THE EFFECTIVENESS OF USING *KAMUSKU* APPLICATION DICTIONARY ON STUDENTS' VOCABULARY MASTERY AT CLASS X TKJ SMK ISLAMIC CENTRE BAITURRAHMAN SEMARANG IN ACADEMIC YEAR 2017/2018

THESIS

Submitted in Partial Fulfillment of the Requirement

for the Degree of Bachelor of Education

in English Language Education

By :

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EDUCATION AND TEACHER TRAINING FACULTY

WALISONGO STATE ISLAMIC UNIVERSITY

SEMARANG

2018

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DEDICATION

The final project is dedicated to:

My beloved parents, Casiyan and Suwarni; also my beloved brothers and sisters.

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

Semarang, January 10th, 2018

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ABSTRACT

Tittle	:	The Effectiveness of Using *Kamusku* Application Dictionary on Students' Vocabulary Mastery at Class X TKJ SMK Islamic Centre Baiturrahman Semarang in Academic Year 2017/2018
Writer	:	Ida Yulianti
Student's Number	:	133411047
Keywords	:	*Kamusku* application dictionary, vocabulary mastery, effectiveness

This research examines the effectiveness of using *Kamusku* application dictionary to the students' vocabulary mastery. *Kamusku* application is an application dictionary that consists of bilingual vocabulary and some examples, pronunciation, some idioms and Indonesian translation. When the smartphone connects to the internet, the application can give more information about the usage of the words. This research is experimental research. The experimental class of this research is X TKJ 2 and the control class is X TKJ 1. Each class has 30 students. The researcher gave the application to the experimental class and asked students to use the application continuously. Before doing the research, the researcher tested the students' vocabulary and knowledge in their English lesson. The researcher got the equal average of each class. Using average test, the researcher got t_{count} is -0.425and t_{table} is 2.285. After doing the treatment, the researcher found that the average of experimental class is 83.333 and the average of control class is 71.833. The equal quantity of each class is 30:30, using $\alpha = 5\%$ with dk = 30+30-2 = 58 got t_{table} is 1.6716 and t_{count} is 5.271. The quality of $t_{count} > t_{table}$, and there is differentiation average value of the control class' students and experimental class' students. The experimental class has the higher average than the control class. Using *N-gain* test, 0.4 is in medium criteria. It means that the use of *Kamusku* application dictionary is effective enough to the students' vocabulary mastery.

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CHAPTER I

INTRODUCTION

This chapter discusses about the background of the research, the reason why choosing the topic, the research questions, the objective of the research, and significance of the research.

A. Background of the Study

English has a big effect for our life. If we want to have a connection with other people in the other country, we have to master it. This situation makes people must learn English if they want to go to the other country, but many children dislike English, because it is hard to get the meaning from the same words in the one text, it is hard to pronounce the words. Therefore, they look at the English story they become lazier to read the text than read an Indonesian story. They cannot remember all of the words in once learning.

According to James Scott, we often hope that students will be able to pick up enough vocabulary just by reading, but those who are in below grade level of vocabulary almost never catch up.[1] Vocabulary has an important role in a way to learning language. Not only English but also Indonesian, Japanese, French, etc. We learn vocabulary in many ways, not only reading but also writing,

[1] E-book: James Scott, *Guide to Teaching: Vocabulary Issue: 1 Volume: 1*, (Prestwick House), p. 3.

speaking, and listening. By doing many activities we got new vocabularies every day.

According to Kam-man Iu, in order to enhance the effect of vocabulary learning while reading, some teachers suggest students should look up the meanings of unknown words when they have difficulties in understanding them, whereas other teachers prefer them to work out the meanings from the given context. Looking up the unknown vocabulary items in dictionaries seems to be a more straightforward way to remove barriers in the reading process. However, compared with exploring the word meaning from context, it seems that using a dictionary and putting the meaning into the reading passage involves relatively less active participation of the learner.

Questions are raised and studies are conducted to investigate the issue of whether working out meaning from context or looking it up in the dictionary is more effective in vocabulary acquisition.[2] Students should use dictionary in their learning process, dictionary can help students when they get difficulties in language learning. They have to look up the new word that they get from the text, conversation, or news in dictionary to get the correct meaning and then they can use the new vocabulary in their learning activity.

[2] Violet Kam-man Iu, "The Impact of Dictionary Use in Four Different Conditions on Incidental Vocabulary Learning", *Thesis* (Hong Kong: University of Hong Kong, 2003), p. 1.

According to Songhao, vocabulary learning is a very important task of second language learners maybe the most important one. As McLaughlin points out, vocabulary development is the "prime task of adult L2 learners". This is why adults carry dictionaries, not grammars, when they travel in foreign countries. One can keep the communication going provided one knows the content words needed.[3] The reason why we have to develop our vocabulary is to make an easy way in a conversation when we travel in foreign countries, because when we get the correct vocabulary but in a bad grammar the other people can get the meaning although the meaning was wrong.

A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age and servers as a usual and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

The first major distinction that must be made when evaluating word knowledge is whether the knowledge is productive (also called achieve) or receptive (also called receive) and even within those opposing. Words that are generally understood when heard or read or seen constitute a person's receptive vocabulary.

[3] Liu Songhao, "Dictionary Use as A Way of Learning Vocabulary in Sla: A Preliminary Study Three Chinese Learners of English as a Second Language at the University of the South Pacific", *Journal of Educational Studies No.36* (Vol.19, No.1, Year 1997), p. 82-83.

The three most crucial explicit lexical instruction and learning strategies are acquiring decontextualized lexis, using dictionaries and inferring from context. Implicit lexical instruction and learning can take many forms including the use of integrated task sets and narrow reading; however, this study emphasizes extensive reading, which is arguably the primary way that EFL learners can build their reading vocabulary to an advanced level. The principal notion underlying this study is that the most effective and effective lexical development will occur in multifaceted curriculums that achieve a pedagogically sound balance between explicit and implicit activities for L2 learners at all levels of their development.[4]

According to Linda Taylor, vocabulary permeates everything we do in an English language class, whichever skill or language point is being practiced.[5] Vocabulary instruction was identified in 2000 by the National Reading Panel (NRP) as an essential skill students need to improve reading achievement. The NRP identified four types of vocabulary – listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary. Vocabulary, or word meaning, is one of the keys to comprehension.

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[4] Elsiddig Babiker Mohammed, "The Effectiveness of Acquiring English Vocabulary Towards Enriching EFL Learners in Reading Comprehension", International Journal of Multi-Disciplinary Research (Vol. 2, Issue 6, Year 2015), p. 1-4

[5] Linda Taylor, *Vocabulary in Action*, (Hertfordshire: Prentice Hall International (UK) Ltd, 1992) p. 3.

A student reading a list of unconnected words on a page is similar to a struggling student trying to read a narrative text without a general understanding of the words being read. No connections. No meaning. No comprehension.

One way students develop vocabulary is indirectly through reading, listening, and speaking. A student's background knowledge and prior experiences play a large role in vocabulary development.

As students build connections between known words and unknown words, they develop a deeper understanding of their reading. Thus, more experiences that children have with reading before they enter school, more background knowledge they have to support the understanding of their reading.[6] Children vocabulary is build start from the first time they can listen. They learn from the people in their environment. In the first place family get an important role to teach the children about new words in daily activity. Many vocabularies that children get from the family before school many words that they can use in the school and easier to understand what the teacher talk about. Vocabulary knowledge is central in FL learning.[7]

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[6] E-book: June Preszler, ESA Region 6 & 7, *On Target: Strategies to Build Student Vocabularies Grade 4-12*, (Rapid City: Black Hills Special Services Cooperative (BHSSC), 2006), p. 4.

[7] Almudena Fernández Fontecha and Melania Terrazas Gallego, "The Role of Motivarion and Age in Vocabulary Knowledge", *International Journal of Applied Linguistics* (No. 9, Year 2012) p. 39.

In English class, the students are asked to enhance their English skills and components by doing some activities. The activities are relating to their readability toward English among others are listening to English songs, watching English movies, reading English magazine/newspapers etc. The students seem enjoy in such activities. They can improve their English without constraint from other people. In this case, the lecturers can ask the students to take role in doing those fun activities.[8]

Research on vocabulary acquisition from reading has shown that both first and second language learners can gain some vocabulary knowledge through reading. Apart from conducting new studies, one of the ways of investigating a particular phenomenon and creating stronger grounds for certain claims is by replicating previous studies.

There have been a lot of studies and debates on the best ways of learning vocabulary. Research on first language acquisition has shown that children learn a lot of words during their primary and secondary education, and that they complete their secondary education with a knowledge of about 40,000 words, which means that they learn about 2,000 to 3,000 words a year. One of the ways of learning vocabulary is by formal instruction in the classroom. Several direct procedures for learning vocabulary, such as the key word method, using word cards, exercises with synonyms,

[8] Atik Rokhayani, "How Does the Students' Readability in Mastering English Material?", *Journal Vision* (Vol. 6, No. 1, Year 2017), p.6.

classification of words, creating semantic maps, using definitions, and so on, have produced good results. However, classroom observations have shown that explicit instruction can help learners acquire about 200 to 300 words a year, so that the logical conclusion would be that the big increase in the learners' vocabulary sizes must be a result of other ways of acquiring vocabulary, point out that even though explicit vocabulary learning can be effective, we need to take into account the limitations of such instruction as it cannot contribute to considerable increase in learners' vocabulary knowledge. Thus, it is reasonable to believe that the majority of words are acquired through listening and reading.[9]

On the other hand, vocabulary has been acknowledged as L2 learners' greatest single source of problems. This remark may possibly reflect that the open-endedness of a vocabulary system is perceived to be a cause of difficulty by learners. Another possible reason is that, unlike syntax and phonology, vocabulary does not have rules the learners may follow to acquire and develop their knowledge. In other words, it is not clear in L2 vocabulary learning what rules apply or which vocabulary items should be learned first. Oxford also claims that vocabulary is "by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one's mother tongue, because of

[9] Nina Daskalovska, "Reading and Vocabulary Acquisition", *The International Journal of Foreign Language Teaching* (Year 2004), p. 2.

tens of thousands of different meanings" Despite these difficulties that language learners face in L2 vocabulary, they still have to deal with it in their examinations as ''vocabulary has traditionally been one of the language components measured in language tests''. Furthermore, many learners see second language acquisition (SLA) as essentially a matter of learning vocabulary and therefore they spend a great deal of time on memorizing lists of L2 words and rely on their bilingual dictionary as a basic communicative resource. As a result, language teachers and applied linguists now generally recognize the importance of vocabulary learning and are exploring ways of promoting it more effectively. Some of this research takes the form of investigation of strategies learners use specifically for vocabulary (VLS), which is our focus of attention.[10]

For many years, methodologists, linguists, and language teachers have considered vocabulary incidental to the main purpose of language teaching; namely, the acquisition of grammatical knowledge. However, they have since realized that the acquisition of an adequate vocabulary is essential for successful second language use, and plays an important role in the formation of complete spoken and written texts. In ESL/EFL learning, vocabulary items play a vital role in all language skills (listening, speaking, reading, and writing); consequently,

[10] Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught", *International Journal of Teaching and Education* (Vol. III, No. 3, Year 2015), p. 23.

researchers have increasingly turned their attention to vocabulary. It is now clear that the acquisition of vocabulary is just as important as the acquisition of grammar, both of which act as essential components of all language uses.

Language teachers tend to try to teach their students the vocabulary they think students will encounter; however, students' need to read grows extensively, and their vocabulary needs increase accordingly, but teachers rarely have enough time to teach them all the vocabulary they may need. In addition, individual differences exist between the learners, which makes deciding what vocabulary students should learn difficult and not easily predictable. William points out that trying to teach students most of the words they might need will make them dependent upon teachers, which could affect their ability to think and read for themselves. However, learners, particularly as they get older, want to depend on themselves most of the time because they are aware that teachers are not likely to be available to them each time they come across a problem word. Furthermore, some teachers, especially those who have been taught by course planners, concentrate on high frequency words while often ignoring low frequency words.

What learners need, then, is to use vocabulary discovery strategies (VDS) by themselves to overcome this kind of difficulty. It is much better to spend time with students on learning VDSs than to try to teach them words they think they might need,

and are likely to be learned through reading, the latter of which is actually preferred over learning them in isolation.[11]

Noam Chomsky in Annurys' journal defines language as a particular set of sentences that can be generated from a particular set of rules. From above assertions, it is evident that language is an important feature that distinguishes man from other creatures. Also language and society goes hand in hand. Language can be seen as a medium of communication, among people of the same cultural background and beyond.[12]

The objectives of English teaching include the four language skills: listening, speaking, writing, and reading through the mastery of the language components: grammar, vocabulary, and pronunciation. The result of English teaching is influenced by some factors; the teacher, the students, time allocation, methodology, material, teaching material and interaction between the teacher and students in the classroom, and the use of visual aid. The classroom interaction includes all of the classroom events, both verbal interaction and non-verbal interaction. The verbal interaction takes place because of the teacher and students talk, while non-verbal interaction covers gestures or facial expression by the teacher and students when they communicate

[11] Maha Alhaysony, "Vocabulary Discovery Strategy Used by Saudi EFL Students in an Intensive English Language Learning Context", *International Journal of Linguistics* (Vol. 4, No. 2, Year 2012), p. 519.

[12] Muhammad Nafi Annury, "Promoting Multilingualism in the Classroom: A Case Study of ELT Program", *Journal Vision* (Vol. 6, No. 1, Year 2017), p.132.

without using words. These two kinds of talk are important; they dominate the classroom events and influence students' foreign language acquisition. Students learn not only through comprehensible input but also their own output. But a good lesson is not one in which students do all or even most of the talking. Some lesson may be good if they are carefully structured in such-away that students do a good deal of talking and at the same time get a lot of feedback from the teacher, both formally and informally. But this is by no means true for all lessons.[13]

Code switching is found in EFL classrooms because in the classrooms the switches between English and the first language or the mother tongue usually occur. Code switching between English and the first language occurs as a conversational strategy to establish or maintain group boundaries so that the code switching in the language classroom is used partly to create interpersonal relationships. As Gysels explained that code switching may be used to achieve two things: to fill a linguistic gap, or for other multiple communicative purposes.[14] The success of conversation depends on the various speaker approach to the interaction. The way in which people try to make conversations work is called Cooperative Principle. The Cooperative principle is an

[13] Semi Sukarni and Siti Ulfah, "An Analysis of Teacher and Student Talk in the Classroom Interaction of the Eighth Grade of SMP Negeri 18 Purworejo", Journal Vision (Vol. 4, no. 2, Year 2015), p. 262.

[14] R. Bunga Febrian, "The Roles of Language Shift in English Language Teaching", *Journal Vision* (Vol. 6, No. 1, Year 2017), p. 63.

indispensable assumption made by speaker and hearer when they speak to one another.[15]

According to Sarani and Kafipour in the Mohammad Reza Ahmadi's journal, although vocabulary learning is important in foreign language learning, they found that EFL students have insufficient skills and learning strategy in vocabulary. Oxford explained that the strategy has significant effects on motivating and fostering students' vocabulary learning. When students concentrate solely on the meaning of a single word and do not focus on the contextual meaning of the word, they would not be able understand and recognize the whole text even if they might know the meaning of every single word. In general, the lack of ability to use strategy in vocabulary learning has affected students' success in foreign language learning.

Vocabulary knowledge in foreign language learning has effects on EFL students‟ reading and motivation to recognize a written language. Several studies had indicated a significant correlation between vocabulary learning and foreign language learning. It has been recognized that vocabulary knowledge plays a significant function in foreign language learning. Researchers have found that vocabulary knowledge is a critical predictor of foreign language learning and reading motivation in first and second language learning.

[15] Asri Dwi E.S., "An Analysis of Flouting Maxim in EFL Classroom Interaction ", *Journal Vision* (Vol. 4, no. 2, Year 2015), p. 245.

Vocabulary knowledge and reading comprehension are significantly related. They also stated that reciprocal teaching strategy is related to vocabulary learning, as well as motivate students in their foreign language learning activities.[16]

The role and importance of vocabulary in language learning had become increase in recent years. A time when it was considered that phonological structure and grammatical rules are more important than vocabulary, learners can choose words according to their need when they learned structure frames and grammatical rules. Whether designing a language course it is useful to set learning goals and strategies so that we may use the language according to our choice. We must keep in mind three kind of information while planning the vocabulary learning goals for a long term course of study, the words which are known by the native speakers, the words used in the language and the words that actually needed to use in the language. Despite having suffered past neglect in applied linguistics, vocabulary is currently enjoying a revival. A number of researchers have noted the urgent need for learners to quickly acquire 3,000 most common words of English so they can comprehend basic spoken and written text and communicate in everyday situation. Scholarship in the field of both psychological linguistics and corpus linguistics suggests that

[16] Mohammad Reza Ahmadi, "Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy", *International Journal of Learning & Development* (Vol. 2, No. 6 Year 2012), p.187.

lexical items, particularly multi-word chunks, play a key role in both productive and receptive fluency as well as native.[17]

Elfrieda H. Hiebert and Berkeley Michael L. Kamil said that the role of vocabulary and reading is a complex one, as reading researchers have long recognized. Whipple described the central role of vocabulary thus: "Growth in reading power means, therefore, continuous enriching and enlarging of the reading vocabulary and increasing clarity of discrimination in appreciation of word values". Davis described comprehension as comprised of two skills: word knowledge, or vocabulary, and reasoning.

