-19	70
E-20	85
E-21	90
E-22	80
E-23	85
E-24	95

1945.00
9.78
95.61
81.04

Interval	f_0	f_h	f0 - fh	$(f_0 - f_h)^2$	$\frac{(f0 - fh)^2}{fh}$
60-66	1	0.918	0.082	0.00672	0.00732
67-73	4	4.5356	-0.5356	0.28687	0.06325
74-80	6	11.5464	-5.5464	30.7626	2.66
81-87	6	11.5464	-5.5464	30.7626	2.66425
88-94	5	4.5356	0.4644	0.21567	0.04755
95-101	2	0.918	1.082	1.17072	1.28
	24	34	-10		6.72

Dalam perhitungan ditemukan X^2_{hitung} = 6,72. Selanjutnya harga ini dibandingkan dengan X^2_{tabel} dengan dk 6-1 = 5 dengan taraf signifikasi 5% yang ditetapkan X^2_{tabel} = 11,070. Karena X^2_{hitung} (8,72) lebih kecil daripada X^2_{tabel} (11,070) maka distribusi data nilai statistik 24 siswa dinyatakan berdistribusi normal.

Normality Test for Post Test of the Control (VII B)

Hipotesis

H_o: The data distributed normality

Ha: The data not distributed normality

Pengujian Hipotesis

$$x^2 = \sum_{i=1}^{k} \frac{(fo - fh)^2}{fh}$$

Kriteria yang digunakan

H0 diterima jika $X^2_{hitung} < X^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal	=	85			
Nilai minimal	=	55			
Banyaknya kelas (k)	=	1 + 3,3 log 24	=	6.054	= 6 kelas
Panjang kelas (P)	=	5.00	=	5	

Kode	Nilai	
C-1	75	1750.00
C-2	55	7.06
C-3	75	49.82
C-4	80	72.92
C-5	70	
C-6	80	
C-7	75	
C-8	70	
C-9	80	
C-10	85	
C-11	65	
C-12	75	
C-13	70	
C-14	65	
C-15	75	
C-16	65	
C-17	80	
C-18	70	
C-19	70	
C-20	75	
C-21	65	
C-22	85	
C-23	70	
C-24	75	

Interval	f_0	f_h	f0 - fh	$(f_0 - f_h)^2$	$\dfrac{(f0 - fh)^2}{fh}$
55-60	1	0.918	0.082	0.00672	0.00732
61-66	4	4.5356	-0.5356	0.28687	0.06325
67-72	6	11.546	-5.546	30.7581	2.66
73-78	7	11.546	-4.546	20.6661	1.78989
79-84	4	4.536	-0.536	0.2873	0.06334
85-90	2	0.918	1.082	1.17072	1.2753
	24	33.9996	-9.9996		5.86
					11.0705

Dalam perhitungan ditemukan X^2_{hitung} = 10,33. Selanjutnya harga ini dibandingkan dengan X^2_{tabel} dengan dk 6-1 = 5 dengan taraf signifikasi 5% yang ditetapkan X^2_{tabel} = 11,070. Karena X^2_{hitung} (10,33) lebih kecil daripada X^2_{tabel} (11,070) maka distribusi data nilai statistik 30 siswa dinyatakan berdistribusi normal.

Uji Homogenitas Data Nilai Kelas Eksperimen dan Kelas Kontrol (Pre-test)

Hipotesis

Ho : σ_1^2 = σ_2^2

Ha : σ_1^2 ≠ σ_2^2

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus:

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

Ho diterima apabila $F_{hitung} \leq F_{tabel}$

Dari data diperoleh:

Sumber Variasi	Eksperimen	Kontrol
Jumlah	1640	1560
n	24	24
$\bar{x}$	68.33	65.00
Standar Deviasi (s)	6.86	6.08
Varians (s^2)	47.10	36.96

Berdasarkan rumus di atas diperoleh:

$$F = \frac{47.10}{36.96} = 1.27$$

Taraf signifikan 5% dengan:

dk pembilang = nb -1	=	(24-1)	=	23
dk penyebut = nk -1	=	(24-1)	=	23
F_{tabel}			=	1.98

Karena F_{hitung} lebih kecil daripada F_{tabel}, maka Ho diterima dan dapat disimpulkan bahwa kedua kelas homogen

Uji Homogenitas Data Nilai Kelas Eksperimen dan Kelas Kontrol

Hipotesis

Ho : σ_1^2 = σ_2^2

Ha : σ_1^2 ≠ σ_2^2

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus:

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

Ho diterima apabila $F_{hitung} \leq F_{tabel}$

Dari data diperoleh:

Sumber Variasi	Eksperimen	Kontrol
Jumlah	1945	1750
n	24	24
$\overline{x}$	81.04	72.92
Standar Deviasi (s)	9.78	7.06
Varians (s^2)	95.61	49.82

Berdasarkan rumus di atas diperoleh:

$$F = \frac{95.61}{49.82} = 1.92$$

Taraf signifikan 5% dengan:

dk pembilang = nb -1 = (24-1) = 23

dk penyebut = nk -1 = (24-1) = 23

F_{tabel} = 2.01

Karena F_{hitung} lebih kecil daripada F_{tabel}, maka Ho diterima dan dapat disimpulkan bahwa kedua kelas homogen

Uji Kesamaan Dua Rata-Rata Nilai Pre Test Antara Kelas Eksperimen dan Kelas Kontrol (VII A DAN VII B)

Hipotesis

Ho : $\mu1 = \mu2$

Ha : $\mu1 \neq \mu2$

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1{}^2 + (n_2 - 1)s_2{}^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Ho diterima apabila $-t_{(1-1/2a)} \leq t \leq t_{(1-1/2a)(n1+n2-2)}$
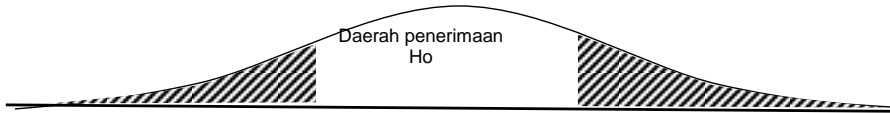
Daerah penerimaan
Ho

Dari data diperoleh:

Sumber Variasi	Eksperimen	Kontrol
Jumlah	1640	1560
n	24	24
$\bar{x}$	68.33	65.00
Standar Deviasi (s)	6.863	6.08
Varians (s^2)	47.101	36.956