Words represent complex and, often, multiple meanings. Furthermore, these complex, multiple meanings of words need to be understood in the context of other words in the sentences and paragraphs of texts. Not only are students expected to understand words in texts, but also texts can be expected to introduce them to many new words.[18]

Vocabulary can be learned from dictionaries. We should have many dictionaries to learn vocabulary, because every day many new words adding in the dictionary, especially vocabulary in English language. We have to improve our knowledge using technology that could support our improvement. Nowadays there

[17] Iqra Mubeen, and friends, "Notions of Vocabulary Learning Among the Students of University of Sargodha", *International Journal of Academic Research and Reflection* (Vol. 2, No. 2, Year 2014), p. 12-13.

[18] E-book: Elfrieda H. Hiebert, Berkeley Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*, (New Jersey: Lawrence Erlbaum Associates, Publishers, 2005) p. 1.

are many electronics which can help us to learn about vocabulary like smartphone and computer. We need to see learning any particular word as being a cumulative process where knowledge is built up over a series of varied meetings with the word. At best, teaching can provide only one or two of these meetings. The others involve deliberate study, meeting through meaning-focused input and output, and fluency development activities.

The positive effects of vocabulary teaching are that it can provide help when learners feel it is most needed. This is particularly true for vocabulary teaching that occurs in the context of message-focused activities involving listening, speaking, reading and writing, and where the teaching deals with items that learners see as being very relevant for the activity. Table 1 lists ways of quickly dealing with words. The small amount of research on such teaching indicates that it has a strong effect on vocabulary learning.

The first decision to make when teaching a word is to decide whether the word is worth spending time on or not. If the word is a low frequency word and is not a useful technical word and not one that is particularly useful for the learners, it should be dealt with as quickly as possible. Usually when words come up in the context of a reading or listening text, or of learners need a word or phrase when speaking or writing, they need quick help which does not interrupt the activity too much.

Sometimes however a teacher may want to spend time on a word. In general, time should be spent on high frequency words or words that fill a language need that the learners have. When deciding how to spend time on a word, it is useful to consider the learning burden of the word.[19]

There are some components to make fluent in producing speech, namely vocabulary, pronunciation, grammar fluency and comprehension. These are should be covered in implementing GBA to teach speaking. Hyland states that genre is classroom practice recognizes that the features of similar group of the text depend on the social context in which the text created and used. In this case Sarwati explain some steps in teaching speaking through Genre Based Approach.

The teaching speaking of genre consists of four sections, first BKOF (Building Knowledge of the Field) where teacher and students build culture context, share experience, discuss vocabularies, grammatical pattern and so on. All of these are geared around the type of spoken texts, and topics they are going to deal with the second section. Second, MOT (Modelling of the Text) where students listen to the statements of short functional text, conversation, and monologue that is geared around a certain communicative purpose. Third is JCOT (Joint Construction of the Text), at this section the students try to develop their speaking skill with their peers and with the help from the teacher. They

[19] Paul Nation, "Teaching Vocabulary", *Asian EFL Journal*, p. 2

demonstrate their speaking ability and show confidence to speak. The last is ICOT (Individual Construction of the Text), the students are expected to be able to speak spontaneously monologue of descriptive, recount, and narrative.[20]

Vocabulary is one of the three major elements of language and the basic material of the language, there is no language without the vocabulary. The correct understanding and mastery of English vocabulary is to express their own point of view, the basis for effective communication. Vocabulary teaching is a necessary and fundamental link of English teaching.

Requirement Analysis of Teaching Objective. The mastery of the pronunciation, spelling, meaning and usage of vocabulary is the objective of English vocabulary teaching. Although large amount of vocabulary is beneficial for English learners, but the level of vocabulary learning and the ability of mastery is also the key. The learners should master appropriate vocabulary within their own abilities. For high-frequency vocabulary, leaners need to make a comprehensive explanation and practice from the tone, form, meaning and usage of the vocabulary.

Requirement Analysis of Teaching Objects. Mechanical vocabulary memory mode is unpopular among students, and rigid requirements for teaching are prone to give rise to the rebelliousness of students. How to use fresh teaching materials

[20] M. A. Hakim Assidqi, "Contextual Classroom Experience Through Genre Based Approach", *Journal Vision* (Vol. 4, no. 2, Year 2015), p.237.

and means to improve students' interest in vocabulary learning is the key to the needs of teaching objects.[21]

The use of multimedia application in teaching learning activities for the kindergarten students is also very familiar recently. This is due to the fact that educational game is appropriate with the characteristics of the young learners especially for kindergarten students who like to play and learn, as well as their imagination. By implementing it in teaching and learning process, a student has the opportunity to try out and modify much of what they see; the game is therefore a source of cognition for them. Therefore, it can enrich the way of students to understand the essence of learning through play. It allows them to better functioning of some sensory they owned, like the senses of sight, hearing, and motorist functions become more effective. Through the interactive content, the roles of multimedia can also increase the creativity and effectiveness of teachers in teaching, so it will create a good atmosphere of learning and become more interactive.[22]

In some extend, the use of vocabulary for communication is the key of succeeding the better of communication itself. One of

[21] Nan Yue, "Computer Multimedia Assisted English Vocabulary Teaching Courseware", *International Journal English Teaching* (Vol. 12, No. 12, Year 2017), p.71-72.

[22] Pikir Wisnu Wijayanto and Yahdi Siradj, "Designing snd Implementing the Educational Game "Indonesian Tribes" for the Kindergarten Students", *Journal Vision* (Vol. 5, No. 2, Year 2016), p.30.

the factors which are influencing the process of communication is the vocabulary mastery.

Nowadays, people cannot be lived with technology. Electricity and communication devices are means for people communicating with others. People tend to be not having self-confidence without their gadgets actually. The improvement of media in this era has influenced the way how people live actually. This can be seen that the use media cannot be separated from our daily life. The internet, television, computer and cell phones are the examples of devices which we have already had surround us.

Some experts argue this theme by looking at six primary new technologies: digital television; video on demand, including subscription video on demand; interactive video on demand; interactive program guides; personal video recorders; interactive and enhanced television and the internet. It is clear for us that the various kind of technologies not standing alone from one and others. We may choose which one is the most appropriate; depending on the situation and condition anyway. Children eager to learn something new; they should be facilitated by the good media as well. By this, teachers and parents should pay their attentions and focus in educating the children.

Children as young learners must be protected from the media abused. There are many factors why protecting children as one of the focuses in doing teaching and learning process. Children when they stay at their houses; so the parents must facilitate them with

parental guidance while they watching audio-visual (television, video recorder). It is the same when they study at their schools; so that teachers must be responsible too. Children having different their own styles in consuming media as experienced. We should consider to all these dynamics point of view.

It is possible to identify two contrasting views of the relationship between children and media, both of which have been influential in popular and academic debate. On the one hand, there is the idea that childhood as we know it is dying or disappearing, and that the media are now a force of deliberation that is more open, more democratic, and socially aware than their parents' generation. In some ways, these two views are diametrically opposed, not least in their underlying assumptions about childhood; yet there are also some striking similarities between them.[23]

Every students nowadays have their own smartphones. This facility can be used as supporter to help students in mastering vocabulary. Smartphone not only gives negative effect but also has positive effect. Because the smartphone easy to use, the students always bring it wherever they go. Like in the classroom. From their habit the teacher has to motivates students to using theirs facilitates to make their interests in learning increase.

[23] Muhammad Nafi Annury, " Childhood and Literacy (A Critical Study of Media Education as Contemporary Culture)", *Journal Vision* (Vol. 4, No. 1, Year 2015), p.74-77.

B. Reasons for Choosing the Topic

Reasons for choosing the title "The Effectiveness of Using *Kamusku* Application Dictionary on Students' Vocabulary Mastery at Class X TKJ SMK Islamic Centre Baiturrahman Semarang in Academic Year 2017/2018", are like the followings:

1. To help students in their English vocabulary learning when they use application dictionary.
2. By using *Kamusku* Dictionary application as a learning facility students get the ease in vocabulary learning, because the application has the plus value that this dictionary contains an example of each word, each meaning of words in different use, idiom of some words, and the information about the part of speech of each words.

C. Research Question

This research is to find out the answer of the research question:

How is the effectiveness of using *Kamusku* application dictionary on students' vocabulary mastery at class X TKJ SMK Islamic Centre Baiturrahman Semarang in academic year 2017/2018?

D. Objective of the Research

The objective of this research is to examine the use of *Kamusku* application dictionary on students' vocabulary mastery at class X TKJ SMK Islamic Centre Baiturrahman Semarang in academic year 2017/2018.

E. Significances of the Research

The researcher findings are expected to be able to give following benefits:

1. Students

   The result of this study will give information that a dictionary application in their smartphone can help them in learning English, and can improve their vocabulary.

2. Teacher

   This research will give some information that smartphone can help students in learning activity in the school.

3. Readers

   This research could give knowledge and the result of the study is expected to be a reference for the next readers.

4. Researcher

   For researcher, this research can make researcher more understand about the method and the contribute of the application in the learning activity.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher discusses the related literature that has contribute to this research. Some previous research and every meaning of the key words of this research.

A. Previous Research

First research is a thesis "The Effect of Direct Method on Student's Vocabulary Mastering (A Quasi-experiment Sudy at First Grade of SMA Triguna Utama, Ir. H. Juanda, Tangerang Selatan)" written by Fandi Ahmad.

Fandi Ahmad took 40 students for the sample of his research, and then divided them into 2 classes, namely X.A and X.B. He using the class X.A as a sample randomly which consist of 20 students. The instrument of this research was vocabulary test using 40 questions. The test was divided into two test form: multiple choice and matching test. They are divided into three categories: easy (30%), middle (60%), and difficult (10 %). Multiple choices consist of 20 items from number 1 to 20, the score per item is 4. Matching score test consist of 20 items from number 212 to 40. It is score per item is 1.

Fandi used pre-test and post-test as a collecting data:

1. Pre-test

   The test is given in the beginning of attending class and before doing the experiment. The instrument of this test is 40 items test consist of 20 multiple choices and 20 completing.

2. Post-test

   The test is given in the ending of the research and after doing the experiment. The instrument of this test is 40 items test consist of 20 multiple choices and 20 completing.

Based on the analysis of the data, the research finding shows that;

a. The value of T_{table} " in the positive effect 5% is 2.02

b. The value of 1661. in the positive effect l% is 2.70

c. The value of L is 3.56

The lowest score in the pre-test is 40 and the highest score is 65. Meanwhile, the lowest score in the post-test is 50 and the highest score is 90. It means that the score of the post-test is higher than the pre-test.

The teaching method that Fandi used in this research was using Direct Method to the students' vocabulary mastery. From the score of the post-test that higher than pre-test, it means that this method is effective e to mastering the students' vocabulary.[1]

[1] Fandi Ahmad (207014000046), "The Effect of Direct Method on Student's Vocabulary Mastering (A Quasi-experiment Sudy at First Grade of SMA. Triguna Utama, Ir. H. Juanda, Tangerang Selatan)", *Thesis*, (Jakarta:

The second research is a thesis entitled "The impact of Dictionary Use in Four Conditions on Incidental Vocabulary Learning" written by Violet Kam-man Iu.

The subjects of this study are 193 secondary six students in three schools located in the North District of Hong Kong. They are at the age of seventeen to eighteen and are a combination of arts, commercial and science subject students. They have been studying English as a second language since they were in kindergarten. Their language proficiency is around intermediate-high level. 97% of them obtained Grade D or above in the English Language paper, Syllabus B, in the Hong Kong Certificate of Education Examination (HKCEE) which is a compulsory examination for all secondary school (secondary five) graduates. Most of them are keen on improving their written and spoken English because they need to take the Advanced Level Examination (which is another important local public examination) the following year. They know very well that they will not have a chance to enter university unless they pass the Use of English paper in the Advanced Level Examination.

The research methods of this research are survey and test. The survey is used to knowing the students' habit of using dictionary and their impressions of its usefulness, and the test for

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Faculty of Tarbiyah and Teachers' Training UIN Syarif Hidayatullah Jakarta, 2014), p. 40-55.

knowing the students' knowledge before and after got the treatment.

From the survey Iu got the data that 80% students have the habit of using dictionary in their studies, 61% often or very often, and 87% think that use dictionary can help them. When stating the reasons why they think dictionary use is helpful, the common answers are: clear and detailed explanations are helpful, the provision of word forms and examples of usage helps understand new words clearly, electronic dictionaries are convenient, quick and easy to use, dictionary entries are inclusive and abundant, and word meanings in Chinese helps understand new words directly.

From the pre-test that has a quiz as an instrument. There are 40 vocabulary items in the quiz, 21 items were target words and the rest were distractors. To ensure the target word that they really unknown, students have to write the meaning of the words that they really know in English or Chinese. Then the immediate post-test. This test comprised two parts: comprehension questions and vocabulary test. The last was delayed post-test. This test comprised two parts: comprehension questions and vocabulary test.

To re-confirm that the target words students claimed to know in the pre-test were really 'known to them', each student's performance in the pre-test and in the two post-tests was compared. If a student knew three words in the pre-test and correctly answered the post-tests on those three words, it was

assumed that he/she really knew them. On the other hand, if he/she had errors on the 'known' word(s) in either of the post-tests, the word(s) would probably not really be known to them and was just a guess. It/They would then be treated as (an) unknown word(s).

Besides, in order to ensure that each subject in the study was treated on an equal basis, students who were found already knowing more than three (out of 18) target words were excluded from the study. The rest of the subjects' performance in the two post-tests was scored by means of percentage grades. It was found that nine (out of 193) students already knew more than three target words. Eight other students were absent from the delayed post-test and two other students indicated that they did not refer to a dictionary gloss at all in the reading process. Having deducted these 19 students, the rest of the 174 students' percentage grades obtained in the posttests were analyzed in this study. In the immediate post-test, only the vocabulary part would be taken into account: the comprehension questions would not be used for assessment.[2]

The third research is a journal of International students "Vocabulary Acquisition: Practical Strategies for ESL Students" written by Young-Kyung Min, PhD.

Vocabulary learning through extensive reading is most effective when the reader's L2 proficiency level is advanced

[2] Iu, "The Impact …", *Thesis,* p. 19-31.

because the reader should know when and how to use contextual clues and be aware of word families and affixes for analyzing words. Individual learners have different styles of acquiring L2 vocabulary, and inferring words from context during reading does not necessarily result in long-term retention. Most researchers and educators now agree that the greater the depth of processing involved in lexical learning, the more secure and long term the learning is likely to be. Successful vocabulary learners should make use of efficient learning strategies to expand their vocabulary power and the learning of English.

By learning the common Greek and Latin roots and affixes, learners can recognize, analyze, build, and use many related words more easily and quickly. Although root prediction does not work all the time, this method will help learners make fewer trips to the dictionary both for a new word and for words they have looked up before and will help them expand their vocabulary knowledge.

The encoding dictionary can also enhance learners' awareness of the fundamental interdependence between lexis and grammar. Learners do not need to depend solely on grammar books; they can also enhance their grammatical knowledge through the dictionary. The encoding dictionary illustrates that a dichotomy between grammar and vocabulary is not always appropriate.

Some aspects of language that have been dealt with under grammar in the area of L2 acquisition are actually lexical in nature. Language is a grammaticalized lexis not lexicalized grammar. If the goal of L2 education is to develop the learner's communicative ability, then it is crucial to enhance the learner's awareness of the connection between lexis and grammar. It is important to remember that communicative competence goes hand in hand with vocabulary competence, and vocabulary competence goes hand in hand with collocational competence.

Words can be stored in terms of their graphological forms as well as by their meanings. Graphological forms can greatly enhance word storage and recall. There are more words in English that are related by common roots or bases than many other languages. A knowledge of roots and affixes (prefixes and suffixes) will help learners unlock the meanings of many English words.

Ideally, a word form would only have one meaning, and each meaning would be associated with only one form. A language such as English, however, has a great number of homonyms (same in spelling and sound but different in meaning), polysemy (word of multiple meanings), synoforms (similar spelling), and synophones (similar sounds). Thus, organizing words in a systematic manner and reviewing them at regular intervals are very important for both word retention and facilitation of the learner's later production. Numerous studies

indicate that reviewing vocabulary at regular intervals is a very effective technique for learners to develop a feel for their learned vocabulary and to enhance their learning of English. Learners acquire new lexical items by meeting them at least seven times, and a minimum of 12 exposures is needed for them to develop solid vocabulary knowledge.

One feature that learners should include in their vocabulary journal is a synonym or antonym of the word, which can greatly increase their ability to use and retain the word. Learners can also include any personal examples (anecdotes, memories, or feelings) that can help them develop a feel for the target word and retrieve the word later. Learners can organize their vocabulary journal in various styles. They can draw images or create grids and sets to visualize semantic networks of words, which will lead to better retention.

Effective vocabulary acquisition training is integral for effective reading and writing processes. The ability to read and write fluently requires learners to reach a "lexical threshold". Reading and writing cannot be separated from each other: the more in-depth reading they do, the more in-depth writing they can do. The more English reading learners do, the more English vocabulary they will be exposed to.

Learners should utilize efficient vocabulary learning strategies and resources to increase effectiveness in their vocabulary acquisition more actively. In essence, the more active

they are in their vocabulary acquisition process, the more active readers and writers they will become. It is important to remember that effective storage of words will ultimately lead to effective retrieval of words: effective input always precedes effective output.[3]

The fourth research is a thesis entitled "The Effectiveness of Using English Dictionary to Improve Students' Vocabulary Mastery. A Case of Year Eleven Students of Semesta Senior High School 2009/2010" written by Yavuz Yildirim.

In this research, data were taken from 60 students of eleventh grade of high school Semesta in the academic year of 2009/2010. To analyze the data, the researcher uses the descriptive quantitative analysis. The quantitative analysis is used to describe whether the use of English dictionary affects significantly the improvement of students' vocabulary mastery.

The survey method of this study observes the students Semesta High School in their vocabulary learning. The data are score of the students in learning vocabulary. Then the data are used to describe the effectiveness of using English dictionary to improve the students' vocabulary for year Eleventh Students of Semesta High School Year 2009/2010.

Data source in this research is a primary and secondary. A primary data is obtained from respondents. The data is

[3] Young-Kyung Min, "Vocabulary Acquisition: Practical Strategies for ESL Students", *Journal of International Students* (2013), p. 64-67.

questionnaire answers provided to obtain information needed in this period. While required secondary data are regulations and rules, researches and literature. A secondary data is collected from sources.

The instrument of the test is contained of 15 items. They are they are consideration of English dictionary, English dictionary, and vocabulary mastery.

When they get a lot of vocabulary, it makes them easier to understand text well, to listen, to write, and to speak fluently in English. The use of English dictionary is variable affecting positively and improving significantly vocabulary mastery. It effects bigger in improving students' vocabulary mastery, 75.5%, than the consideration of the importance of vocabulary mastery, 44.3%.[4]

The differences between my research and the previous research are my research is checking the effectiveness of using application dictionary to the students' vocabulary mastery and the objects of my research are Senior High School students. The research methods that I used were observation, documentation and test. For checking that the students use the application continuously, the researcher teaches 3 materials while doing the research.

[4] Yavuz Yildirim, "The Effectiveness of Using English Dictionary to Improve Students' Vocabulary Mastery a Case of Year Eleven Students of Semesta Senior High School 2009/2010", *A final project*, (English Department Language and Art Faculty Semarang State University, 2010), p. 26-45.

B. Theoritical Review

1. Dictionary

   a. Definition

      Dictionary is a book that contains a list of words in alphabetical order with their meanings explained or written in another language, or a similar product for use on a computer. a book which gives information about a particular subject, in which the entries (words or phrases) are given in alphabetical order.[5]

      > According to Young-Kyung Min, one of the most essential resources for language learners is a dictionary. Research points out that increasing recognition for the importance of explicit vocabulary training in L2 learning should be accompanied by a greater awareness of the dictionary's potential.[6]

      Dictionary is a thing that contains list of words and their meanings also the synonyms and antonyms.

   b. Types of dictionary

      1) Monolingual dictionary is a dictionary that uses only one language.[7] Young-Kyung Min said that monolingual dictionaries can help learners develop a more solid awareness of the collocational partnerships of words since meaning and other information are

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[5] *Cambridge Advance Learner's Dictionary Third Edition*, (England: Cambridge University Press, 2008).

[6] Min, "Vocabulary Acquisition…", p. 64-65.

[7] *Cambridge Advance …*, (England: Cambridge University Press, 2008).

provided in the same language as the target word.[8] Monolingual dictionary is a dictionary that contains only one language and the meaning of the words use the same language. Monolingual dictionary helping the user to get the understanding more because they have to know the more vocabulary to get the correct meaning.

2) Bilingual dictionary is a dictionary that uses two languages.[9]

> According to Young-Kyung Min, using bilingual dictionaries as the only reference source may hinder them from developing writing vocabulary because bilingual dictionaries focus on the translations of words rather than usages.[10]

Bilingual dictionary is a dictionary that contains two languages in one dictionary. This dictionary helps the nonnative speaker to learn English easily. The type of this dictionary help the learner to translate the foreign language into their first language.

3) Online dictionary. Online dictionary is a dictionary that can be used on the internet.[11] Online dictionary is

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[8] Min, "Vocabulary Acquisition…", p. 65.

[9] *Cambridge Advance …*, (England: Cambridge University Press, 2008).

[10] Min, "Vocabulary Acquisition…", p. 65.

[11] *Cambridge Advance …*, (England: Cambridge University Press, 2008).

the dictionary that available in website, to use this type of dictionary the learner has to connect to the internet connection. It is easy to use, because this software can translate not only a word, but also a paragraph. Example Google translate.

4) Application dictionary. Application dictionary is a program designed for a purpose to facilitate in vocabulary learning.[12] This type of dictionary is easy to use because the learner can find the word directly. *Kamusku* is one of application which change book as dictionary.

   Kamusku application is an application dictionary that consists of bilingual vocabulary and some examples, pronunciation, some idioms and Indonesian translation. When the smartphone connects to the internet the application can give more information about the usage of the words.

[12] *Cambridge Advance…*, (England: Cambridge University Press, 2008).

2. Vocabulary

a. Definition

Vocabulary is all the words known and used by a particular person, all the words which exist in a particular language or subject.[13]

> According to Norbert Schmitt and Michael McCarthy, vocabulary knowledge is always a prerequisite to the performance of language skills. Vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, knowledge of the world enables the increase of vocabulary knowledge and language use and so on.[14]
> According to David Nunan, the status of vocabulary has been considerably enhanced. This has come about partly as a result of the development of communicative approaches to language teaching, and partly through the stimulus of comprehension-based methods such as the Natural Approach.[15]

Vocabulary is the most important thing that we have to mastering to make an easy way when we talk in English although our grammar still bad, but with using the correct vocabulary it is still can be understandably by the respondent. Vocabulary plays the important role to the language. It influences our knowledge in learning foreign

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[13] *Cambridge Advance…*, (England: Cambridge University Press, 2008).

[14] E-book: Norbert Schmitt and Michael McCarthy, *Vocabulary: Description, Acquisition and Pedagogy*, (Cambridge: Cambridge University Press, 1997), p. 6.

[15] David Nunan, *Language Teaching Methodology*, (Sydney: Prentice Hall, 1991), p. 117.

language. When we use the correct vocabulary to says what we mean it will make the respondent understand easily.

b. Parts of speech

1) Noun

Noun is a word that refers to a person, place, thing, event, substance or quality.

Example:

1. It is a book.
2. There is a party.

2) Verb

Verbs are words that denote action. Vendler placed verb into four classes: activities, accomplishments, achievements, and states.

Activities:

Run

Walk

Write

Drive a car

Seek

Listen to

Look for

Accomplishment:

Paint a picture

Draw a triangle

Run a mile

Write a letter

Build

Kill

Put

Achievements:

Recognize

Find

Lose

Understand

Hear

See

States:

Love

Know

Have

Desire

Be (tall)[16]

3) Adjective

Adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. For example: light, dark, bright and

[16] Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education*, (Cambridge: Cambridge University Press, 1995), p. 222-223.

dull are used with color names.[17] Adjective is a word that describes a noun or pronoun.

Example:

1. She is smart.
2. This book is expensive.
3. Three mice

4) Adverb

Adverb is a word which describes or gives more information about a verb, adjective, another adverb or phrase.

Example:

1. They live happily.
2. She reads a book in the library.

5) Conjunction

Conjunction is a word that connects words, phrases and clauses in a sentence.

Example:

1. I read a book and write a note.
2. We pray together before study.

6) Pronoun

Pronoun is a word which is used instead of a noun or a noun phrase.

Example:

1. I am a student

[17] Hatch and Brown, *Vocabulary, Semantics…*, p. 230.

2. They are my friends.
3. She is clever.

7) Interjection

Interjection is a word which is used to show a short sudden expression of emotion.

Example:

1. Hey!
2. Hurray!

8) Preposition

Preposition is a word which is used before a noun, a noun phrase or a pronoun, connecting it to another word.[18]

Example:

1. She sleeps on the bed.
2. Andi walks in the park.

c. Word formation

1) Prefixes

a) With the meaning 'not'. Prefixes (un-, in-, il-, ir-, and dis-) are often used to give adjectives (and some verbs and nouns) a negative meaning. Here are common examples:

Happy - Unhappy

Possible - Impossible

[18] *Cambridge Advance…*, (England: Cambridge University Press, 2008).

Correct - Incorrect

Like (v) – dislike (v)

b) Other verb prefixes with specific meaning

Re- (=again)

Over- (=too much)

Mis- (=badly or incorrectly)

Example:

Reopen

Overdoing

Misunderstand

2) Suffixes

a) Noun suffixes. There are some noun suffixes (-ment, -ion, -ation, -ness, -ity, -er, -or, -ist).[19]

Example:

Improve - improvement

Discuss - discussion

Happy - happiness

Similar - similarity

Dancer

Actor

Artist

b) Adjective suffixes. There are some adjective suffixes (ous, -al, -y, -ive, -able, -ful, -less)[20]

[19] Stuart Redman, *English Vocabulary in Use Pre-Intermediate & Intermediate*, (Cambridge: Cambridge University Press, 1997), p. 18-20.

Example:

Danger - dangerous

Music - musical

Cloud - cloudy

Enjoy - enjoyable

Help - helpful

Use – useless

Many factors affect the choice of strategies: degree of awareness, stage of learning, task requirements, teacher expectations, age, sex, nationality, ethnicity, general learning style, personality traits, motivation level and the purpose of learning the language. Learners who are more aware and more advanced seem to use more cognitive strategies. Different tasks help determine strategy choice. For example, learners would not use the same strategy for writing a composition as for chatting informally with their friends. Learner strategies are also shaped by teacher expectations conveyed through classroom instructional and testing methods.

Use of strategies may vary by age also, with older learners using different strategies from younger. With regard to gender differences, females may use a wider or at least a very different range of strategies than males. More highly motivated learners use a significantly greater range of appropriate strategies than do less motivated learners.

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[20] Redman, *English Vocabulary …*, p. 22.

Language learning strategies enable students to gain a large measure of responsibility for their own progress, and there is growing evidence that effective strategy use can be taught, learning styles or personality traits are very difficult to change but learning strategies are, by comparison, easier to teach and modify. This can be done through strategy training, which ought to be an essential part of language education. Such training can help learners to become more conscious strategy users and thus become more adept at choosing appropriate strategies. Through such training, students are helped to gain awareness of the ways they learn and thus are able, if motivated, to maximize all learning experiences.[21]

Interaction cannot be produced easily and naturally without some initiatives or efforts from teachers. Teachers need to constantly engage and stimulate the students to be actively involved in classroom interaction. Furthermore, the stimulus from teachers in the beginning of classroom interaction is very crucial to build interactive language classroom. One of the paramount techniques for teachers to initiate and maintain interaction in the classroom is by developing questioning strategies or techniques. As the EFL students generally reluctant to initiate and maintain

[21] Pushpa Lal and Francis Mangubhai, "What Learning Strategies Do ESL Learners in Fiji Use? – An Exploratory Study", *Journal of Educational Studies* (Vol. 22, No. 1, Year 2000), p. 54-55.

the interaction, teachers' questions supply important stepping stone for students to join in the classroom interaction.[22]

During the process of interaction, there is greater opportunity for the learners to learn new language forms from their interlocutor. They have opportunities to clarify a language form that they perceive as a new form for them since that their interlocutor is a live conversation source which can explain or clarify what he/she has said to them in which in this case he/she may give additional information that makes them understand or comprehend the conversation; and this comprehension which facilitates their acquisition of the second language. It is quite different when they learn the new language forms from input itself which perhaps through participating in drill activities or listening to conversational cassettes. It is due to the fact that they cannot clarify the forms that they do not understand during their involvement in those activities since that those activities only provide them with a dead conversation source.[23]

Language knowledge stems from two sources: what is learned and what is acquired. Learning is the conscious process of studying and intellectually understanding the grammar of second language. acquisition, on the other hand, refers to the unconscious absorption of general principles of grammar through real

[22] Danu Angga Vebriyanto, "Teacher's Questions in EFL Classroom Interaction", *Journal Vision* (Vol. 4, no. 2, Year 2015), p.280.

[23] Andika Cahya Ari Wibowo, "Student – Teacher Interaction: A Case of the Second Year of State Senior High Schools in Cepu", *Journal Vision* (Vol. 3, No. 2, Year 2014), p. 27.

experiences of communication using second language. It is the basis for most first language ability and in terms of second language is commonly known as ‘picking up a language’.

Some theorists use ‘learning’ and ‘acquisition’ synonymously. Others maintain a contrast between the two terms, using ‘learning’ to mean a conscious process involving the study of explicit rules of language, as is often typical of classroom learning in a foreign language and using ‘acquisition’ to refer to a nonconscious process of rule internalization resulting from exposure to comprehensible input when the learner’s attention is on meaning rather than form, as is more common in a second language context. Still others use ‘acquisition’ only with reference to the learning of one’s first language.

Krashen views the distinction between acquisition and learning from the ways of people develop competence in a second language. The first way is language acquisition, a process similar, if not identical, to the way children develop ability in their first language. Language acquisition is subconscious process; language acquirers are not usually aware of the fact that they are using the language for communication. Other ways of describing acquisition include implicit learning, informal learning and natural learning. In non-technical language, acquisition is “picking-up” a language. The second way to develop competence in a second language is by language learning. Krashen uses the term “learning” to refer to conscious knowledge of a second language,

knowing rules, being aware of them, and being able to talk about them. In non-technical terms, learning is "knowing about" a language, known to most people as "grammar" or "rules". Some synonymous include formal language of a language, or explicit learning. In short, as it is stated in Encyclopedia of Bilingual Education, Krashen uses the term learning to refer to a conscious process of language development that occurs as a result of direct teaching. In contrast, acquisition is a subconscious process of language development that occurs as the result of exposure to meaningful messages in a language.[24]

C. Theoretical Framework

Dictionary is a learning media which can help students' in learning English. Therefore, *Kamusku* application dictionary help students to learn vocabulary easily. This application help students every time, because this is an application on the smartphone that students use every day. When stating the reasons why dictionary use is helpful, dictionary has clear and detailed explanations which are helpful, the provision of word forms and examples of usage helps understand new words clearly, electronic dictionaries are convenient, quick and easy to use, dictionary entries are inclusive and abundant, and word meanings in Indonesian helps understand new words directly.

[24] Lalu Thohir, "Motivation in a Foreign Language Teaching and Learning", *Journal Vision* (Vol. 6, No. 1, Year 2017), p.34-35

Vocabulary is the most important part of learning English. Someone who has many vocabularies can speak with native easily. Successful vocabulary learners should make use of efficient learning strategies to expand their vocabulary power and the learning of English. When they get a lot of vocabulary, it makes them easier to understand text well, to listen, to write, and to speak fluently in English. The use of English dictionary is variable affecting positively and improving significantly vocabulary mastery

D. Hypothesis

1. (Ha) Using *Kamusku* application dictionary is effective on students' vocabulary mastery at class X TKJ of SMK Islamic Centre Baiturrahman Semarang in academic year of 2017/2018.
2. (Ho) Using *Kamusku* application dictionary is not effective on students' vocabulary mastery at class X TKJ of SMK Islamic Centre Baiturrahman Semarang in academic year of 2017/2018.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about the conclusion of this research and the researcher suggestions for the teacher, students and the school.

A. CONCLUSION

Based on the research, the use of *Kamusku* application dictionary at tenth grade is effective in students' vocabulary mastery. The students' understanding at the experimental class is higher than the control class that did not use the application. The easy way to find the word in the application cut the time to make a sentence. Students got the knowledge and they knew the past form of every verb in one searched. They got the example of every word, the part of speech and some idioms of the word.

Before doing the experiment, the researcher gave the pre-test. The average of the pre-test from experimental class is 70.000 and the average of the pre-test from control class is 71.000. The equal quantity of each class is 30:30, using $\alpha = 5\%$ with dk = 30+30-2 = 58 got t_{table} is 2.2855 and t_{count} is -0.4025. The quality of $t_{count} < t_{table}$, the result is H_0 accepted, and there is equal average first value of the control class' students and experimental class' students.

After doing the treatment, the researcher found that the average of experimental class is 83.333 and the average of control class is 71.833. The equal quantity of each class is 30:30. Using

$\alpha = 5\%$ with dk = 30+30-2 = 58 got t_{table} is 1.6716 and t_{count} is 5.271. The quality of $t_{count} > t_{table}$, the results are H_o rejected and H_a accepted, and there is differentiate average value of the control class' students and experimental class' students. The experimental class has the higher average than the control class. Based on the counted of *N-gain* the researcher gets that 0.4 is in medium criteria. It means that the use of *Kamusku* application dictionary is effective enough to the students' vocabulary mastery.

B. SUGESTION

From the conclusion above the researcher gives some suggestions:

First, the teacher should use the students' habit of using smartphone in the class to improve the students' knowledge using the application that available in the phone.

Second, the students should use the smartphone to support their learning.

Third, teacher should use everything that can motivate students in the learning process like smartphone that every student has.

Fourth, the school should support the students in learning process and gives facilities to motivate students in learning activity.

Fifth, the school should give the permission to the students to use their smartphone in the classroom, because it helps students when they cannot find the answer of their curiosity from the teacher.