Berdasarkan rumus di atas diperoleh:

$$t = \frac{68.33 - 65.00}{\sqrt{\frac{(24-1) \times 47.10 + (24-1) \times 36.96}{24+24-2}\left(\frac{1}{24} + \frac{1}{24}\right)}}$$

$$= \frac{3.33}{\sqrt{\frac{1318.83 + 1071.72}{46}(0.083)}}$$

$$= \frac{3.33}{\sqrt{51.97(0.083)}} = \frac{3.33}{2.08104} = 1.602$$

jadi diperoleh t $_{hitung}$ =   1.602

t $_{tabel}$ pada α = 5% dengan dk = (24 + 24 - 2 = 46)   =   2.013

Daerah penerimaan
Ho

-2.013   1.602   2.013
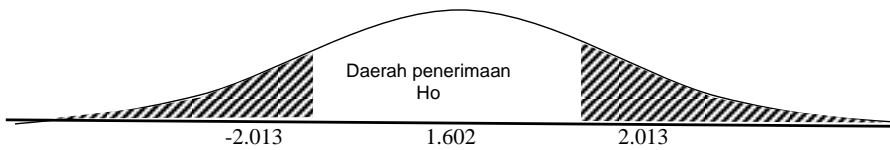
karena t berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa tidak ada perbedaan rata-rata dari kedua kelompok

Uji Perbedaan Dua Rata-Rata Nilai *Post Test* Antara Kelas Eksperimen dan Kelas Kontrol (VII A and VII B)

Hipotesis

Ho : $\mu 1 = \mu 2$

Ha : $\mu 1 \ne \mu 2$

Ho diterima jika $t_{hitung} < t_{tabel}$

Ha diterima jika $t_{hitung} > t_{tabel}$

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1{}^2 + (n_2 - 1)s_2{}^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Dari data diperoleh:

Sumber Variasi	Eksperimen	Kontrol
Jumlah	1945	1750
n	24	24
$\bar{x}$	81.04	72.92
Standar Deviasi (s)	9.780	7.060
Varians (s^2)	95.6100	49.820

Berdasarkan rumus di atas diperoleh:

t = 81.04 - 72.92

$\sqrt{\dfrac{(24\text{-}1)\text{ x }\quad 95.6100 \quad + \quad (24\text{-}1)\text{ x }\quad 49.820}{24+24\text{-}2}}$ $\left(\dfrac{1}{24} + \dfrac{1}{24}\right)$

= 8.12

$\sqrt{\dfrac{2677.0800 \quad + \quad 1444.780 \quad (0.083)}{46}}$

= $\dfrac{8.12}{\sqrt{89.61\ (0.083)}}$ = $\dfrac{8.12}{2.73261}$ = 2.97

jadi diperoleh t $_{hitung}$ = 2,97

t $_{tabel}$ pada α = 5% dengan dk = (24 + 24 - 2 = 46)   =   2.013

Berdasarkan perhitungan diatas menunjukkan bahwa $t_{tabel} < t_{hitung,}$ sehingga Ho ditolak dan Ha diterima artinya ada perbedaan rata-rata hasil belajar antara kelas kontrol dan kelas eksperimen (Penggunaan Media animasi berbasis pada cerita rakyat pada Pembelajaran English Articles)

Appendix 22

LESSON PLAN FOR EXPERIMENTAL CLASS

Name of school   **: MTs Al-Hikmah Karanagsem Sayung Demak**

Class/Semester   **: VII/1**

Subject   **: English**

Material   **: The Use of Articles (*a, an, the*)**

Skill   **: Writing**

Allocated Time   **: 4 x 40 minutes**

A. CORE COMPETENCE

1. Respect and appreciate the teachings of their religion.

2. Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), mannered, confident, in interacting effectively with the social and natural environment within reach of the association and its existence.

3. Understanding of knowledge (factual, conceptual and procedural) by curiosity about science, technology, art, cultural phenomena and events related to the visible.

4. Trying, processing, and presenting in the realm of the concrete (using, parse, compose, modify, and make) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and other sources in the same viewpoints/ theories.

B. BASIC COMPETENCE

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Grateful for the opportunity to learn the language in the English language international communication are realized in the spirit of learning.	1.1.1 written the learning log to grateful for the opportunity to learn the language in the English language.
2.	2.1 Showing honest behavior, discipline, confidence, and responsibility for implementing a transactional communications with teachers and friends.	2.2.1 Show polite behavior and care in carrying out the interpersonal communication with teachers and friends. 2.2.2 Showing responsibility, caring, cooperation, and peaceful, in implementing functional communication and learning process.
	3.6 Understanding the social function, the structure of the text, and linguistic elements in the text to state and ask for the name and number of animals, objects, and public buildings are close to the students' daily life.	3.6.1 Identifying the structure of the text 3.6.2 identifying the appropriate with the context.

4.	4.13 Compose transactional texts oral and written interaction is very short and simple that involves the act of giving and asking for information related to the people, animals, and objects, with a social function, the structure of the text, and correct linguistic elements and appropriate with the context. .	4.13.1 Explain the definition of articles *(a, an, the)* with the structure of the text and appropriate with the context. 4.13.2 Mention the kinds of articles *(a, an, the)* with the srtucture of the text and appropriate with the context. 4.13.3 Make the sentence or text use of articles *(a, an, the)* with the structure of the text and appropriate with the context.

A. Learning Outcome

1. The Students are able to knowing the meaning of articles
2. The students are able to identify the contents of articles (*a, an, the*)
3. The students are able to knowing pattern of articles
4. The students are able to make simple sentence use of articles
5. The students are able to using articles in appropriate context

B. Teaching Materials

Material:

Articles

An article is a word that combines with a noun to indicate the type of reference being made by the noun.

Definition :

English has two types of articles: definite (*the*) and indefinite (*a, an*). The use of these articles depends mainly on wether you are referring to any member of a group, or to a specific member of a group:

Indefinite articles– *a* and *an* (determeners)

A and *an* are the indefinite articles. They refer to something not specifically known to the person you are communicating with.

A and *an* are used before nouns that introduce something or someone you have not mentioned before:

Example:
- I buy *a* cat for my brother
- I eat *an* apple in this morning

You use *a* when the noun you are referring to begins with a consonant (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y or z), for example: "**a** city" and "**a** factory"

You use **an** when the noun you are referring to begins with a vowel (a, i, u, e, o)

Pronounciation changes this rule:

If the next word begins with a consonant sound when we say it, for example: "university" then we use **a**. If the next word begins with a vowel sound when we say it, for example "hour" then we use an.

Examples:
- We say "university" with a "y" sound at the beginning as though it were spelt "youniversity". So, "a university" is correct.
- We say "hour" with a silent h as though it were spelt "our". So, "an hour" is correct.