C. CLOSING

Praise be to Allah SWT, who has given fluency and guidance to finish this thesis. The researcher realized that the thesis cannot be perfect. So, the researcher hopes the critics or suggestions for this thesis. Hopefully, this thesis will be useful for the reader and the next researcher.

CHAPTER III

RESEARCH METHOD

This chapter discusses about sources of data, research design, research setting, population and sample of research, variables and indicators of research, methods of data collection, and methods of data analysis.

A. Design of Research

This research is quantitative research, because the result of the students' achievement of pre-test and post-test will be explained by number, which are evaluated and also interpreted by statistic procedure. In this case refers to use T-test.

In this research, resercher used experimental research. Experiments are designed to collect the data in such a way that threats to the reability and validity of the research are ministered.[1]

Table 3.1

The design of the experimental, adopted from Sugiyono.[2]

R (Experimental)	O_1	X	O_2
R (Control)	O_3	-	O_4

[1] David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p. 47.

[2] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2016), p. 112.

Where:

0_1 = Pre-test for experimental group

0_2 = Post-test for experimental group

0_3 = Pre-test for control group

0_4 = Post-test for control group

X = Treatment by using *Kamusku* application dictionary

From the design above, subject of the research divided into an experimental group and control group in the first column. Then, the quality of the subject checked by pre-test in the second column. Next, the experimental treatment used *Kamusku* application dictionary in learning process, and the control group without *Kamusku* application dictionary. The last is post-test, the result of post-test by technique statistically.

B. Research Setting

1. Time of the research

   This research was conducted from 24th October 2017 to 17th November 2017 counted since the proposal was submitted until the end of research.

2. Place of the research

   This research was conducted at class X TKJ SMK Islamic Centre Baiturrahman Semarang, located in Jalan Abdulrahman Saleh No.285, Kelurahan Kalipancur, Kecamatan Ngaliyan, Kota Semarang, Jawa Tengah 50183.

C. Subject of the Research

1. Population

   Population is a generalization area including: object/subject that have special quality and characteristic that settled by the researcher to be learned and then make a conclusion.[3] The population of this research is all of the students at class X TKJ SMK Islamic Centre Baiturrahman Semarang in academic year of 2017/2018. In this research, population is 60 students.

2. Sample and sampling

   Sample is a part of population that have same characteristic in population.[4] Sampling is a technic to determine a sample.[5]

   Based on the situation and condition, the researcher using purposive sampling. This technique used by taking the subject/ sample which is not based on strata, random or area but it is based on consideration of a certain purpose.[6] Sample of this research is 60 students.

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[3] Sugiyono, *Metode Penelitian…*, p. 117.

[4] Sugiyono, *Metode Penelitian…*, p. 118.

[5] Sugiyono, *Metode Penelitian…*, p. 118.

[6] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2010), p. 183.

D. Variable and Indicator of Research

Variable is something that can be anything and definite by the researcher to be learned and then can give an information about the research.

1. Independent variable

   Independent variable is a free variable. This variable gives an influence or causes a dependent variable. In this research the independent variable is using *Kamusku* application dictionary in the learning process.

2. Dependent variable

   Dependent variable is a variable that influenced by independent variable.[7] In this research the dependent variable is students' vocabulary mastery.

[7] Sugiyono, *Metode Penelitian…*, p. 61.

Table 3.2

Variable and Indicator

Variable	Indicator
Independent Variable (Using *Kamusku* Application Dictionary)	1. Students using *Kamusku* application to learn vocabulary. 2. Students follow the teacher's instruction to use only *Kamusku* application for vocabulary learning. 3. Students write the part of speech (noun, verb, adjective, adverb) of some words they find from the *Kamusku* application dictionary.
Dependent Variable (Students' vocabulary mastery)	
Sub. Variable	**Indicator**
Students' ability in using *Kamusku* Application dictionary in learning process.	1. Explaining part of speech of the words. 2. Finding the same root in different part of speech. 3. Explaining the differences of noun, verb, adjective, and adverb. 4. Explaining the use of each part of speech in a sentence. 5. Explaining the meaning of a sentence using the same root in different part of speech.

E. Techniques of Data Collection

1. Interview

   Interview or spoken questioner is a dialogue doing by researcher (interviewer) to get the information from the informant. Interview used to evaluate someone condition.[8] From the interview the researcher got the information about students' habits inside and outside the school.

2. Documentation

   Documentation is a search of data in a note, book, transcript, magazine, agenda, and picture.[9] The documents that researcher got from the school are the name list of the students and the schedule of English lesson. The documents that researcher needed are the picture of the students' activity in learning process in the class, the picture of the students' feedback to the teacher explanation, the group of students learning, and the students note when the teacher explain the material.

3. Test

   Test is some questions or activities that used to measure skill, knowledge, intelligent, or talent of individual or group.[10] To get the data, the researcher gave a pre-test and post-test to experimental class and control class in order to know the

[8] Arikunto, *Prosedur Penelitian …*, p. 198.

[9] Arikunto, *Prosedur Penelitian …*, p. 201.

[10] Arikunto, *Prosedur Penelitian …*, p. 193.

students' ability before get the treatment and after get the treatment that the researcher given. From the test the researcher got the data that could not get from observation and documentation. From the test the researcher got the data of students' knowledge and ability.

F. Method of Data Analysis

1. Interview

   The analysis of the interview by checking the students' answer or responds to the interviewer. Then, the researcher analyzes the answer to the students' habit inside the classroom by watching students' activity is there any differences between the answer and the activity or the crop.[11] The instrument of the interview is in appendix 22.

2. Documentation

   The analysis of documentation is by making a check list of the data that the researcher needed. The list of the documents that researcher has are students name list, students' pre-test and post-test score, the picture of the students' activity in the classroom (the students asks about the material to the teacher, the students feedback of the teacher explanation, the students make a small group of the study, the students answer the teacher's question). The picture of the students' activity is in appendix 24.

[11] Arikunto, *Prosedur Penelitian …*, p. 274.

3. First Phase (Try-out Test)

Try-out test is needed to test the effectiveness of the instrument.

a. Validity

Validity is a measure to show the level of valid of instrument. An instrument that has a high validity is valid, and the instrument that has low validity is not valid.[12] The formula to test the validity is using product moment:

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

Where:

r_{xy} = coefficient of correlation between X and Y

N = the number of students

$\sum X$ = total score test item

$\sum Y$ = total score

$\sum XY$ = the sum of multiplication X times Y

b. Reliability

Reliability refers to the meaning that an instrument is believable and can be used as a tool to get the data.[13] A test can be used if there reliable and always give the same

[12] Arikunto, *Prosedur Penelitian …*, p. 211.

[13] Arikunto, *Prosedur Penelitian …*, p. 221.

result if the test given to same group in the different time.[14] To find the reliability there is KR_{20} formula[15]:

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

Where:

r_{11} = totally reliability test

n = item amount

p = proportion of subject who answer correctly

q = proportion of subject who answer wrong $(q = 1 - p)$.

$\sum pq$ = sum of p times q

S = test standard deviation (standard deviation is variant root)

$S^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$

[14] Zainal Arifin, *Evaluasi Pembelajaran*, (Bandung: PT. Remaja Rosdakarya, 2016) p. 258.

[15] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan,* (Jakarta: Bumi Aksara, 2009) p. 100.

Table 3.3
Reliability Test Criteria of Questions Item

No	Interval	Criterion
1	$0{,}00 < r_{11} \leq 0{,}20$	Very low
2	$0{,}20 < r_{11} \leq 0{,}40$	Low
3	$0{,}40 < r_{11} \leq 0{,}60$	Medium
4	$0{,}60 < r_{11} \leq 0{,}80$	High
5	$0{,}80 < r_{11} \leq 1{,}00$	Very high

c. Index of difficulty

The great question is not too easy and not too hard. Difficulty index is an index that show how easy or difficult a question item of the test.[16] To find the index of difficulty using formula:

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

Where:

P = index of difficulty

B = the number of students who answers correctly

JS = the total number of students

The index of difficulty level can be classified as follows:

0.00 < 0.30 is difficult

0.30 < 0.70 is medium

0.70 < 1.00 is easy

[16] Arikunto, *Dasar-Dasar Evaluasi …,* p. 207-210.

d. Discriminating power

Discriminating power is a capability of a question to differentiate between smart student (high ability) and stupid student (low ability). To calculate the index of discriminating power, use the formula:

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

Where:

J = the amount of all the students

J_A = number of all students in the upper group

J_B = number of all students in the lower group

B_A = number of students in the upper group who answered the item correctly

B_B = number of students in the lower group who answered the item correctly

$P_A = \frac{B_A}{J_A}$ = the proportion of the upper group who answered the item correctly

$P_B = \frac{B_B}{J_B}$ = the proportion of the lower group who answered the item correctly

The criteria of determining the index of discriminating are below:

D = 0.00 – 0.20: Poor

D = 0.21 – 0.40: Satisfactory

D = 0.41 – 0.70: Good

D = 0.71 – 1.00: Excellent

4. Second Phase

a. Normality Test

Normality test is used to find the normality of the data. The researcher using Chi-Square formula to find the normality of the data:

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

Where:

χ^2 : Chi-Square

O_i : frequency from sample

E_i : frequency which hoped from sample

k : class interval[17]

Calculation result of χ^2 is compared with χ_{table} by using significances 5% and dk= k-1. If $\chi^2{}_{count} < \chi_{table}$ the distribution list is normal, and if $\chi^2{}_{count} > \chi_{table}$ the distribution list is not normal.

b. Homogeneity test

Homogeneity test is used to find out if the population has same variants (homogeneous).

If population one size n_1 with variant s_1^2 and population two size n_2 with variant s_2^2 we use formula:

$$F = \frac{biggest\ variant}{smallest\ variant}$$

[17] Sudjana, *Metoda Statistika,* (Bandung: Tarsito, 2005), p. 273.

Homogeneity test using hypothesis:

$H_o = \sigma_1^2 = ó_2^2$ (Variant homogeneous)

$H_a = \sigma_1^2 \neq \sigma_2^2$ (Variant not homogeneous)

Test criteria H_0 accepted if $f_{count} < f_{table}$ with $\alpha = 5\%$ and dk denominator = n_{1-1} and dk numerator = n_{2-1}.

c. Average Test

Average test used to find that two groups have the same variant before the treatment. To find this using t-test formula:

$$t = \frac{\overline{X_1} - \overline{X_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

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

Where:

$\overline{X_1}$ = average score of experimental group

$\overline{X_2}$ = average score of control group

n_1 = sum of subject of experimental group

n_2 = sum of subject of control group

s_1^2 = variant of experimental group

s_2^2 = variant of control group.[18]

[18] Sudjana, *Metoda Statistika*…, p. 239.

The hypotheses are:

$H_o = \mu_1 = \mu_2$

$H_a = \mu_1 \neq \mu_2$

μ_1 : average data of experimental group

μ_2 : average data of control group

with α = 5 % and *dk* = $n_1 = n_2 - 2$

With try test, H_o rejected if $t_{count} > t_{(\frac{a}{2};\text{dk})}$ or $t_{count} < -t_{(\frac{a}{2};\text{dk})}$, with significance degree (α) 5%. H_o accepted if t has another price. Freedom degree for t distribution closest with dk = $(n_1 + n_2) - 2$.

5. Final Phase (Post-test)

Post-test is the final phase after the experimental group given a treatment. The result of the test is count using some test:

a. Normality Test

Normality test is used to find the normality data of the post-test using same formula as normality test at second phase.

b. Homogeneity test

Homogeneity test is used to find out if the population has same variants (homogeneous). To find the same variant using:

$$F = \frac{biggest\ variant}{smallest\ variant}$$

Homogeneity test using hypothesis:

$H_o = \sigma_1^2 = \sigma_2^2$ (Variant homogeneous)

$H_a = \sigma_1^2 \neq \sigma_2^2$ (Variant not homogeneous)

Test criteria H_0 accepted if $f_{count} < f_{table}$ with $\alpha = 5\%$ and dk denominator = n_{1-1} and dk numerator = n_{2-1}.

c. Average Test

Average test used to find the result that treatment will give a significant affect to experimental group. To find this using t-test formula:

$$t = \frac{\overline{X_1} - \overline{X_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

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

Where:

$\overline{X_1}$ = average score of experimental group

$\overline{X_2}$ = average score of control group

n_1 = sum of subject of experimental group

n_2 = sum of subject of control group

s_1^2 = variant of experimental group

s_2^2 = variant of control group.[19]

[19]Sudjana, *Metoda Statistika*…, p. 239.

The hypotheses are:

$H_o = \mu_1 = \mu_2$

$H_a = \mu_1 \neq \mu_2$

μ_1 : average data of experimental group

μ_2 : average data of control group

with α = 5 % and *dk* = $n_1 = n_2 - 2$

With try test, H_o rejected if $t_{count} > t_{(\frac{a}{2};\text{dk})}$ or $t_{count} < -t_{(\frac{a}{2};\text{dk})}$, with significance degree (α) 5%. H_o accepted if t has another price. Freedom degree for t distribution closest with dk = $(n_1 + n_2) - 2$.

6. N-gain Analysis Test

This test is to check the score of the students' pre-test and post-test. The formula is:

$$N - gain = g = \frac{(post\ test\ score - pre\ test\ score)}{(maximum\ score - pre\ test\ score)}$$

Criteria:

g ≥ 0,7 = high

0,3 ≤ g < 0,7 = medium

g < 0,3 = low

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses the data that was collected during the experimental research. First analysis focuses on the collected and analysis data, second analysis represents the result of pre-test and post-test that was done both in experimental and control group.

A. Description of the Research Finding

The research had been conducted since October 24th, 2017 to November 17th, 2017 in SMK Islamic Centre Baiturrahman Semarang.

The observation did before the researcher gave the pre-test. From the observation the researcher gets the data that students have habit of using smartphone when they are in learning process. The students give the feedback to the teacher explanation, and can answer the teacher questions. The students have small group of study to discuss the material.

After observation the researcher did the interview to some students as a sample to get the data that could not get from observation. From the interview the researcher gets data that control class has more appreciations to the others' opinion and they brave to ask to the teacher than experimental class before the researcher gave the treatment. After the researcher gave the treatment to the experimental class, the students of the experimental class have the bravery to ask to the teacher and give some opinion to the others.

From documentation that researcher gets, researcher finds that the students active when they in learning process. The students ask to the teacher about the material that they did not understand. The researcher finds from the picture that students always discuss to their friend when the teacher was busy.

The researcher gave pre-test on October 24th 2017 in control class and October 27th 2017 in experimental class. After giving pre-test, the researcher determined the materials and lesson plans of learning activities. Pre-test is conducted to both classes to know that two classes were normal and homogeneous.

After knowing the control class and experimental class have same variant. The researcher prepared lesson plan and material to learning activity. The researcher conducted using *Kamusku* Application Dictionary in English language learning in experimental class on 3rd, 10th and 17th November 2017 and using dictionary book in control class on 31st October, 7th and 14th November 2017.

After given the treatment, the researcher gives post-test which approximately finished on 80 minutes. The researcher gave post-test on 14th to control class and 17th November 2017 to experimental class.

B. Data Analysis and Hypothesis

1. Data Analysis

   a. Interview

      The data that researcher got from the interview as follow:

      Code of the sample students from control class:

      C1 : Alhumaira Bunda P.

      C2 : Dea Okta Widiyana

      C3 : Deviana Eka P.

      C4 : Faridabby Tsumarah

      C5 : Riefanda Ayuni S

      C6 : Rivaldy Zalfa

      Code of the sample students from experimental class:

      E1 : Adipa Prianda

      E2 : Alim Syahri

      E3 : Ariezal Deva

      E4 : Bayu Rezky Yusuf

      E5 : Diva Maharani

      E6 : Muhammad Gilang M.

      Questions:

      1) What is make you like English lesson?

         1.C1 : I want to mastering English.

         1.C2 : It makes speaks English easily.

         1.C3 : I want to mastering English.

         1.C4 : It makes speaks English easily.

1.C5 : It makes speaks English easily.

1.C6 : English is unique, great and as international language

1.E1 : Because some games always use English.

1.E2 : Because I want to go around the world.

1.E3 : It is an international language, and very important in work world.

1.E4 : There is some funny moments in learning activity.

1.E5 : English is fun.

1.E6 : Because some games always use English.

2) What is tool that you usually used to support your English study?

2.C1 : Dictionary.

2.C2 : Dictionary.

2.C3 : Dictionary.

2.C4 : Speaking and watching movie.

2.C5 : Dictionary, google translate.

2.C6 : Google translate, *Alfalink*, phone.

2.E1 : Phone.

2.E2 : Dictionary, *Kamusku* dictionary application.

2.E3 : Dictionary in phone.

2.E4 : Dictionary and phone.

2.E5 : Dictionary.

2.E6 : Dictionary and google translate.

3) When the right time to makes the English homework?

3.C1 : Evening.

3.C2 : Evening.

3.C3 : Evening.

3.C4 : Evening.

3.C5 : Evening.

3.C6 : Every time.

3.E1 : Afternoon/morning.

3.E2 : Evening.

3.E3 : At the school.

3.E4 : Evening/morning.

3.E5 : After back from school.

3.E6 : Evening.

4) Why you choose that time?

4.C1 : Because, it makes me focus.

4.C2 : Because, my brain is clear after take a pray.