Definite Article – *the* (determiners)

You use **the** when you known that the listener knows or can work out what particular person/thing you are talking about.

Example:
- **The** dog (that specific dog)
- **The** apple (that specific apple)

You should also use **the** when you have already mentioned the thing you are talking about.

Example:
- She's got two children: a girl and a boy. **The** girl's eight and **the** boy's fourteen.

We use **the** to talk about geographical points on the globe.

Example:
- **the** Middle East**, the** West

We use the to talk about rivers, oceans and seas

Example:
- **the** Nile, **the** pacific

We also use **the** before certain nouns when we know there is only one of a particular thing.

Example:

- **the** sun**, the** rain**, the** wind

C. Learning Method

1. Approach : Scientific approach
2. Method: Lecturing and Small discussion

D. Sources, Media, and Aids

Sources:

- Herbert Puchta and Jeff Stranks, texk book *English in Mind* second edition Students book starter, Cambridge University Press.
- A.J Thomson and A.V   Martinet, *A Practical English Grammar,* New York: Oxford University Press,   1986.
- https://www.google.co.id/search?q=animation+media+based+on+folklore+indonesia&source.

Media:

- Powerpoint
- Folklore based animation media (Malin Kundang dan lain-lain).

Aids:

- Board marker
- white board
- LCD

E. Teaching Activities

1. First meeting

Phase	Activities	Time
Pre- activity	• Teacher greets the students. • Teacher guides students to pray before learning. • Teacher checks students'attendance.	**5 minutes**

	Teacher gives some stimulating questions as a warm up before learning.	
	• Teacher explainsthe purpose, the strategy and the assignment of learning	
Main activity	**Observing**	**70 minutes**
	• The teacher asks the student "*do you have animal at home?*"	
	• The teacher asks students about the kinds of animals.	
	• The teacher asks students what animal which students like.	
	• The students answer the teacher's question orally.	
	• The teacher explains to the students that they we learn about articles *(a, an, the)*	
	• The teacher shows some pictures and asks students to name the pictures and mention the number one by one.	
	Questioning	
	• Every studentmakes 1 question about grammar articles.	
	• Teacher and students discuss the students' question.	
	Exploring	
	• Teacher explains about the material the day.	
	• The teacher gives example of noun by using articles example: (a cat, a tiger, an Elephant, on the table, on the chair, etc.	
	• The teacher and student discuss the used of articles.	
	• The teacher gives text about folklore of Indonesia and watching folklore based on	

		animation.
	• Teacher gives review to the students' work	
	Associating	
	• Student work in the small group	
	• Every group gets the worksheet and gets instruction fromthe teacher.	
	• The students complete the text about folklore by using articles discuss with their group as instructed by teacher.	
	Communicating	
	• Every group demonstrates the result in front of the class	
	• The teacher and students discuss about students' answer.	
	• The teacher and students practice reading the text of folklore one by one after the material given.	
	• Each student makes three sentences by using articles.	
Post-activity	• Teacher gives reflection - Teacher asks the materials that have learned. - Teacher gives review about the materials • Students and teacher conclude the the material.	**10 Minutes**

2. **Second meeting**

Phase	Activities	Time
Pre-activity	• Teacher greets the students. • Teacher guides students to pray before learning. • Teacher checks students' attendance.	**5 minutes**

	• Teacher reviews the material in the previous meeting.	
Main-Activity	**Observing**	**80 minutes**
	• Teacher asks students to mention nouns in the class.	
	• Teacher writes a sentence and students identify the pattern of sentence.	
	Questioning	
	• Every student makes 1 question about articles (definite or indefinite)	
	• Teacher and students discuss the students' question.	
	Exploring	
	• Teacher divides students into four groups	
	• Teacher and students discuss articles that precede nouns in the class.	
	• Teacher gives example of articles used to mention nouns in the class.	
	• Teacher gives the exercise to the students about articles.	
	Associating	
	• Students follow the instruction and answer the question of the exercise	
	Communicating	
	• Every group demonstratestheir result in front of the class	
	• The teacher and students discuss about students' answer.	
Post-Activity	• Teacher gives reflection	**5 minutes**
	- Teacher asks the materials that have learned.	

	- Teacher asks the material that students have not understood. • Students and teacher conclude the material • Teacher closes the class by praying	

F. Assessment

- ➤ Form   : Written test
- ➤ Technique   : Students complete by using articles
- ➤ Aspects   : Grammar
- ➤ Instruments   :

Activities	Instructions
➤ The teacher asking student to make three sentences by using articles. ➤ The teacher ask students to complete the sentences by using articles.	• OK. Class. Make three sentences using articles *(a, an, the)* • Please, do the exercises by yourself!

Criteria Of Assessment

$$The\ Total\ Score = \frac{The\ Number\ Of\ True\ Answer}{The\ Number\ of\ Questions}\ x\ 100$$

Demak, 7 November 2017

Approved by:
The English Teacher

Nurul Jamilah, S.Pd.
NIP: 69788346-10

TheResearcher

Nailul Muna
NIM: 133411103

The Headmaster of MTs Al-Hikmah
Karangasem Sayung

Lia Lutfia, S.Pd.
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Worksheet

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

1. I listen to music on .... radio.

   a. a
   b. an
   c. the

2. I am .... student.

   a. an
   b. a
   c. the

3. Amar : What is your father's job?
   Ali : He is ... pilot. He flies the plane.

   a. an
   b. a
   c. the

4. He has .... new motorcycle.

   a. an
   b. the
   c. a

5. My mother slices meat with .... knife.

   a. an
   b. the
   c. a

6. Is Jane ... student at your college?

   a. a
   b. an
   c. the

7. Mr. Adrian is .... doctor. He work in Hospital

   a. the
   b. an
   c. a

8. After eating or drinking in the restaurant, you give the bill to .... cashier.

   a. the
   b. an
   c. a

9. I want to buy .... umbrella.
    a. an
    b. a
    c. the
10. ....chef makes some food.

    a. A
    b. The
    c. A
11. Hendra is .... best student in our class.
    a. the
    b. a
    c. an
12. Mr. Anwar is explaining the lesson in classroom. He is ... teacher.
    a. an
    b. the
    c. a
13. It is .... watermelon.
    a. a
    b. an
    c. the
14. My sister cooking in .... kitchen every day.

    a. a
    b. the
    c. an
15. The book on .... table.
    a. an
    b. a
    c. the
16. Marco is ....tailor. He makes clothes.
    a. the
    b. an
    c. a
17. The man is ..... Australian businessman.
    a. a
    b. an
    c. the
18. I buy bread at .... bakery
    a. an
    b. the
    c. a
19. My mother buys fruits in .... fruit market.
    a. an
    b. a
    c. the
20. I have a book, ... book is red.
    a. the
    b. an
    c. a

Sources:

Raymond Murphy, *English Grammar in Use second edition*, Cambridge University Press.