4.C3 : Because, it makes me focus.

4.C4 : Because, it is better.

4.C5 : Because, it makes me focus.

4.C6 : For fill the free time.

4.E1 : Because, my brain is clear in the morning.

4.E2 : More enjoy.

4.E3 : Because, there many friends who can help me.

4.E4 : Because, it is free time.

4.E5 : Because, I feel calm after back from school.

4.E6 : Because, back from school at the early evening.

5) With whom you usually learn English?

5.C1 : Boyfriend.

5.C2 : Friends.

5.C3 : Phone.

5.C4 : Alone.

5.C5 : Sister and mentor.

5.C6 : Alone.

5.E1 : Friends.

5.E2 : Alone.

5.E3 : Friends.

5.E4 : Friends.

5.E5 : Friends.

5.E6 : Alone.

6) What is your activity in weekdays?

6.C1 : Sleep, eat, play phone.

6.C2 : Sleep, eat, play phone.

6.C3 : Sleep, eat, play phone.

6.C4 : Study, play phone.

6.C5 : Sleep, eat, study, play phone.

6.C6 : Read book.

6.E1 : Take a bath, sleep, eat, study, play game.

6.E2 : Study.

6.E3 : Play phone.

6.E4 : Help my parents.

6.E5 : Study.

6.E6 : Play game, watch anime, eat, drink.

7) What is your activity when rest time in the school?

7.C1 : Date, eat, play phone.

7.C2 : Play phone, eat.

7.C3 : Eat, have a talk with friends.

7.C4 : Play phone.

7.C5 : Eat, gather with friends.

7.C6 : Read book.

7.E1 : Play.

7.E2 : Eat, drink.

7.E3 : Buy some food when hungry.

7.E4 : Play phone, eat.

7.E5 : Listen to the music, eat with friends.

7.E6 : Stay in the class and listen to the music.

8) How is your method to giving opinion in the class?

8.C1 : Hold the hand up.

8.C2 : Hold the hand up then speak.

8.C3 : Hold the hand up then speak.

8.C4 : Hold the hand up then speak when get change.

8.C5 : Hold the hand up then give opinion.

8.C6 : Presentation.

8.E1 : Hold the hand up if want to ask/answer.

8.E2 : Ask.

8.E3 : Speak in good language in well mannered.

8.E4 : Speak in clear words.

8.E5 : Presentation with friends.

8.E6 : Hold the hand up.

9) What will you do when you do not understand to the English teacher's explanation?

9.C1 : Ask.

9.C2 : Ask.

9.C3 : Ask.

9.C4 : Ask for repeat the explanation.

9.C5 : Ask.

9.C6 : Ask and ask for the explanation again.

9.E1 : Ask.

9.E2 : Ask.

9.E3 : Ask.

9.E4 : Ask to the teacher or friends.

9.E5 : Ask to the teacher to repeat the explanation again.

9.E6 : Stay quiet and pretend that I understand.

10) What will you do when you see your teacher/friends give the wrong opinion?

10.C1 : Give appreciation.

10.C2 : Give appreciation.

10.C3 : Give appreciation.

10.C4 : Give appreciation.

10.C5 : Give appreciation.

10.C6 : Correcting the opinion.

10.E1 : Pretend not to hear.

10.E2 : Correcting the opinion.

10.E3 : Tell him/her.

10.E4 : Tell him/her using cultured language.

10.E5 : Tell him/her so he/she can correct it.

10.E6 : Pretend not to hear.

Based on the answer of question number 1, the researcher knows that most of the students of control class have the motivation to mastering English than the students of experimental class. The higher motivation makes them like English lesson.

Based on the answer of question number 2, the researcher knows that most of the students of control class and experimental class use dictionary to help them in learning English. It makes their vocabulary increase every day.

Based on the answer of question number 3 and 4, the result is most of the students at the control class have their logical reason to do their assignment at the evening. The most suitable time to do the assignment is at the evening because most of them more focus. While the students of

experimental class said that they do the assignment at their after back from school which most of the students tired after back from school or in the morning when they have to prepare to go to school.

Based on the answer of question number 5, the researcher knows that almost of the students always learn English together with other people so they can improve their English.

Based on the answer of question number 6 and 7, the researcher knows that almost of the control class' students do the same activity, and some of experimental class' students do the different activity when they in weekdays and in the resting time in the school.

Based on the answer of question number 8, the researcher knows that all of the students in each class have the same method to give theirs' opinions to the others when they in the learning activity in the class.

Based on the answer of question number 9, the researcher knows that all of the students of control class will ask when they do not understand to the teacher's explanation, and some of the students' of experimental class do the same although the other pretend that they understand and stay quiet even if they actually did not understand.

Based on the answer of question number 10, the researcher knows that all of the students from control class have high appreciation to the other's opinion even if it is wrong. While some of the experimental class' students have different attitude, some of them pretend that they do not hear about the other's opinion and some of students will tell that the opinion was wrong.

Based on the data the researcher knows that most of students' in control class have high motivation to learning English more than experimental class. The students of control class always do their assignment at evening so they can focus to do only the assignment while the experimental class do it in the morning when they have to prepare to go to school. It means that they have limit time to do it. The students of control class will ask when they do not understand to the teacher explanation, and some of the students' of experimental class do the same although the other pretend that they understand and stay quiet even if they actually did not understand. The students from control class have high appreciation to the other's opinion even if it is wrong. They listen and appreciate to their friends' opinion even if it was wrong. The experimental class' students have the lower appreciation than control class. When they listen to the wrong opinion they pretend not hear the opinion.

b. Test

1) First Phase

In this phase the instrument of the test counted. The instrument that researcher used is 20 multiple choice questions. From the counted, researcher gets the data that 20 items of the questions are valid.

The reliability of the instrument = 0.76. It means that the reliability of the instrument is high. The instrument is believable and could use as a tool to get the data.

The index of difficulty of the instruments are: 10 items are easy, 8 items are medium, and 2 items are difficult.

The discriminating power of the instruments are: 8 items are satisfactory, 11 items are good, and 1 items is excellent.

Based on the data the researcher gets the result that 20 items of the questions for the instrument could use. So, the instrument of the test is the 20 items of multiple choice questions, the score per items is 5. So, if the students' answers are correct it has 100 score of the questions.

The full counted of validity instrument, reliability test, index of difficulty, and discriminating power is in the appendix 7.

2) Second phase

In this phase the researcher counted the result of pre-test from the control class and experimental class. This phase before the researcher gives the treatment.

a) Normality test

Normality test is used to find the normality of the data. The researcher using Chi-Square formula to find the normality of the data:

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

Calculation result of χ^2 is compared with χ_{table} by using significance 5% and dk= k-1. If $\chi^2_{count} < \chi_{table}$ the distribution list is normal, and if $\chi^2_{count} > \chi_{table}$ the distribution list is not normal. The result of normality test of pre-test is in table 4.1.

Table 4.1

Normality Test of the Pre-test

No.	Class	χ_{count}	χ_{table}	Criterion
1.	Control Class	5.8792	11.0705	Normal
2.	Experimental class	6.5078	11.0705	Normal

Based on the table above, the normality of each class were normal. It means that each class has the normal score and could be the control and experimental class. The full counted of normality test is in appendixes 8 and 9.

b) Homogeneity test

Homogeneity test is used to find out if the population has same variants (homogeneous). If population one size n_1 with variant s_1^2 and population two size n_2 with variant s_2^2 we use formula:

$$F = \frac{biggest\ variant}{smallest\ variant}$$

Homogeneity test using hypothesis:

$H_o = \sigma_1^2 = \sigma_2^2$ (Variant homogeneous)

$H_a = \sigma_1^2 \neq \sigma_2^2$ (Variant not homogeneous)

Test criteria H_0 accepted if $f_{count} < f_{table}$ with $\alpha =$ 5% and dk denominator = n_{1-1} and dk

numerator = n_{2-1}. Homogeneity test of pre-test is in table 4.2.

Table 4.2

First Phase Homogeneity Test

Class	Experimental class	Control class
Sum	2100	2130
N	30	30
Average	70.000	71.000
Variant	134.483	50.690
Deviation standard	11.597	7.120
F_{count}	0.377	
F_{table}	1.85	
Criterion	Homogenous	

Based on the counting, the researcher finds the result that F_{count} = 0.377 with significance $\frac{1}{2}\alpha$ and significance $\alpha = 5\%$ with:

Dk numerator = 30-1= 29

Dk denominator = 30-1= 29

F (0,05) (29:29) = 1.85

Knowing that $F_{count} < F_{table}$ there is H_o accepted. It is mean that each class has same variant (homogenous). The full counted of homogeneity test is in the appendixes 10.

c) Average test

Average test used to find that two groups has the same variant before the treatment. Average test of first phase is in table 4.3.

Table 4.3

Average Test of the Pre-test

Class	Experimental class	Control class
Sum	2100	2130
N	30	30
Average	70.000	71.000
Variant	134.483	50.690
Deviation standard	11.597	7.120
Dk	58	
t_{count}	-0.4025	
t_{table}	2.2855	
Criterion	Has the similarity average	

Formulation of the counted above is:

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

$$S^2 = \frac{(30 - 1)\ 134.483 + (30 - 1)\ 50.690}{30 + 30 - 2}$$

$$S^2 = \frac{3900.007 + 1470.010}{30 + 30 - 2}$$

$$S^2 = \frac{3900.007 + 1470.010}{30 + 30 - 2}$$

$$S^2 = \frac{5370.017}{58}$$

$$S^2 = 92.587$$

$S = 9.622$

The next step is count t_{count}, as follow:

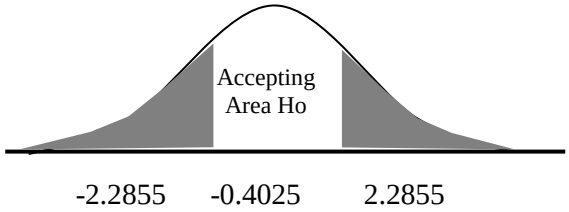
$$t_{count} = \frac{\bar{X}_1 - \bar{X}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{count} = \frac{70.000 - 71.000}{9{,}726\ \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t_{count} = -0.4025$$

Based on the counted above, the researcher drawn the picture 4.1.

Picture 4.1



Using $\alpha = 5\%$ with dk = 30+30-2 = 58 got t_{table} = 2.285. Because the quality of $t_{count} < t_{table}$, the result is H_0 accepted, and there is equal average first value of the control class' students and experimental class' students. The equal average means that the score of each class was same, and this mean that each class could be the experiment or control class. The full count of the average of first data is in the appendixes 11.

3) Final phase

In this phase the researcher counted the result of post-test from control class and experimental class. This test after the researcher gave the treatment to the experimental class. The experimental class using *Kamusku* application dictionary in their English lesson in three meetings.

a) Normality test

Normality test is counted after the experimental class get the treatment and the control class do not get the treatment. The normality test is in table 4.4.

Table 4.4

Normality Test of Final Phase

No.	Class	χ_{count}	χ_{table}	Criterion
1.	Control Class	10.5281	11.0705	Normal
2.	Experimental class	8.8080	11.0705	Normal

Based on the table above, the researcher finds that each class, after got the treatment has the normal data. The full counted of normality test is in appendixes 12 and 13.

b) Homogeneity test

Homogeneity test is used to find out if the population has same variants (homogeneous). If

population one size n_1 with variant s_1^2 and population two size n_2 with variant s_2^2 we use formula:

$$F = \frac{biggest\ variant}{smallest\ variant}$$

Homogeneity test using hypothesis:

$H_o = \sigma_1^2 = \sigma_2^2$ (Variant homogeneous)

$H_a = \sigma_1^2 \neq \sigma_2^2$ (Variant not homogeneous)

Test criteria H_0 accepted if $f_{count} < f_{table}$ with $\alpha = 5\%$ and dk denominator = n_{1-1} and dk numerator = n_{2-1}. Homogeneity test of post-test is in table 4.5.

Table 4.5

Homogeneity Test of Final Phase

Class	Experimental class	Control class
Sum	2500	2155
N	30	30
Average	83.333	71.833
Variant	100.575	42.213
Deviation standard	10.029	6.497
F_{count}	0.420	
F_{table}	1.85	
Criterion	Homogen	

Based on the counting, the researcher found the result that F_{count} = 0.420 with significance $\frac{1}{2}\alpha$ and significance $\alpha = 5\%$ with:

Dk numerator = 30-1= 29

Dk denominator = 30-1= 29

F (0,05) (29:29) = 1.85

Knowing that $F_{count} < F_{table}$ there is H_o accepted. It is mean that each class has same variant (homogenous). The full counted of homogeneity test is in the appendixes 14.

c) Average test

Average test used to find that two groups have the different average after the treatment. To find the differentiation average using t-test. Average test of final phase is in table 4.6.

Table 4.6

Average Test of Final Phase

Class	Experimental class	Control class
Sum	2500	2155
N	30	30
Average	83.333	71.833
Variant	100.575	42.213
Deviation standard	10.029	6.497
Dk	58	
t_{count}	5.271	
t_{table}	1.6716	
Criterion	Has the different average	

Formulation of the counted above is:

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

$$S^2 = \frac{(30 - 1)\,100.575 + (30 - 1)\,42.213}{30 + 30 - 2}$$

$$S^2 = \frac{2916.675 + 1224.177}{30 + 30 - 2}$$

$$S^2 = \frac{4140{,}852}{58}$$

$$S^2 = 71.394$$

$$S = 8.449$$

The next step is count t_{count}, as follow:

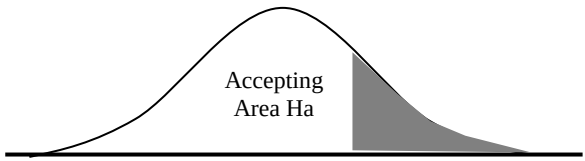
$$t_{count} = \frac{\bar{X}_1 - \bar{X}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{count} = \frac{83{,}333 - 71{,}833}{8{,}449\ \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t_{count} = 5.271$$

Based on the counted above, the researcher draws the picture 4.2.

Picture 4.2



Based on the counted the researcher find that the average of experimental class = 83.333 and the average of control class = 71.833. With the equal

quantity of each class is 30:30. Using $\alpha = 5\%$ with dk = 30+30-2 = 58 got t_{table} is 1,6716 and t_{count} is 5.271. Because the quality of $t_{count} > t_{table}$, the results are H_o rejected and H_a accepted, and there is differentiation average value of the control class' students and experimental class' students. The experimental class has the higher average than the control class. It means that using *Kamusku* application dictionary is effective to mastering the students' vocabulary. The full counted of the average is in the appendixes 15.

4) N-gain test

This test is for check the score of the students' pre-test and post-test. The formula is:

$$N - gain = g = \frac{(post\ test\ score - pre\ test\ score)}{(maximum\ score - pre\ test\ score)}$$

Criteria:

g ≥ 0,7 = high

0,3 ≤ g < 0,7 = medium

g < 0,3 = low

Table 4.7

Experimental Class Score

Pre-test	Post-test
2100	2500

$$N - gain = g = \frac{(2500 - 2100)}{(3000 - 2100)}$$

$$g = \frac{400}{900}$$

$$g = 0.4$$

Based on the counted of *N-gain* the researcher gets the data, that 0.4 is in medium criteria. It means that the use of *Kamusku* application dictionary is effective enough to the students' vocabulary mastery.

2. Hypothesis

The hypothesis that researcher used is:

H_o= The average of students' scores in English Language lesson using *Kamusku* application dictionary equal or less than the scores of the students who do not use *Kamusku* application dictionary in their English Language lesson.

H_a= The average of students' scores in English Language lesson using *Kamusku* application dictionary higher than the scores of the students who do not use *Kamusku* application dictionary in their English Language lesson.

Based on the counted the researcher find that the average of experimental class = 83.333 and the average of control class = 71.833. With the equal quantity of each class is 30:30. Using $\alpha =$ 5% with dk = 30+30-2 = 58 got t_{table} = 1.6716 and t_{count} = 5.271. Because the quality of $t_{count} > t_{table}$, the results are H_o rejected and H_a accepted, and there is differentiate average value of the control class' students and experimental class' students. The experimental class has the higher average than the control class. It is mean that using *Kamusku* application dictionary is effective in students' vocabulary mastery. Based on the counted of *N-gain* the researcher gets the data, that 0,4 is in medium criteria. It means that the use of *Kamusku* application dictionary is effective enough to the students' vocabulary mastery.

C. **Discussion of Research Finding**

This research is to find the effectiveness of using *Kamusku* application dictionary in English Language learning. The experimental class of this research is X TKJ 2 and the control class is X TKJ 1. Each class has 30 students. The researcher gave the application to the experimental class and asked students to use the application continuously. The research was conducted in 3 subjects of the material, announcement, simple past tense, and simple future tense.

Before doing the research, the researcher tries to test the students' vocabulary and knowledge in their English lesson. The researcher gets the equal average of each class. Using average test,

the researcher got $t_{count} = -0.4025$ and t_{table} = 2.285. Because the quality of $t_{count} < t_{table}$, the result is H_0 accepted, and there is equal average first value of the control class' students and experimental class' students.

After knowing that the experimental class and control class has the similarity average, the researcher gives the treatment using *Kamusku* application dictionary to help the student in mastering vocabulary in experimental class. For the control class the researcher gave dictionary book to facilitate the English Language learning.

In the learning activity each student used the *Kamusku* application dictionary to help them in mastering vocabulary. They used it when get the difficulties in make a sentence. Each student improved their vocabulary when they get the correct answer of each question that researcher gave. In the research the students show the improvement in their vocabulary mastery. They knew the past form of the verbs, they got the kind of part of speech of words in the questions. For the first time of the research, they always confused about the differences between noun, verb, adjective, and adverb. After they used *Kamusku* application dictionary the confused was less than before.

For the control class that only used book dictionary got the harder activity to found the word that they wanted. They have to open and close each page to find the meaning and the part of speech of each word in every sentence.

It means that using *Kamusku* application dictionary is effective in students' mastering vocabulary in the class X TKJ 2. Effective means that using this application in the learning process can help the students' in mastering vocabulary. The effect of using this application is the students' that use the application has higher average than the students' who did not use the application.

Before doing the experiment the researcher gave the pre-test. The average of the pre-test from experimental class is 70.000 and the average of the pre-test from control class is 71.000. With the equal quantity of each class is 30:30. Using $\alpha = 5\%$ with dk = 30+30-2 = 58 got t_{table} is 2.2855 and t_{count} is -0.4025. Because the quality of $t_{count} < t_{table}$, the result is H_0 accepted, and there is equal average first phase of the control class' students and experimental class' students.

After doing the treatment, the researcher found that the average of experimental class is 83.333 and the average of control class =is71.833. The equal quantity of each class is 30:30. Using $\alpha = 5\%$ with dk = 30+30-2 = 58 got t_{table} is 1.6716 and t_{count} is 5.271. The quality of $t_{count} > t_{table}$, the results are H_o rejected and H_a accepted, and there is differentiation average value of the control class' students and experimental class' students. The experimental class has the higher average than the control class. It means that using *Kamusku* application dictionary is effective in students' vocabulary mastery. Based on the counted of *N-gain* the researcher gets the data, that 0.4 is in medium criteria. It means

that the use of *Kamusku* application dictionary is effective enough to the students' vocabulary mastery.

Appendix 1
Students List Name
Control Class

No.	Name	Code
1.	Adam Firdaus	CC-1
2.	Alfian Nur Fadhillah	CC-2
3.	Alhumaira Bunda Purwagicinta	CC-3
4.	Andika Galih Pratama	CC-4
5.	Andini Yuli Prasetyani	CC-5
6.	Ardyan Pratama	CC-6
7.	Aulya Bela Dini Haqiqi	CC-7
8.	Bagus Aji Kurniawan	CC-8
9.	Bima Pamungkas	CC-9
10.	Dafa Khoirudin Mursyid	CC-10
11.	Dea Okta Widiyana	CC-11
12.	Denny Saputra	CC-12
13.	Deviana Eka Putri	CC-13
14.	Dimas Pranata	CC-14
15.	Dwi Rahma Firmansyah	CC-15
16.	Faiz Mirza Farhanastoto	CC-16
17.	Faridabby Tsamarah Hannur	CC-17
18.	Herlina Anindya Putri	CC-18
19.	Igo Wicaksono Aji	CC-19
20.	Mentari Ayu Septiani	CC-20
21.	Mohamad Satya Fadzana	CC-21
22.	Naufal Taris Majid	CC-22
23.	Rahmad Dwi Paradi	CC-23
24.	Rayhan Arya Duta	CC-24
25.	Riefanda Ayuni Syaputri	CC-25
26.	Rivaldy Zalva Rosso	CC-26
27.	Rully Buyung Hardiansyah	CC-27
28.	Sinta Khoirunnisa	CC-28
29.	Vallen Jiwa Utama	CC-29
30.	Wahyu Aminudin	CC-30

Appendix 1
Students' Name List
Experimental Class

No.	Name	Code
1.	Adipa Priananda	EK-1
2.	Alim Syahri	EK-2
3.	An Ainy Zulfa Sadati	EK-3
4.	Andira Restu Pramita	EK-4
5.	Ardha Bima Yuzay	EK-5
6.	Ariezal Deva Rachmanda	EK-6
7.	Bayu Rezky Yusuf	EK-7
8.	Brian Febri Gumelar	EK-8
9.	Cut Lea Damayanti	EK-9
10.	Dandy Muslimin	EK-10
11.	Devi Novitasari	EK-11
12.	Dhimas Putra Wahyu Adi Susilo	EK-12
13.	Diva Maharani Sutrisna	EK-13
14.	Ega Ardianto	EK-14
15.	Faida Okti Choiriyah	EK-15
16.	Farras Emilul Fata	EK-16
17.	Fabbiyanti Ika Sekarsari	EK-17
18.	Hikma Sari Arini Avimia	EK-18
19.	Mohamad Rafli Saputra	EK-19
20.	Muhammad Gilang Marthana	EK-20
21.	Muhammad Ulil Albab	EK-21
22.	Qosda Muhdi Umar Umaya	EK-22
23.	Qunainy Ardyawati	EK-23
24.	Ramdhani Aji Papeke	EK-24
25.	Restu Usana Shidqin	EK-25
26.	Rizkya Tri Agung Rahmawati	EK-26
27.	Ronaldo Rahardian Putra	EK-27
28.	Teguh Hadi Prayitno	EK-28
29.	Vina Ayu Lestari	EK-29
30.	Wahid Asep Nugroho	EK-30

Appendix 1
Students' Name List
Try-out Class

No.	Name	Code
1.	Anisa Diva Tennovela	UC-1
2.	Aprilia Gita Wulan Safira	UC-2
3.	Armidhita Winda Lestari	UC-3
4.	Awalia Helmy Fitriyani	UC-4
5.	Bima Pamungkas	UC-5
6.	Deby Rahma Riswanti	UC-6
7.	Dena Safitri	UC-7
8.	Devi Septiana Nurandini	UC-8
9.	Dhea Annnisa Putri	UC-9
10.	Dina Ayu Anggraini	UC-10
11.	Eviannis Dwi Jayanti	UC-11
12.	Fierda Husna Septia	UC-12
13.	Firdaus	UC-13
14.	Friska Viara Ayuning Tyas	UC-14
15.	Indah Lailatul Mahmudah	UC-15
16.	Ismatun Kasanah	UC-16
17.	Kumala Fitri Cahyani	UC-17
18.	Martiana Anisa Putri	UC-18
19.	Mohammad Farrel Eka Wijaya	UC-19
20.	Muhammad Alfin	UC-20
21.	Muhammad Tezar Putra Al Fida	UC-21
22.	Nafisa Salsabila Febryanti	UC-22
23.	Nur Dwi Lailatus Syafaah	UC-23
24.	Putri Sabila Cahyani	UC-24
25.	Radita Dwi Setiyani	UC-25
26.	Rida Zunaidah	UC-26
27.	Roro Sri Wahyuni	UC-27
28.	Safira Halimatul Hasanah	UC-28
29.	Shinta Febriana	UC-29
30.	Totti Satria Pangestu	UC-30
31.	Vernanda Wadya Ningrum	UC-31
32.	Zaskya Audrey Primatasari	UC-32

Appendix 2

LESSON PLAN (EXPERIMENTAL CLASS)

Unit 1

ANNOUNCEMENT

School : Sekolah Menengah Kejuruan Islamic Centre Baiturrahman Semarang
Lesson : English
Class/Semester : X/1
Time : 2x 45 minutes

A. STANDARD OF COMPETENCE

4. Expressing the meaning in oral short functional text and simple monologue in the form of announcement text.

B. BASIC COMPETENCE

4.11. Expressing the meaning of announcement text.

C. INDICATOR

1. Giving greeting or parting when meet each other.
2. Analyzing the content of announcement text.
3. Conveying the announcement.
4. Announce something.
5. Composing a text of announcement.

D. LEARNING AIMS

Skill and knowledge competences:

a. Students are able to compose spoken announcement.
b. Students are able to announce something.
c. Students are able to read and take the information of the announcement.

E. MATERIAL

Announcement text is a written or spoken statement that tells people about something: public or formal words that announce something.

Generic structure:

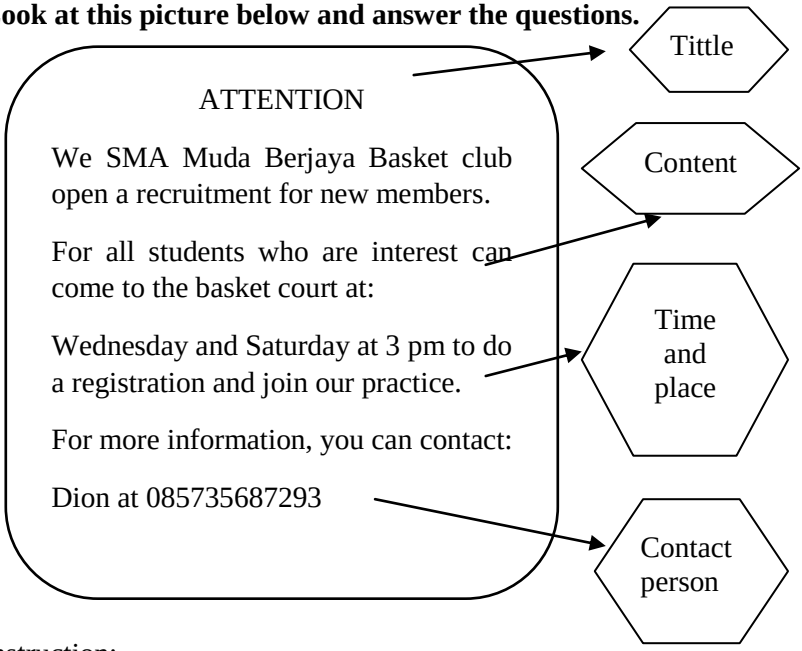
1. Title
2. Explanation: kind of activity, time, place, participant.

Structures of announcement text:

1. Title
2. Date, day, and place

3. Content
4. Contact person or address of the announcer.

Look at this picture below and answer the questions.



Instruction:
Find the element following elements in the announcement:

1. Tittle
2. Date, time, and place
3. Content, or event describtion
4. Contact person

F. LEARNING DESIGN

Approach **:** Scientific Approach

Method : Experiment using *Kamusku* application dictionary

G. INSTRUMENT AND REFERENCE

Instrument **:** Blackboard

Reference : Lanny Kurniawan- Mulyono, 2014. *English For SMK* 1, Yudistira.

H. LEARNING ACTIVITIES

Activity	Learning activity		Time
	Teacher	Students	
Opening	1. Opens the class with greeting. 2. Makes a nice situation in the class to study and pray before study. 3. Checks the students' attendance. 4. Motivates students about learning material by building up the students' self-confidence. 5. Apperception: gives chance to students to ask about the material. 6. Gives review about the previous material. 7. Mentions the aim of learning the material.	1. Respond the teacher's greeting. 2. Pray before start the study. 3. Ask about the material that they do not understand. 4. Listen to the teacher's explanation about the aim of learning the material.	10 Minutes

Observing	1. Gives picture about announcement text as a stimulus. 2. Gives chance to students to analyze the picture and present about the content and event from the text.	1. Observe the picture and analyze the content of announcement text. 2. Present the analyzing of announcement text.	15 minutes
Questioning	1. Gives chance to students to ask about the material. 2. Gives the answer and more explanation about the students' question.	1. Gives question about the material that they do not understand. 2. Listen to the teacher explanation.	15 minutes
Experimenting	1. Asks students to work in pair to gives topic for each pair. 2. Asks students to make announcement appropriate the theme that they got. 3. Asks students to use *Kamusku* Dictionary Application to	1. Make announcement text in pair. 2. Using *Kamusku* Dictionary Application to find new vocabulary to make announcement .	15 minutes

	help students make the announcement.		
Associating	1. Asks the students to make spoken and written announcement in pair.	1. Make spoken and written announcement in pair.	10 minutes
Communicating	1. Asks student to present their announcement one by one and stick it on wall magazine.	1. Present their announcement in front of class one by one and stick it on wall magazine.	20 minutes
Closing	1. Ask students to make conclusion and summary the material. 2. Gives the plan about the next material. 3. Close the material, pray together and gives parting.	1. Make conclusion and summary about the material together with teacher. 2. Listen to the teacher's plan. 3. Pray together. 4. Answer the teacher parting.	5 minutes

Assessment

Please make announcement about the science Olympiad creatively!

Semarang, 24 Oktober 2017

Researcher

Ida Yulianti

NIM: 133411047

Mengetahui,

Headmaster

Dra. Hj. Sri Tantowiyah, M.Pd

NIK. 04007

English Teacher

Shofiyatul Hanani, M.Pd

LESSON PLAN (EXPERIMENTAL CLASS)

Unit 1

PAST TENSE

School : Sekolah Menengah Kejuruan Islamic Centre Baiturrahman Semarang
Lesson : English
Class/Semester : X/1
Time **:** 2x 45 minutes

A. STANDARD OF COMPETENCE

4. Composing short functional spoken or written text about activity/event happened in the past.

B. BASIC COMPETENCE

4.1.1. Composing a short functional spoken or written text about the activity/event happened in the past.

C. INDICATOR

1. Giving greeting or parting when meet each other.
2. Analyzing the part of speech of past tense sentence.
3. Composing a text of past tense.

D. LEARNING AIMS

Skill and knowledge competences:

a. Students are able to compose spoken past tense text.
b. Students are able to compose a text of past tense.
c. Students are able to read and take the information of the past tense text.

E. MATERIAL

Simple past tense is a verb form that is used to express one action which happened or took place at a particular time in the past. The use of simple past tense is to explain and ask about activity/event in the past.

Time signals: yesterday, last ..., ... ago, etc.

Verbal Sentence:

S + V2 + O (positive sentence) S + did + not + V1 + O (negative sentence) Did + S + V1 + O (interrogative sentence)

Example:

- Donita went to Jakarta yesterday.
- Iman walked alone last night.

Nominal Sentence:

S + to be (was/were) + adj/adv/N (positive sentence) S + was/ were + not + adj/adv/N (negative sentence) Was/ were + S + adj/adv/N (interrogative sentence)

Example:

- Rani was here last month.
- Bani was not in Jakarta yesterday.

F. LEARNING DESIGN

Approach **:** Scientific Approach
Method : Experiment using *Kamusku* application dictionary

G. INSTRUMENT AND REFERENCE

Instrument **:** Blackboard

Reference : Lanny Kurniawan- Mulyono, 2014. *English For SMK* 1, Yudistira.

H. LEARNING ACTIVITIES

Activity	Learning activity		Time
	Teacher	Students	
Opening	1. Opens the class with greeting 2. Makes a nice situation in the class to study and pray before study. 3. Checks the students' attendance. 4. Motivates	1. Respond the teacher's greeting. 2. Pray before start the study. 3. Ask about the material that they do not understand. 4. Listen to the teacher's	10 Minutes

	students about learning material by building up the students' self-confidence. 5. Apperception: gives chance to students to ask about the material. 6. Gives review about the previous material. 7. Mentions the aim of learning the material.	explanation about the aim of learning the material.	
Observing	1. Gives a text of past tense as a stimulus. 2. Gives chance to students to analyze the content and the structure of the text.	1. Observe the text of past tense. 2. Present the analyzing of past tense text.	15 minutes
Questioning	1. Gives chance to students to ask about the material. 2. Gives the answer and more explanation about the students' question.	1. Gives question about the material that they do not understand. 2. Listen to the teacher explanation.	15 minutes

Experimenting	1. Asks students to make the sentences using formula of past tense. 2. Asks students to make some sentences about their last night activity. 3. Asks students to use *Kamusku* Dictionary Application to find the past form of the verb	1. Make some sentences. 2. Using *Kamusku* Dictionary Application to find the past form of the verb	15 minutes
Associating	1. Asks the students to make spoken and written past tense text.	1. Make spoken and written past tense text.	10 minutes
Communicating	1. Asks student to present their works on the blackboard and read the text.	1. Present their works on the blackboard and read the text.	20 minutes
Closing	1. Ask students to make conclusion and summary the material. 2. Gives the plan about the next material. 3. Close the material, pray	1. Make conclusion and summary about the material together with teacher. 2. Listen to the teacher's plan. 3. Pray together	5 minutes

	together and gives parting.	and answer the teacher parting.	

Assessment

Supply with correct form of the verbs in brackets.

1. Mr. Rahmad (ask) all student to do experiment this morning.

_____

2. Tono (climb) mountain Merbabu two weeks ago.

_____

3. Dona (forget) to do the homework this morning.

_____

4. My brother (write) me a letter yesterday.

_____

5. We (go) back to Semarang at 3 o'clock yesterday afternoon.

_____

Supply with correct to be (**was or were**)

1. The school ……. empty last Sunday.

_____

2. TV channels ……. not as many as today.

_____

3. When my parents ……. in Medan I didn't come along.

_____

4. Last New Year's eve the night …… so bright.

_____

5. The students …….. sad after they got the bad news.

_____

Semarang, 24 Oktober 2017

Researcher

Ida Yulianti

NIM: 133411047

Mengetahui,

Headmaster

Dra. Hj. Sri Tantowiyah, M.Pd

NIK. 04007

English Teacher

Shofiyatul Hanani, M.Pd

LESSON PLAN (EXPERIMENTAL CLASS)
Unit 1
FUTURE TENSE

School : Sekolah Menengah Kejuruan Islamic Centre Baiturrahman Semarang
Lesson : English
Class/Semester : X/1
Time : 2x 45 minutes

A. STANDARD OF COMPETENCE

4. Composing short functional spoken or written text about activity/event will happen in the future.

B. BASIC COMPETENCE

4.1.1 Composing a short functional spoken or written text about activity/event will happen in the future.

C. INDICATOR

1. Giving greeting or parting when meet each other.
2. Analyzing the part of speech of future tense sentence.
3. Composing a text of future tense.