Peter Watcyn-Jones, *Grammar Games and Activities for Teachers*, Penguin Books.

Brian Hart, *Text book English in Mind second edition Students Book Starter,* Cambridge University Press.

www.itapuih.com/Englishupdates/article/multiplechoice. pada 16 Agustus 2017 pukul 10.00 WIB.

(http://docplayer.net/29889251-Contoh-soal-try-out-un-ujian-nasional-bahasinggris-kelas-6-sd-mi.html) pada 16 Agustus 2017 pukul 11.15 WIB.

LESSON PLAN FOR CONTROL CLASS

Name of school   : MTs Al-Hikmah Karangasem Sayung Demak

Class/Semester   : VII/1

Subject   : English

Material   : The use of Articles (*a, an, the*)

Skill   : Writing

Allocated Time   : 4 x 40 minutes

A. CORE COMPETENCE

1. Respect and appreciate the teachings of their religion.

2. Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), mannered, confident, in interacting effectively with the social and natural environment within reach of the association and its existence.

3. Understanding of knowledge (factual, conceptual and procedural) by curiosity about science, technology, art, cultural phenomena and events related to the visible.

4. Trying, processing, and presenting in the realm of the concrete (using, parse, compose, modify, and make) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and other sources in the same viewpoints/ theories.

B. BASIC COMPETENCE

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Grateful for the opportunity to learn the language in the English language international communication are realized in the spirit of learning.	1.1.1 written the learning log to grateful for the opportunity to learn the language in the English language.
2.	2.2 Showing honest behavior, discipline, confidence, and responsibility for implementing a transactional communications with teachers and friends.	2.2.1 1 Show polite behavior and care in carrying out the interpersonal communication with teachers and friends. 2.2.2 Showing responsibility, caring, cooperation, and peaceful, in implementing functional communication and learning process.
3.	3.6 Understanding the social function, the structure of the text, and linguistic elements in the text to state and ask for the name and number of animals, objects, and public buildings are close to the students' daily life.	3.6.1 Identifying the structure of the text 3.6.2 identifying the appropriate with the context.
4.	4.13 Compose transactional texts oral and written interaction is very short and simple that involves the act of giving and asking for information related to the people, animals, and objects, with a social	4.13.1 Explain the definition of articles *(a, an, the)* with the structure of the text and appropriate with the context

	function, the structure of the text, and correct linguistic elements and appropriate with the context.	4.13.2 Mention the kinds of articles *(a, an, the)* with the srtucture of the text and appropriate with the context.
		4.13.3 Make the sentence or text use of articles *(a, an, the)* with the structure of the text and appropriate with the context.

A. Learning Outcome

1. The Students are able to knowing the meaning of articles
2. The students are able to identify the contents of articles (*a, an, the*)
3. The students are able to knowing pattern of articles
4. The students are able to make simple sentence use of articles
5. The students are able to using articles in appropriate context

B. Teaching Materials

Material:

Articles

An article is a word that combines with a noun to indicate the type of reference being made by the noun.

Definition :

English has two types of articles: definite (*the*) and indefinite (*a, an*). The use of these articles depends mainly on wether you are referring to any member of a group, or to a specific member of a group:

Indefinite articles– *a* and *an* (determeners)

A and *an* are the indefinite articles. They refer to something not specifically known to the person you are communicating with.

A and *an* are used before nouns that introduce something or someone you have not mentioned before:

Example:

- I buy *a* cat for my brother
- I eat *an* apple in this morning

You use *a* when the noun you are referring to begins with a consonant (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y or z), for example: "**a** city" and "**a** factory"

You use **an** when the noun you are referring to begins with a vowel (a, i, u, e, o)

Pronounciation changes this rule:

If the next word begins with a consonant sound when we say it, for example: "university" then we use **a**. If the next word begins with a vowel sound when we say it, for example "hour" then we use an.

Examples:

- We say "university" with a "y" sound at the beginning as though it were spelt "youniversity". So, "a university" is correct.
- We say "hour" with a silent h as though it were spelt "our". So, "an hour" is correct.

Definite Article – *the* (determiners)

You use **the** when you known that the listener knows or can work out what particular person/thing you are talking about.

Example:

- **The** dog (that specific dog)
- **The** apple (that specific apple)

You should also use **the** when you have already mentioned the thing you are talking about.

Example:

- She's got two children: a girl and a boy. **The** girl's eight and **the** boy's fourteen.

We use **the** to talk about geographical points on the globe.

Example:

- **the** Middle East**, the** West

We use the to talk about rivers, oceans and seas

Example:

- **the** Nile, **the** pacific

We also use **the** before certain nouns when we know there is only one of a particular thing.

Example:

- **the** sun**, the** rain**, the** wind

C. Learning Method

1. Approach : Scientific approach
2. Method: Lecturing and Small discussion

D. Sources, Media, and Aids

Sources:

- Herbert Puchta and Jeff Stranks, texk book *English in Mind* second edition Students book starter, Cambridge University Press.
- A.J Thomson and A.V Martinet, *A Practical English Grammar,* New York: Oxford University Press, 1986.

Media:

- Powerpoint

Aids:

- Board marker,
- white board
- LCD

E. Teaching Activities

1. First meeting

Phase	Activities	Time
Pre- activity	• Teacher greets the students. • Teacher guides students to pray before learning. • Teacher checks students'attendance. • Teacher gives some stimulating questions as a warm up before learning. • Teacher explainsthe purpose, the strategy and the assignment of learning	**5 minutes**
Main activity	**Observing** • The teacher asks the student "*do you have animal at home?*" • The teacher asks students about the kinds of animals. • The teacher asks students what animal which students like. • The students answer the teacher's question orally.	**70minutes**

	• The teacher explains to the students that they we learn about articles *(a, an, the)* • The teacher shows some pictures and asks students to name the pictures and mention the number one by one. **Questioning** • Every student makes 1 question about grammar articles. • Teacher and students discuss the students' question. **Exploring** • Teacher explains about the material the day. • The teacher gives example of noun by using articles example: (a cat, a tiger, an Elephant, on the table, on the chair, etc. • The teacher and student discuss the used of articles. • The teacher gives text about folklore of Indonesia. • Teacher gives review to the students' work **Associating** • Studentwork in the small group • Every group gets the worksheet and gets instruction fromthe teacher. • Students discuss andmake simple sentences use of articles (*a, an, the*) **Communicating** • Every group demonstrates the result of discussion in front of class • The teacher and students discuss about students' answer. • The teacher and students practice reading the text of folklore one by one after the material	

Phase	Activities	Time
	given. • Each student makes three sentences by using articles.	

Post-activity	• Teacher gives reflection
	  - Teacher asks the materials that have learned.
	  - Teacher gives review about the materials
	 • Students and teacher conclude the the material.
		10 Minutes

2. **Second meeting**

Phase	Activities	Time
Pre-activity	• Teacher greets the students. • Teacher guides students to pray before learning. • Teacher checks students' attendance. • Teacher reviews the material in the previous meeting.	**5 minutes**

Main-Activity	**Observing**
	  • Teacher asks students to mention nouns in the class.
	  • Teacher writes a sentence and students identify the pattern of sentence.
	 Questioning
	 • Every student makes 1 question about articles (definite or indefinite)
	 • Teacher and students discuss the students' question.
	 Exploring
	 • Teacher divides students into four groups
	 • Teacher and students discuss articles that precede nouns in the class.
		80 minutes

	• Teacher gives example of articles used to mention nouns in the class.
	• Teacher gives the exercise to the students about articles.
	Associating
	• Students follow the instruction and answer the question of the exercise
	Communicating
	   • Every group demonstrates their result in front of the class
	   • The teacher and students discuss about students' answer.	

Post-Activity	• Teacher gives reflection
	  - Teacher asks the materials that have learned.
	  - Teacher asks the material that students have not understood.
	• Students and teacher conclude the material
	• Teacher closes the class by praying
		5 minutes

F. Assessment

➢ Form   : Written test

➢ Technique   : Students complete by using articles

➢ Aspects   : Grammar

➢ Instruments   :

Activities	Instructions
➢ The teacher asks student to make three sentences by using articles.	• OK. Class. Make three sentences using articles *(a, an, the)*
➢ The teacher ask students to complete the sentences by using articles.	• Please, do the exercises by yourself!

Criteria Of Assessment

$$The\ Total\ Score = \frac{The\ Number\ Of\ True\ Answer}{The\ Number\ of\ Questions}\ x\ 100$$

Demak, 31 Oktober 2017

Approved by:
The English Teacher

The Researcher

Nurul Jamilah, S.Pd.
NIP: 69788346-10

Nailul Muna
NIM: 133411103

The Headmaster of MTs Al-Hikmah
Karangasem Sayung

Lia Lutfia, S.Pd.
NIP :69788346-01

Worksheet

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

1. I listen to music on .... radio.

   a. a
   b. an
   c. the

2. I am .... student.

   a. an
   b. a
   c. the

3. Amar : What is your father's job?
   Ali : He is ... pilot. He flies the plane.

   a. an
   b. a
   c. the

4. He has .... new motorcycle.

   a. an
   b. the
   c. a

5. My mother slices meat with .... knife.

   a. an
   b. the
   c. a

6. Is Jane ... student at your college?

   a. a
   b. an
   c. the

7. Mr. Adrian is .... doctor. He work in Hospital

   a. the
   b. an
   c. a

8. After eating or drinking in the restaurant, you give the bill to .... cashier.

   a. the
   b. an
   c. a

9. I want to buy .... umbrella.
   a. an
   b. a
   c. the
10. ....chef makes some food.

   a. A
   b. The
   c. A
11. Hendra is .... best student in our class.
   a. the
   b. a
   c. an
12. Mr. Anwar is explaining the lesson in classroom. He is ... teacher.
   a. an
   b. the
   c. a
13. It is .... watermelon.
   a. a
   b. an
   c. the
14. My sister cooking in .... kitchen every day.

15. The book on .... table.
   a. a
   b. the
   c. an
15. The book on .... table.
   a. an
   b. a
   c. the
16. Marco is ....tailor. He makes clothes.
   a. the
   b. an
   c. a
17. The man is ..... Australian businessman.
   a. a
   b. an
   c. the
18. I buy bread at .... bakery
   a. an
   b. the
   c. a
19. My mother buys fruits in .... fruit market.
   a. an
   b. a
   c. the
20. I have a book, ... book is red.
   a. the
   b. an
   c. a

Sources:

Raymond Murphy, *English Grammar in Use second edition*, Cambridge University Press.

Peter Watcyn-Jones, *Grammar Games and Activities for Teachers*, Penguin Books.

Brian Hart, *Text book English in Mind second edition Students Book Starter,* Cambridge University Press.

www.itapuih.com/Englishupdates/article/multiplechoice. pada 16 Agustus 2017 pukul 10.00 WIB.

(http://docplayer.net/29889251-Contoh-soal-try-out-un-ujian-nasional-bahasinggris-kelas-6-sd-mi.html) pada 16 Agustus 2017 pukul 11.15 WIB.

Appendix 24

Nama :

Class :

PRE-TEST
GRAMMAR ARTICLE (*a, an*, and *the*)

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

1. Mr. Adrian is .... doctor. He work in Hospital

    a. the
    b. an
    c. a

2. Is Jane ... student at your college?
    a. a
    b. an
    c. the

3. My sister cooking in .... kitchen every day.
    a. a
    b. the
    c. an

4. I want to buy .... umbrella.
    a. an
    b. a
    c. the

5. I listen to music on .... radio.

    a. a
    b. an
    c. the

6. Mr. Anwar is explaining the lesson in classroom. He is ... teacher.
    a. an
    b. the
    c. a

7. I am .... student.
    a. an
    b. a
    c. the

8. My mother slices meat with .... knife.
    a. an
    b. the
    c. a

9. After eating or drinking in the restaurant, you give the bill to .... cashier.
    a. the
    b. an
    c. a

10. ....chef makes some food.

    a. A
    b. The
    c. An

11. Hendra is .... best student in our class.
    a. the
    b. a
    c. an

d.
12. It is .... watermelon.
    a. a
    b. an
    c. the
13. Amar : What is your father's
    job?
    Ali : He is ... pilot. He flies
    the plane.

    a. an
    b. a
    c. the
14. The book on .... table.
    a. an
    b. a
    c. the
15. The man is ..... Australian
    businessman.
    a. a
    b. an
    c. the

16. Marco is ....tailor. He makes
    clothes.
    a. the
    b. an
    c. a
17. He has .... new motorcycle.

    a. an
    b. the
    c. a
18. I buy bread at .... bakery
    a. an
    b. the
    c. a
19. My mother buys fruits in .... fruit
    market.
    a. an
    b. a
    c. the
20. I have a book, ... book is red.
    a. the
    b. an
    c. a

Sources:

Raymond Murphy, *English Grammar in Use second edition*, Cambridge
University Press.