D. LEARNING AIMS

Skill and knowledge competences:

a. Students are able to compose spoken future tense text.
b. Students are able to compose a text of future tense.
c. Students are able to read and take the information of the future tense text

E. MATERIAL

Simple future tense is a verb form that is used to express one action which will happen or take place at a particular time in the future. The use of simple future tense is to explain and ask about activity/event in the future.

Time signals: tomorrow, next week, next year,……etc.

The differences between Will and Going to:

Will:

- Spontaneity decision.
- Prediction of the future (without planning and with doubting).
- Something certain/detail.

Going to:

- To promise/planning.
- To the future that has the certain differentiate with present.
- Certain time.
- Planning in the future.

Formula of future tense:

Positive form: S + will/shall + V_b + O S + to be (am, is, are) + going to + V_b + O Negative form: S + will/shall + not + V_b + O S + to be (am, is, are) + not + going to + V_b + O Interrogative form: will/shall + S + V_b + O + ? to be (am, is, are) + S + going to + V_b + O + ?

Example:

- I am going to have holiday next month.
- The students are going to have a test next week.
- We will go to school soon.
- We will go to zoo.

F. LEARNING DESIGN

Approach **:** Scientific Approach
Method : Experiment using *Kamusku* application dictionary

G. INSTRUMENT AND REFERENCE

Instrument **:** Blackboard

Reference : Lanny Kurniawan- Mulyono, 2014. *English For SMK* 1, Yudistira.

H. LEARNING ACTIVITIES

Activity	Learning Activity		Time
	Teacher	Students	
Opening	1. Opens the class with greeting 2. Makes a nice situation in the class to study and pray before study. 3. Checks the students' attendance. 4. Motivates students about learning material by building up the students' self-confidence. 5. Apperception: gives chance to students to ask about the material. 6. Gives review about the previous material. 7. Mentions the aim of learning the material.	1. Respond the teacher's greeting. 2. Pray before start the study. 3. Ask about the material that they do not understand. 4. Listen to the teacher's explanation about the aim of learning the material.	10 Minutes
Observing	1. Gives a text of past tense as a stimulus. 2. Gives chance to students to	1. Observe the text of past tense. 2. Present the analyzing	15 minutes

	analyze the content and the structure of the text.	of past tense text.	
Questioning	1. Gives chance to students to ask about the material. 2. Gives the answer and more explanation about the students' question.	1. Gives question about the material that they do not understand . 2. Listen to the teacher explanation.	15 minutes
Experimenting	4. Asks students to make the sentences using formula of future tense. 5. Asks students to make some sentences about their plans. 6. Asks students to use *Kamusku* Dictionary Application to find the past form of the verb.	1. Make some sentences 2. Using *Kamusku* Dictionary Application to find the past form of the verb.	15 minutes
Associating	2. Asks the students to make spoken and written future tense text.	1. Make spoken and written futurre tense text.	10 minutes

Communicating	1. Asks student to present their works on the blackboard and read the text.	1. Present their works on the blackboard and read the text.	20 minutes
Closing	1. Ask students to make conclusion and summary the material. 2. Gives the plan about the next material. 3. Close the material, pray together and gives parting.	1. Make conclusion and summary about the material together with teacher. 2. Listen to the teacher's plan. 3. Pray together. 4. Answer the teacher parting.	5 minutes

Assessment

Write a text about your activity that will you do in a week later.

Semarang, 24 Oktober 2017

Researcher

Ida Yulianti

NIM: 133411047

Mengetahui,

Headmaster

Dra. Hj. Sri Tantowiyah, M.Pd

NIK. 04007

English Teacher

Shofiyatul Hanani, M.Pd

Appendix 3

LESSON PLAN (CONTROL CLASS)

Unit 1

ANNOUNCEMENT

School : Sekolah Menengah Kejuruan Islamic Centre Baiturrahman Semarang
Lesson : English Language
Class/Semester : X/1
Time : 2x 45 minutes

A. STANDARD OF COMPETENCE

4. Expressing the meaning in oral short functional text and simple monologue in the form of announcement text.

B. BASIC COMPETENCE

4.11. Expressing the meaning of announcement text.

C. INDICATOR

1. Giving greeting or parting when meet each other.
2. Analyzing the content of announcement text.
3. Conveying the announcement.
4. Announce something.
5. Composing a text of announcement.

D. LEARNING AIMS

Skill and knowledge competences:

a. Students are able to compose spoken announcement.
b. Students are able to announce something.
c. Students are able to read and take the information of the announcement.

E. MATERIAL

Announcement text is a written or spoken statement that tells people about something: public or formal words that announce something.

Generic structure:

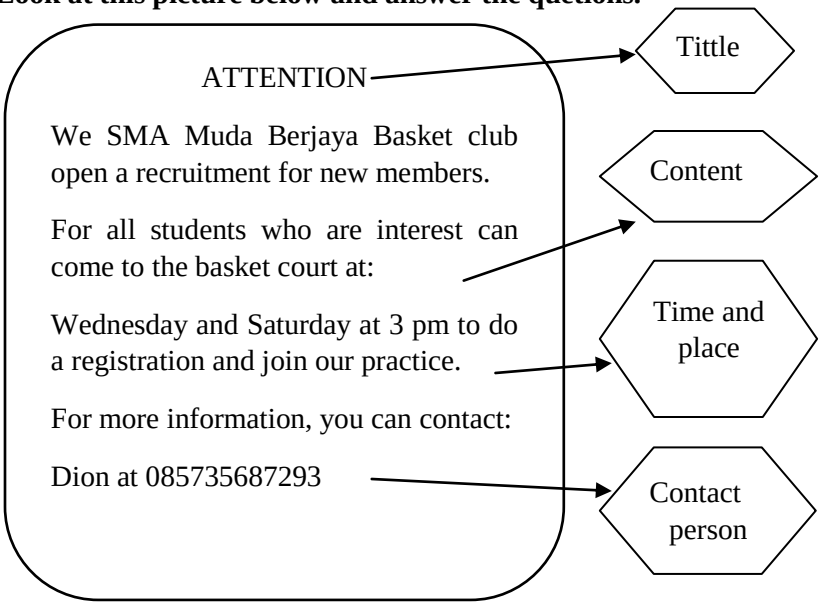
1. Title
2. Explanation: kind of activity, time, place, participant.

Stuctures of announcement text:

1. Title
2. Date, day, and place
3. Content

4. Contact person or address of the announcer.

Look at this picture below and answer the quetions.



Instruction:

Find the element following elements in the announcement:

1. Tittle
2. Date, time, and place
3. Content, or event describtion
4. Contact person

F. LEARNING DESIGN

Approach **:** Scientific Approach

Method : Total Physical Response

G. INSTRUMENT AND REFERENCE

Instrument **:** Blackboard

Reference : Lanny Kurniawan- Mulyono, 2014. *English For SMK* 1, Yudistira.

H. LEARNING ACTIVITIES

Activity	Learning activity		Time
	Teacher	Students	
Opening	1. Opens the class with greeting. 2. Makes a nice situation in the class to study and pray before study. 3. Checks the students' attendance. 4. Motivates students about learning material by building up the students' self-confidence. 5. Apperception: gives chance to students to ask about the material. 6. Gives review about the previous material. 7. Mentions the aim of learning the material.	1. Respond the teacher's greeting. 2. Pray before start the study. 3. Ask about the material that they do not understand. 4. Listen to the teacher's explanation about the aim of learning the material.	10 Minutes
Observing	1. Gives picture	1. Observe the	15

	about announcement text as a stimulus. 2. Gives chance to students to analyze the picture and present about the content and event from the text.	picture and analyze the content of announcement text. 2. Present the analyzing of announcement text.	minutes
Questioning	1. Gives chance to students to ask about the material. 2. Gives the answer and more explanation about the students' question.	1. Gives question about the material that they do not understand. 2. Listen to the teacher explanation.	15 minutes
Experimenting	1. Asks students to work in pair to gives topic for each pair. 2. Asks students to make announcement appropriate the theme that they got. 3. Asks students to use dictionary to help students make the announcement.	1. Make announcement text in pair. 2. Using dictionary to find new vocabulary to make announcement.	15 minutes

Associating	1. Asks the students to make spoken and written announcement in pair.	1. Make spoken and written announcement in pair.	10 minutes
Communicating	1. Asks student to present their announcement one by one and stick it on wall magazine.	1. Present their announcement in front of class one by one and stick it on wall magazine.	20 minutes
Closing	1. Ask students to make conclusion and summary the material. 2. Gives the plan about the next material. 3. Close the material, pray together and gives parting.	1. Make conclusion and summary about the material together with teacher. 2. Listen to the teacher's plan. 3. Pray together. 4. Answer the teacher parting.	5 minutes

Assessment

Please make announcement about the science Olympiad creatively!

Semarang, 24 Oktober 2017

Researcher

Ida Yulianti

NIM: 133411047

Mengetahui,

Headmaster

Dra. Hj. Sri Tantowiyah, M.Pd

NIK. 04007

English Teacher

Shofiyatul Hanani, M.Pd

LESSON PLAN (CONTROL CLASS)
Unit 1
PAST TENSE

School : Sekolah Menengah Kejuruan Islamic Centre Baiturrahman Semarang
Lesson : English Language
Class/Semester : X/1
Time **:** 2x 45 minutes

A. STANDARD OF COMPETENCE

4. Composing short functional spoken or written text about activity/event happened in the past.

B. BASIC COMPETENCE

4.1.1. Composing a short functional spoken or written text about the activity/event happened in the past.

C. INDICATOR

1. Giving greeting or parting when meet each other.
2. Analyzing the part of speech of past tense sentence.
3. Composing a text of past tense.

D. LEARNING AIMS

Skill and knowledge competences.

a. Students are able to compose spoken past tense text.
b. Students are able to compose a text of past tense.
c. Students are able to read and take the information of the past tense text

E. MATERIAL

Simple past tense is a verb form that is used to express one action which happened or took place at a particular time in the past. The use of simple past tense is to explain and ask about activity/event in the past.

Time signals: yesterday, last ..., ... ago, etc.

Verbal Sentence:

S + V2 + O (positive sentence)
S + did + not + V1 + O (negative sentence)
Did + S + V1 + O (interrogative sentence)

Example:

- Donita went to Jakarta yesterday.
- Iman walked alone last night.

Nominal Sentence:

S + to be (was/were) + adj/adv/N (positive sentence)
S + was/ were + not + adj/adv/N (negative sentence)
Was/ were + S + adj/adv/N (interrogative sentence)

Example:

- Rani was here last month.
- Bani was not in Jakarta yesterday.

F. LEARNING DESIGN

Approach **:** Scientific Approach
Method : Total Physical Response

G. INSTRUMENT AND REFERENCE

Instrument **:** Blackboard

Reference : Lanny Kurniawan- Mulyono, 2014. *English For SMK* 1, Yudistira.

H. LEARNING ACTIVITIES

Activity	Learning activity		Time
	Teacher	Students	
Opening	1. Opens the class with greeting 2. Makes a nice situation in the class to study and pray before study. 3. Checks the students' attendance. 4. Motivates students about learning material by building up the students' self-	1. Respond the teacher's greeting. 2. Pray before start the study. 3. Ask about the material that they do not understand. 4. Listen to the teacher's explanation	10 Minutes

	confidence. 5. Apperception: gives chance to students to ask about the material. 6. Gives review about the previous material. 7. Mentions the aim of learning the material.	about the aim of learning the material.	
Observing	1. Gives a text of past tense as a stimulus. 2. Gives chance to students to analyze the content and the structure of the text.	1. Observe the text of past tense. 2. Present the analyzing of past tense text.	15 minutes
Questioning	1. Gives chance to students to ask about the material. 2. Gives the answer and more explanation about the students' question.	1. Gives question about the material that they do not understand. 2. Listen to the teacher explanation .	15 minutes
Experimenting	1. Asks students to make the sentences using formula of past tense.	1. Make some sentences. 2. Using dictionary to find the	15 minutes

	2. Asks students to make some sentences about their last night activity. 3. Asks students to use dictionary to find the past form of the verb	past form of the verb	
Associating	1. Asks the students to make spoken and written past tense text.	1. Make spoken and written past tense text.	10 minutes
Communicating	1. Asks student to present their works on the blackboard and read the text.	1. Present their works on the blackboard and read the text.	20 minutes
Closing	1. Ask students to make conclusion and summary the material. 2. Gives the plan about the next material. 3. Close the material, pray together and gives parting.	1. Make conclusion and summary about the material together with teacher. 2. Listen to the teacher's plan. 3. Pray together and answer	5 minutes

		the teacher parting.	

Assessment

Supply with correct form of the verbs in brackets.

1. Mr. Rahmad (ask) all student to do experiment this morning.

_____

2. Tono (climb) mountain Merbabu two weeks ago.

_____

3. Dona (forget) to do the homework this morning.

_____

4. My brother (write) me a letter yesterday.

_____

5. We (go) back to Semarang at 3 o'clock yesterday afternoon.

_____

Supply with correct to be (**was or were**)

1. The school ……. empty last Sunday.

_____

2. TV channels ……. not as many as today.

_____

3. When my parents ……. in Medan I didn't come along.

_____

4. Last New Year's eve the night …… so bright.

_____

5. The students …….. sad after they got the bad news.

_____

Semarang, 24 Oktober 2017

Researcher

Ida Yulianti

NIM: 133411047

Mengetahui,

Headmaster

Dra. Hj. Sri Tantowiyah, M.Pd

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LESSON PLAN (CONTROL CLASS)
Unit 1
FUTURE TENSE

School : Sekolah Menengah Kejuruan Islamic Centre Baiturrahman Semarang
Lesson : English Language
Class/Semester : X/1
Time : 2x 45 minutes

A. STANDARD OF COMPETENCE

4. Composing short functional spoken or written text about activity/event will happen in the future.

B. BASIC COMPETENCE

4.1.1 Composing a short functional spoken or written text about activity/event will happen in the future.

C. INDICATOR

1. Giving greeting or parting when meet each other.
2. Analyzing the part of speech of future tense sentence.
3. Composing a text of future tense.

D. LEARNING AIMS

Skill and knowledge competences:

a. Students are able to compose spoken future tense text.
b. Students are able to compose a text of future tense.
c. Students are able to read and take the information of the future tense text.

E. MATERIAL

Simple future tense is a verb form that is used to express one action which will happen or take place at a particular time in the future. The use of simple future tense is to explain and ask about activity/event in the future.

Time signals: tomorrow, next week, next year,……etc.

The differences between Will and Going to:

Will:

- Spontaneity decision.
- Prediction of the future (without planning and with doubting).
- Something certain/detail.

Going to:

- To promise/planning.
- To the future that has the certain differentiate with present.
- Certain time.
- Planning in the future.

Formula of future tense:

Positive form: S + will/shall + V_b + O S + to be (am, is, are) + going to + V_b + O Negative form: S + will/shall + not + V_b + O S + to be (am, is, are) + not + going to + V_b + O Interrogative form: will/shall + S + V_b + O + ? to be (am, is, are) + S + going to + V_b + O + ?

Example:

- I am going to have holiday next month.
- The students are going to have a test next week.
- We will go to school soon.
- We will go to zoo.

F. LEARNING DESIGN

Approach **:** Scientific Approach
Method : Total Physical Response

G. INSTRUMENT AND REFERENCE

Instrument **:** Blackboard

Reference : Lanny Kurniawan- Mulyono, 2014. *English For SMK* 1, Yudistira.

H. LEARNING ACTIVITIES

Activity	Learning Activity		Time
	Teacher	Students	
Opening	1. Opens the class with greeting 2. Makes a nice situation in the class to study and pray before study. 3. Checks the students' attendance. 4. Motivates students about learning material by building up the students' self-confidence. 5. Apperception: gives chance to students to ask about the material. 6. Gives review about the previous material. 7. Mentions the aim of learning the material.	1. Respond the teacher's greeting. 2. Pray before start the study. 3. Ask about the material that they do not understand. 4. Listen to the teacher's explanation about the aim of learning the material.	10 Minutes
Observing	1. Gives a text of past tense as a stimulus.	1. Observe the text of past tense.	15 minutes

	2. Gives chance to students to analyze the content and the structure of the text.	2. Present the analyzing of past tense text.	
Questioning	1. Gives chance to students to ask about the material. 2. Gives the answer and more explanation about the students' question.	1. Gives question about the material that they do not understand. 2. Listen to the teacher explanation.	15 minutes
Experimenting	1. Asks students to make the sentences using formula of future tense. 2. Asks students to make some sentences about their plans. 3. Asks students to use dictionary to find the past form of the verb.	1. Make some sentences 2. Using dictionary to find the past form of the verb.	15 minutes
Associating	1. Asks the students to make spoken and written future tense	1. Make spoken and written future tense text.	10 minutes

	text.		
Communicating	1. Asks student to present their works on the blackboard and read the text.	1. Present their works on the blackboard and read the text.	20 minutes
Closing	1. Ask students to make conclusion and summary the material. 2. Gives the plan about the next material. 3. Close the material, pray together and gives parting.	1. Make conclusion and summary about the material together with teacher. 2. Listen to the teacher's plan. 3. Pray together. 4. Answer the teacher parting.	5 minutes

Assessment

Write a text about your activity that will you do in a week later.