Peter Watcyn-Jones, *Grammar Games and Activities for Teachers*, Penguin
Books.

Brian Hart, *Text book English in Mind second edition Students Book Starter,*
Cambridge University Press.

www.itapuih.com/Englishupdates/article/multiplechoice. pada 16 Agustus
2017 pukul 10.00 WIB.

(http://docplayer.net/29889251-Contoh-soal-try-out-un-ujian-nasional-bahasa-inggris-
kelas-6-sd-mi.html) pada 16 Agustus 2017 pukul 11.15 WIB.

Nama : In'amul Muttaqin

Class : VII

PRE-TEST
GRAMMAR ARTICLE (*a*, *an*, and *the*)

B = 16
S = 4
80

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

1. Mr. Adrian is .... doctor. He work in Hospital

   a. the
   b. an
   ~~c. a~~

2. Is Jane ... student at your college?
   a. a
   ~~b. an~~
   c. the

3. My sister cooking in .... kitchen every day.
   a. a
   ~~b. the~~
   c. an

4. I want to buy .... umbrella.
   ~~a. an~~
   b. a
   c. the

5. I listen to music on .... radio.

   a. a
   b. an
   ~~c. the~~

6. Mr. Anwar is explaining the lesson in classroom. He is ... teacher.

   a. an
   b. the
   ~~c. a~~

7. I am .... student.
   a. an
   ~~b. a~~
   c. the

8. My mother slices meat with .... knife.
   a. an
   ~~b. the~~
   c. a

9. After eating or drinking in the restaurant, you give the bill to .... cashier.
   ~~a. the~~
   b. an
   c. a

10. ....chef makes some food.

    ~~a. An~~
    b. The
    ~~c. A~~

11. Hendra is .... best student in our class.
    ~~a. the~~
    b. a
    c. an
    d.

12. It is .... watermelon.
    ~~a. a~~
    b. an
    ~~c. the~~

13. Amar : What is your father's job?
Ali : He is ... pilot. He flies the plane.

  a. an
  b. a
  c. the

14. The book on .... table.
  a. an
  b. a
  c. the

15. The man is ..... Australian businessman.
  a. a
  b. an
  c. the

16. Marco is ....tailor. He makes clothes.
  a. the
  b. an

17. He has .... new motorcycle.

  a. an
  b. the
  c. a

18. I buy bread at .... bakery
  a. an
  b. the
  c. a

19. My mother buys fruits in .... fruit market.
  a. an
  b. a
  c. the

20. I have a book, ... book is red.
  a. the
  b. an
  c. a

Sources:
- English Grammar in Use second edition, Cambridge University Press. (Raymond Murphy)
- Grammar Games and Activities for Teachers, Penguin Books. (Peter Watcyn-Jones)
- Text book English in Mind second edition Students book starter, Cambridge University Press. (Brian Hart)
- www.itapuih.com/Englishupdates/article/multiplechoice. pada 16 Agustus 2017 pukul 10.00 WIB.
- (http://docplayer.net/29889251-Contoh-soal-try-out-un-ujian-nasional-bahasa-inggris-kelas-6-sd-mi.html) pada 16 Agustus 2017 pukul 11.15 WIB.

Nama : Dewi Hesry.
Class : Jii (Aijuh)

PRE-TEST
GRAMMAR ARTICLE (*a, an,* and *the*)

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

B = 14
5 = 6
70

1. Mr. Adrian is .... doctor. He work in Hospital

   a. the ✗
   b. an
   c. a

2. Is Jane ... student at your college?
   a. a ✗
   b. an
   c. the

3. My sister cooking in .... kitchen every day.
   a. a ✗
   b. the ✗
   c. an

4. I want to buy .... umbrella.
   a. an ✗
   b. a
   c. the

5. I listen to music on .... radio.

   a. a
   b. an
   c. the ✗

6. Mr. Anwar is explaining the lesson in classroom. He is ... teacher.

   a. an
   b. the
   c. a ✗

7. I am .... student.
   a. an
   b. a ✗
   c. the

8. My mother slices meat with .... knife.
   a. an
   b. the ✗
   c. a

9. After eating or drinking in the restaurant, you give the bill to .... cashier.
   a. the ✗
   b. an
   c. a

10. ....chef makes some food.

    a. An
    b. The ✗
    c. A

11. Hendra is .... best student in our class.
    a. the ✗
    b. a
    c. an
    d.

12. It is .... watermelon.
    a. a ✗
    b. an
    c. the

13. Amar : What is your father's job?
Ali : He is ... pilot. He flies the plane.

a. an
b. a
~~c. the~~
14. The book on .... table.
a. an
~~b. a~~
c. the
15. The man is ..... Australian businessman.
a. a
~~b. an~~
c. the
16. Marco is ....tailor. He makes clothes.
~~a. the~~
b. an

17. He has .... new motorcycle.
~~a. a~~
a. an
~~b. the~~
c. a
18. I buy bread at .... bakery
a. an
~~b. the~~
c. a
19. My mother buys fruits in .... fruit market.
a. an
b. a
~~c. the~~
20. I have a book, ... book is red.
~~a. the~~
b. an
c. a

Sources:
- English Grammar in Use second edition, Cambridge University Press. (Raymond Murphy)
- Grammar Games and Activities for Teachers, Penguin Books. (Peter Watcyn-Jones)
- Text book English in Mind second edition Students book starter, Cambridge University Press. (Brian Hart)
- www.itapuih.com/Englishupdates/article/multiplechoice. pada 16 Agustus 2017 pukul 10.00 WIB.
- (http://docplayer.net/29889251-Contoh-soal-try-out-un-ujian-nasional-bahasa-inggris-kelas-6-sd-mi.html) pada 16 Agustus 2017 pukul 11.15 WIB.

Appendix 25

ANSWER KEY OF PRE TEST

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

Appendix 26

Nama :

Class :

POST TEST
GRAMMAR ARTICLE (*a, an,* and *the*)

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

1. My mother is .... Nurse. She works in hospital.
    a. an
    b. a
    c. the
2. The chef slices onion on ....chopping board.
    a. the
    b. an
    c. a
3. I buy bread in ... Bakery.
    a. an
    b. a
    c. the
4. Something that you can finding your bedroom is ... bed.
    a. the
    b. a
    c. an
5. My sister buys fruits in ... fruit market.
    a. a
    b. the
    c. an
6. .... President of Indonesia is giving ... speech tonight.
    a. The – a
    b. An – the
    c. A – the
    d. The – an
7. Mr. Doni is ... teacher. He works in school.
    a. an
    b. a
    c. the
    d. An – the
8. A   : Did you have .... nice holiday?

B   : Yes, it was ..... best holiday I've ever had.

    a. The – an
    b. A – the
    c. An – the
9. I have a pencil, ... pencil is yellow.
    a. a
    b. an
    c. the
10. The man is .... Indonesian businessman
    a. the
    b. a
    c. an
11. .... star is light
    a. An
    b. A
    c. The
12. Ahmad is ... best student in our class.
    a. an
    b. the
    c. a
13. I buy a car, ... car is blue.
    a. the
    b. a
    c. an
14. It is ... apple.
    a. the
    b. a
    c. an
15. I see ... boy in the street.
    a. an
    b. a
    c. the
16. It is ... insect
    a. the
    b. an

c. a

17. A cat is ... animal.
    a. an
    b. a
    c. the

18. Jihan is ... really nice person.
    a. the
    b. a
    c. an

19. Mr. Anwar is explaining the lesson in classroom. He is ... teacher.
    a. an
    b. the
    c. a

20. My sister cooking in .... kitchen every day.
    a. a
    b. the
    c. an

Sources:

Raymond Murphy, *English Grammar in Use second edition*, Cambridge University Press.

Peter Watcyn-Jones, *Grammar Games and Activities for Teachers*, Penguin Books.

Brian Hart, *Text book English in Mind second edition Students Book Starter,* Cambridge University Press.

www.itapuih.com/Englishupdates/article/multiplechoice. pada 16 Agustus 2017 pukul 10.00 WIB.

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Name : M. Irfan Syaifudin

Class : VII A

POST-TEST

B = 17
S = 3 (85)

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

1. My mother is .... Nurse. She works in hospital.
   a. an
   b. a
   c̶. the

2. The chef slices onion on ....chopping board.
   a̶. the
   b. an
   c. a

3. I buy bread in ... Bakery.
   a. an
   b. a
   c̶. the

4. Something that you can finding your bedroom is ... bed.
   a. the
   b̶. a
   c. an

5. My sister buys fruits in ... fruit market.
   a. a
   b̶. the
   c. an

6. .... President of Indonesia is giving ... speech tonight.
   a. The – a
   b̶. An – the

   c. A – the
   d. The – an

7. Mr. Doni is ... teacher. He works in school.
   a. an
   b̶. a .
   c. the
   d. An – the

8. A   : Did you have .... nice holiday?
   B   : Yes, it was ..... best holiday I've ever had.

   a. The – an
   b̶. A – the
   c. An – the

9. I have a pencil, ... pencil is yellow.
   a̶. a
   b. an
   c. the

10. The man is .... Indonesian businessman
    a. the
    b. a
    c̶. an

11. .... star is light
    a. An
    b̶. A

c. The

12. Ahmad is ... best student in our class.

a. an

b. the ✗

c. a

13. I buy a car, ... car is blue.

a. the ✗

b. a

c. an

14. It is ... apple.

a. the

b. a

c. an ✗

15. I see ... boy in the street.

a. an

b. a ✗

c. the

16. It is ... insect

a. the

b. an ✗

c. a

17. A cat is ... animal.

a. an ✗

b. a

c. the

18. Jihan is ... really nice person.

a. the

b. a ✗

c. an

19. Mr. Anwar is explaining the lesson in classroom. He is ... teacher.

a. an

b. the

c. a ✗

20. My sister cooking in .... kitchen every day.

a. a

b. the ✗

c. an

Sources:

- English Grammar in Use second edition, Cambridge University Press. (Raymond Murphy)
- Grammar Games and Activities for Teachers, Penguin Books. (Peter Watcyn-Jones)
- Text book English in Mind second edition Students book starter, Cambridge University Press. (Brian Hart)
- www.itapuih.com/Englishupdates/article/multiplechoice. pada 16 Agustus 2017 pukul 10.00 WIB.
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Name : Dewi Sulistiyawati

Class : VII   A

POST-TEST

B : 19
5 : 1

95

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

1. My mother is .... Nurse. She works
   in hospital.
   a. an
   ~~b.~~ a
   c. the

2. The chef slices onion on
   ....chopping board.
   ~~a.~~ the
   b. an
   c. a

3. I buy bread in ... Bakery.
   a. an
   b. a
   ~~c.~~ the

4. Something that you can finding
   your bedroom is ... bed.
   a. the
   ~~b.~~ a
   c. an

5. My sister buys fruits in ... fruit
   market.
   a. a
   ~~b.~~ the
   c. an

6. .... President of Indonesia is giving
   ... speech tonight.
   ~~a.~~ The – a
   b. An – the

c. A – the
d. The – an

7. Mr. Doni is ... teacher. He works in
   school.
   a. an
   ~~b.~~ a ,
   c. the
   d. An – the

8. A   : Did you have .... nice
   holiday?
   B   : Yes, it was ..... best
   holiday I've ever had.

   a. The – an
   ~~b.~~ A – the
   c. An – the

9. I have a pencil, ... pencil is yellow.
   a. a
   b. an
   ~~c.~~ the

10. The man is .... Indonesian
    businessman
    a. the
    ~~b.~~ a
    c. an

11. .... star is light
    a. An
    b. A

b. The

12. Ahmad is ... best student in our class.
   a. an
   b. the
   c. a

13. I buy a car, ... car is blue.
   a. the
   b. a
   c. an

14. It is ... apple.
   a. the
   b. a
   c. an

15. I see ... boy in the street.
   a. an
   b. a
   c. the

16. It is ... insect
   a. the

b. an
c. a

17. A cat is ... animal.
   a. an
   b. a
   c. the

18. Jihan is ... really nice person.
   a. the
   b. a
   c. an

19. Mr. Anwar is explaining the lesson in classroom. He is ... teacher.
   a. an
   b. the
   c. a

20. My sister cooking in .... kitchen every day.
   a. a
   b. the
   c. an

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- English Grammar in Use second edition, Cambridge University Press. (Raymond Murphy)
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Appendix 27

ANSWER KEY OF POST TEST

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

Appendix 28

The Researcher asked permission to the headmaster and English Teacher

The Researcher gave Pre-Test in Experimental Class

The Researcher gave Treatment in Experimental Class

The Researcher gave Post-Test in Experimental Class

The Researcher gave Pre-Test in Control Class

The Researcher gave Explanation in Control Class

The Researcher gave Post-Test in Control Class

PENELITI : **Nailul Muna**
NIM   : **133411103**
JURUSAN : **Pendidikan Bahasa Inggris**
JUDUL   : **THE EFFECTIVENESS OF USING FOLKLORE BASED ANIMATION MEDIA IN TEACHING ENGLISH ARTICLES**

HIPOTESIS :

a. Hipotesis Varians :

    H_0 : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.

    H_1 : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.

b. Hipotesis Rata-rata :

    H_0 : Rata-rata hasil belajar siswa kelas eksperimen ≤ kontrol.

    H_1 : Rata-rata hasil belajar siswa kelas eksperimen > kontrol.

DASAR PENGAMBILAN KEPUTUSAN :

    H_0 DITERIMA, jika nilai hitung ≤ t_tabel

    H_0 DITOLAK, jika nilai t_hitung > t_tabel

HASIL DAN ANALISIS DATA :

Group Statistics

	kelas	N	Mean	Std. Deviation	Std. Error Mean
nilai awal	eksp	24	68.3333	6.86305	1.40091
	kontr	24	65.0000	6.07919	1.24091
nilai akhir	eksp	24	81.0417	9.77788	1.99590
	kontr	24	72.9167	7.05825	1.44076

LABORATORIUM MATEMATIKA
FAKULTAS SAINS DAN TEKNOLOGI
UIN WALISONGO SEMARANG

Jln. Prof. Dr. Hamka Kampus 2 (Gdg. Lab. MIPA Terpadu Lt.3) ☎ *7601295 Fax. 7615387 Semarang 50182*

Independent Samples Test

|		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
nilai awal	Equal variances assumed	.803	.375	1.781	46	.081	3.33333	1.87147	-.43375	7.10042
	Equal variances not assumed			1.781	45.340	.082	3.33333	1.87147	-.43523	7.10190
nilai akhir	Equal variances assumed	3.168	.082	3.301	46	.002	8.12500	2.46159	3.17008	13.07992
	Equal variances not assumed			3.301	41.851	.002	8.12500	2.46159	3.15679	13.09321

1. Pada kolom *Levenes Test for Equality of Variances*, diperoleh nilai sig. = 0,800. Karena sig. = 0,082 ≥ 0,05, kontrol H_0 DITERIMA, artinya kedua varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.

2. Karena identiknya varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol, maka untuk membandingkan rata-rata hasil belajar siswa kelas eksperimen dan kontrol dengan menggunakan t-test adalah menggunakan dasar nilai t_hitung pada baris pertama (*Equal variances assumed*), yaitu t_hitung = 3,301.

3. Nilai t_tabel (46;0,05) = 1,679 (*one tail*). Berarti nilai t_hitung = 3,301 > t_tabel = 1,679 hal ini berarti H_0 DITOLAK, artinya : Rata-rata hasil belajar siswa kelas eksperimen lebih baik dari rata-rata hasil belajar siswa kelas kontrol.

Semarang, 5 Januari 2018
Jurusan Pend. Matematika,

Romadiastri

SURAT KETERANGAN RISET

Nomor: 01/2/10/2017
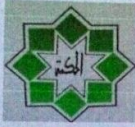
Yang bertandatangan dibawah ini Kepala Madrasah Tsanawiyah Al-Hikmah Karangasem Sayung Demak menyatakan bahwa:

Nama : Nailul Muna

NIM : 133411103

Tempat tanggal lahir : Demak, 09 Agustus 1994

Jurusan/Prodi : Pendidikan Bahasa Inggris

Alamat : Ds. Karangasem Rt.04 Rw.01 kec. Sayung kab. Demak

Pada tanggal 23 Oktober s.d tanggal 17 November 2017 telah melaksanakan riset guna menyusun skripsi dengan judul **"The Effectiveness of Using Folklore based Animation Media in Teaching English Articles for the Seventh Grade of MTs Al-Hikmah Sayung Demak in the Academic Year of 2017/2018"**

Demikian surat keterangan ini kami buat dan untuk digunakan sebagai semestinya.

Demak, 18 November 2017

Kepala MTs Al-Hikmah

Lia Lutfia, S.Pd.

Nomor	: B-6138/Un.10.3/J4/PP.00.9/12/2016	Semarang, 30 Desember 2016
Lam	: -	
Hal	: **Penunjukan Pembimbing Skripsi**	

Kepada Yth.
1. Dr. H. Ikhrom, M.Ag
2. Dra. Hj. Siti Mariam, M.Pd

Assalamu'alaikum Wr.Wb

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama	:	Nailul Muna
NIM	:	133411103
Judul	:	**"The Effectiveness of Using Animation Media Based on Folklore in Teaching English Articles" (An Experimental Study for the Seventh Grade of MTs Al-Hikmah Sayung Demak in the Academic Year of 2016/2017)"**

Dan menunjuk saudara Dr. H. Ikhrom, M.Ag dan saudari Dra. Hj. Siti Mariam, M.Pd sebagai pembimbing dalam skripsi sebagai syarat kelulusan S 1.
Demikian penunjukan pembimbing skripsi ini, atas kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

A.n. Dekan,
Ketua Jurusan Pendidikan Bahasa Inggris

Dr. H. Ikhrom, M.Ag
NIP: 19650329 199403 1 002

Tembusan:
1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Yang bersangkutan
3. Arsip

Nomor   : B.3988/Un.10.3/D.1/TL.00/10/2017

Lamp   : -   Semarang, 19 Oktober 2017

Hal   : **Mohon Izin Riset**

A.n. : Nailul Muna

NIM : 133411103

Kepada Yth. :

Kepala MTs Al-Hikmah

di Demak

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama   : Nailul Muna

NIM   : 133411103

Alamat   : Ds. Karangasem Kec. Sayung Kab. Demak

Judul Skripsi   : **The Effectiveness of Using Folklore Based Animation Media in Teaching English Articles for Seventh Grade of MTs Al-Hikmah Sayung Demak in the Academic Year of 2017/2018.**

Pembimbing   : Dr. H. Ikhrom, M.Ag

Dra. Hj. Siti Mariam, M.Pd

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu mohon diberi izin riset selama 1 bulan, pada tanggal 23 Oktober 2017 sampai dengan tanggal 17 November 2017.

Demikian atas perhatian dan kerjasamanya disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,

Wakil Dekan Bidang Akademik

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.... **89** .... (................. **4,0 / A** ....)

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