Semarang, 24 Oktober 2017

Researcher

Ida Yulianti

NIM: 133411047

Mengetahui,

Headmaster

Dra. Hj. Sri Tantowiyah, M.Pd

NIK. 04007

English Teacher

Shofiyatul Hanani, M.Pd

Appendix 4

Students' Pre-test

No.	Control Class	Score	Experimental Class	Score
1.	Adam Firdaus	65	Adipa Priananda	80
2.	Alfian Nur F.	70	Alim Syahri	75
3.	Alhumaira B.P.	75	An Ainy Zulfa S.	80
4.	Andika Galih P.	70	Andira Restu P.	65
5.	Andini Yuli P.	70	Ardha Bima Y.	70
6.	Ardyan Pratama	85	Ariezal Deva R.	70
7.	Aulya Bela Dini	60	Bayu Rezky Y.	55
8.	Bagus Aji K.	65	Brian Febri G.	85
9.	Bima Pamungkas	70	Cut Lea D.	55
10.	Dafa Khoirudin	70	Dandy Muslimin	55
11.	Dea Okta W.	75	Devi Novitasari	75
12.	Denny Saputra	75	Dhimas Putra W.	80
13.	Deviana Eka Putri	65	Diva Maharani	65
14.	Dimas Pranata	80	Ega Ardianto	65
15.	Dwi Rahma F.	75	Faida Okti C.	65
16.	Faiz Mirza F.	60	Farras Emilul F.	65
17.	Faridabby T.H.	75	Fabbiyanti Ika S.	70
18.	Herlina Anindya	75	Hikma Sari A.	45
19.	Igo Wicaksono Aji	80	M. Rafli Saputra	45
20.	Mentari Ayu S.	85	M. Gilang M.	65
21.	Mohamad Satya F.	80	M. Ulil Albab	80
22.	Naufal Taris Majid	75	Qosda Muhdi U.	80
23.	Rahmad Dwi P.	65	Qunainy A.	75
24.	Rayhan Arya Duta	60	Ramdhani Aji P.	60
25.	Riefanda Ayuni S.	70	Restu Agung U.	70
26.	Rivaldy Zalva R.	60	Rizkya Tri R.	75
27.	Rully Buyung H.	65	Ronaldo R. P.	90
28.	Sinta Khoirunnisa	75	Teguh Hadi P.	90
29.	Vallen Jiwa Utama	70	Vina Ayu Lestari	80
30.	Wahyu Aminudin	65	Wahid Asep N.	70
∑		2130	∑	2100
Average		71.000	Average	70.000

Minimum Score	60	Minimum Score	45
Maximum Score	85	Maximum Score	90

Appendix 5

Students' Post-test

No.	Control Class	Score	Experiment Class	Score
1.	Adam Firdaus	75	Adipa Priananda	80
2.	Alfian Nur F.	75	Alim Syahri	100
3.	Alhumaira B.P.	70	An Ainy Zulfa S.	85
4.	Andika Galih P.	60	Andira Restu P.	70
5.	Andini Yuli P.	85	Ardha Bima Y.	75
6.	Ardyan Pratama	65	Ariezal Deva R.	90
7.	Aulya Bela Dini H.	65	Bayu Rezky Y.	80
8.	Bagus Aji K.	70	Brian Febri G.	80
9.	Bima Pamungkas	70	Cut Lea D.	100
10.	Dafa Khoirudin M.	65	Dandy Muslimin	90
11.	Dea Okta Widiyana	70	Devi Novitasari	100
12.	Denny Saputra	70	Dhimas Putra W.	80
13.	Deviana Eka Putri	75	Diva Maharani S.	80
14.	Dimas Pranata	80	Ega Ardianto	85
15.	Dwi Rahma F.	65	Faida Okti C.	75
16.	Faiz Mirza F.	75	Farras Emilul F.	75
17.	Faridabby T.H.	80	Fabbiyanti Ika S.	80
18.	Herlina Anindya P.	70	Hikma Sari A.	100
19.	Igo Wicaksono Aji	70	M. Rafli Saputra	65
20.	Mentari Ayu S.	70	M. Gilang M.	85
21.	Mohamad Satya F.	80	M. Ulil Albab	65
22.	Naufal Taris Majid	80	Qosda Muhdi U.	85
23.	Rahmad Dwi P.	70	Qunainy A.	70
24.	Rayhan Arya Duta	70	Ramdhani Aji P.	75
25.	Riefanda Ayuni S.	75	Restu Agung U.	85
26.	Rivaldy Zalva R.	60	Rizkya Tri R.	100
27.	Rully Buyung H.	70	Ronaldo R. P.	85
28.	Sinta Khoirunnisa	75	Teguh Hadi P.	90
29.	Vallen Jiwa Utama	65	Vina Ayu Lestari	85
30.	Wahyu Aminudin	85	Wahid Asep N.	85
∑		2155	∑	2500
Average		71.833	Average	83.333

Minimum Score	60	Minimum Score	65
Maximum Score	85	Maximum Score	100

Appendix 6

Students' Try-out Test

No.	Name	Score
1	Anisa Diva Tennovela	70
2	Aprilia Gita Wulan Safira	65
3	Armidhita Winda Lestari	55
4	Awalia Helmy Fitriyani	70
5	Bima Pamungkas	80
6	Deby Rahma Riswanti	55
7	Dena Safitri	60
8	Devi Septiana Nurandini	60
9	Dhea Annnisa Putri	75
10	Dina Ayu Anggraini	40
11	Eviannis Dwi Jayanti	50
12	Fierda Husna Septia	75
13	Firdaus	40
14	Friska Viara Ayuning Tyas	65
15	Indah Lailatul Mahmudah	85
16	Ismatun Kasanah	45
17	Kumala Fitri Cahyani	60
18	Martiana Anisa Putri	45
19	Mohammad Farrel Eka Wijaya	75
20	Muhammad Alfin	65
21	Muhammad Tezar Putra Al Fida	80
22	Nafisa Salsabila Febryanti	50
23	Nur Dwi Lailatus Syafaah	85
24	Putri Sabila Cahyani	85
25	Radita Dwi Setiyani	95
26	Rida Zunaidah	70
27	Roro Sri Wahyuni	45
28	Safira Halimatul Hasanah	100
29	Shinta Febriana	35
30	Totti Satria Pangestu	25
31	Vernanda Wadya Ningrum	30
32	Zaskya Audrey Primatasari	95

∑	2030
Average	63.4375
Maximum score	100
Minimum score	25

Appendix 7

Uji Validitas, Uji Reliabilitas, Uji Tingkat Kesukaran, Uji Daya Beda Soal Uji Coba

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

										Y	Y^2
11	12	13	14	15	16	17	18	19	20		
1	1	1	1	1	1	1	1	1	1	14	196
1	1	1	1	0	1	1	1	1	1	13	169
0	0	1	1	1	1	1	0	1	1	11	121
1	1	1	1	1	1	1	0	1	1	14	196
1	1	1	1	1	1	1	0	1	1	16	256
1	1	1	1	1	1	0	1	1	0	11	121
1	1	1	1	1	0	0	0	1	1	12	144
1	0	1	1	1	1	1	0	1	0	12	144
1	0	1	1	1	1	1	1	1	1	15	225
0	0	0	0	0	0	0	0	0	1	8	64
1	1	1	0	0	1	0	0	1	0	10	100
1	0	1	1	1	1	1	1	1	1	15	225
1	0	1	0	0	1	0	1	0	1	8	64
1	0	1	0	1	1	1	1	1	1	13	169
1	0	1	1	1	1	1	1	1	1	17	289
1	0	1	1	1	0	1	0	1	1	9	81
0	1	1	0	0	1	1	0	0	1	12	144
1	1	1	1	1	0	0	0	1	0	9	81
1	1	1	1	1	1	1	1	1	1	15	225
1	0	1	0	1	1	1	0	1	0	13	169
1	1	1	1	1	1	1	0	1	1	16	256
1	1	1	0	1	0	0	0	1	0	10	100
1	1	1	1	0	1	1	1	1	1	17	289
1	1	1	1	1	1	1	1	1	1	17	289
1	1	0	1	1	1	1	1	1	1	19	361
1	1	1	0	1	0	1	0	0	1	14	196
1	0	0	0	1	1	1	0	0	1	9	81
1	1	1	1	1	1	1	1	1	1	20	400
0	0	0	1	0	0	1	1	0	0	7	49
1	0	0	0	0	1	0	0	0	0	5	25
0	0	0	1	0	0	0	1	0	0	6	36
1	1	1	1	1	1	0	1	1	1	19	361

x	y	xy	Nomor Soal									
Ganjil	Genap		1	2	3	4	5	6	7	8	9	10
7	7		14	14	0	14	14	0	0	0	0	0
6	7		13	13	0	13	0	0	0	0	0	0
7	4		11	0	0	11	11	0	0	0	11	0
8	6		14	14	0	14	14	0	0	0	14	0
10	6		16	16	16	16	16	0	16	0	16	0
5	6		0	11	0	11	11	0	0	0	0	0
7	5		12	12	0	12	12	0	0	0	12	0
7	5		12	12	0	12	12	0	0	12	0	0
8	7		15	15	0	15	15	15	0	0	15	0
3	5		8	8	0	8	8	8	0	8	8	0
5	5		0	0	0	10	10	0	0	10	10	10
8	7		15	15	15	15	15	15	0	0	0	0
4	4		8	8	0	0	0	0	0	0	8	0
7	6		13	13	0	13	13	13	0	0	0	0
9	8		17	0	17	17	17	17	17	17	0	17
6	3		0	9	9	0	0	0	0	0	0	0
5	7		12	12	0	12	12	12	12	0	0	12
6	3		0	0	9	0	9	9	0	0	0	0
8	7		15	15	0	15	15	0	0	0	15	0
9	4		13	13	13	13	13	13	0	0	13	0
10	6		16	0	16	16	16	0	16	16	16	0
8	2		10	0	10	0	10	0	0	0	10	10
9	8		17	17	17	17	17	17	17	0	17	0
10	7		17	17	17	17	17	0	17	0	17	0
9	10		19	19	19	19	19	19	19	19	19	19
9	5		14	14	14	14	14	0	14	14	14	0
6	3		9	0	0	9	9	0	0	0	9	0
10	10		20	20	20	20	20	20	20	20	20	20
4	3		7	0	0	7	7	0	7	0	0	0
3	2		0	0	5	5	5	0	0	0	0	0
2	4		6	6	0	6	0	0	6	0	0	0
9	10		19	19	19	19	19	19	19	19	19	19
			362	312	216	370	370	177	180	135	263	107

10	11	12	13	14	15	16	17	18	19	20
0	14	14	14	0	14	14	14	14	14	14
0	13	13	13	13	0	13	13	13	13	13
0	0	0	11	11	11	11	11	0	11	11
0	14	14	14	14	14	14	14	0	14	14
0	16	16	16	16	16	16	16	0	16	16
0	11	11	11	11	11	11	0	11	11	0
0	12	12	12	12	12	0	0	0	12	12
0	12	0	12	12	12	12	12	0	12	0
0	15	0	15	15	15	15	15	15	15	15
0	0	0	0	0	0	0	0	0	0	8
10	10	10	10	0	0	10	0	0	10	0
0	15	0	15	15	15	15	15	15	15	15
0	8	0	8	0	0	8	0	8	0	8
0	13	0	13	0	13	13	13	13	13	13
17	17	0	17	17	17	17	17	17	17	17
0	9	0	9	9	9	0	9	0	9	9
12	0	12	12	0	0	12	12	0	0	12
0	9	9	9	9	9	0	0	0	9	0
0	15	15	15	15	15	15	15	15	15	15
0	13	0	13	0	13	13	13	0	13	0
0	16	16	16	16	16	16	16	0	16	16
10	10	10	10	0	10	0	0	0	10	0
0	17	17	17	17	0	17	17	17	17	17
0	17	17	17	17	17	17	17	17	17	17
19	19	19	0	19	19	19	19	19	19	19
0	14	14	14	0	14	0	14	0	0	14
0	9	0	0	0	9	9	9	0	0	9
20	20	20	20	20	20	20	20	20	20	20
0	0	0	0	7	0	0	7	7	0	0
0	5	0	0	0	0	5	0	0	0	0
0	0	0	0	6	0	0	0	6	0	0
19	19	19	19	19	19	19	0	19	19	19
107	362	258	352	290	320	331	308	226	337	323

Validitas											
	ΣX	27	23	15	28	29	12	12	9	19	7
	ΣX^	27	23	15	28	29	12	12	9	19	7
	ΣXY	362	312	216	370	370	177	180	135	263	107
	r_xy	0.434	0.36424	0.41758	0.3618	0.4192	0.41472	0.46499	0.37551	0.36235	0.35689
	r_tabel	0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349
	Ket.	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid

27	18	26	22	23	24	22	16	24	23
27	18	26	22	23	24	22	16	24	23
362	258	352	290	320	320	308	226	337	323
0.43427	0.48444	0.45984	0.435	0.50858	0.49646	0.50535	0.37316	0.60886	0.5627
0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349
valid	valid	valid	valid	valid	valid	valid	valid	valid	valid

Reliabilitas											
	p	0.84375	0.71875	0.46875	0.875	0.90625	0.375	0.375	0.28125	0.59375	0.21875
	q	0.15625	0.28125	0.53125	0.125	0.09375	0.625	0.625	0.71875	0.40625	0.78125
	p*q	0.131836	0.20215	0.24902	0.10938	0.08496	0.23438	0.23438	0.20215	0.24121	0.1709
	k	32									
	∑pq	3.850									
	s^2	0.132									
	r_11	0,928									
	Ket.	bilitas sangat tinggi									

0.84375	0.5625	0.8125	0.6875	0.71875	0.75	0.6875	0.5	0.75	0.71875
0.15625	0.4375	0.1875	0.3125	0.28125	0.25	0.3125	0.5	0.25	0.28125
0.13184	0.24609	0.15234	0.21484	0.20215	0.1875	0.21484	0.25	0.1875	0.20215

Taraf Kesukara											
	B	27	23	15	28	29	12	12	9	19	7
	JS	32	32	32	32	32	32	32	32	32	32
	P	0.84375	0.71875	0.46875	0.875	0.90625	0.375	0.375	0.28125	0.59375	0.21875
	Ket.	Mudah	Mudah	Sedang	Mudah	Mudah	Sedang	Sedang	Sukar	Sedang	Sukar

27	18	26	22	23	24	22	16	24	23
32	32	32	32	32	32	32	32	32	32
0.84375	0.5625	0.8125	0.6875	0.71875	0.75	0.6875	0.5	0.75	0.71875
Mudah	Sedang	Mudah	Sedang	Mudah	Mudah	Sedang	Sedang	Mudah	Mudah

Daya Pembeda											
	BA	19	15	10	18	19	8	8	7	14	6
	BB	8	8	5	10	10	4	4	2	5	1
	JA	16	16	16	16	16	16	16	16	16	16
	JB	16	16	16	16	16	16	16	16	16	16
	D	0.6875	0.4375	0.3125	0.5	0.5625	0.25	0.25	0.3125	0.563	0.3125
	Ket	Baik	Baik	Cukup	Baik	Baik	Cukup	Cukup	Cukup	Baik	Cukup
	Keterang	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai

19	12	20	15	14	17	15	11	16	15
8	6	6	7	9	7	7	5	8	8
16	16	16	16	16	16	16	16	16	16
16	16	16	16	16	16	16	16	16	16
0.6875	0.375	0.875	0.500	0.3125	0.625	0.5	0.3750	0.5000	0.4375
Baik	Cukup	Baik Seka	Baik	Cukup	Baik	Baik	Cukup	Baik	Baik
Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai

Appendix 8

Appendix 8								
Uji Normalitas Data Awal								
Kelas TKJ 2 (eksperimen)								
Hipotesis								
H_0: Data berdistribusi normal								
H_1: Data tidak berdistribusi normal								
Pengujian Hipotesis								
$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$								
Kriteria yang digunakan								
H_0		diterima jika	$X^2_{hitung} < X^2_{tabel}$					
Pengujian Hipotesis								
Nilai maksimal			=	90				
Nilai minimal			=	45				
Rentang nilai (R)			=	90 - 45	=	45		
Banyaknya kelas (k)			=	1 + 3,3 log 30		=	5.875	= 6 kelas
Panjang kelas (P)			=	45/6 =	7.5	=	8	

Tabel mencari Rata-Rata dan Standar Deviasi

No.	X	$X - \overline{X}$	$(X - \overline{X})^2$
1	80	10.00	100.00
2	75	5.00	25.00
3	80	10.00	100.00
4	65	-5.00	25.00
5	70	0.00	0.00
6	70	0.00	0.00
7	55	-15.00	225.00
8	85	15.00	225.00
9	55	-15.00	225.00
10	55	-15.00	225.00
11	75	5.00	25.00
12	80	10.00	100.00
13	65	-5.00	25.00
14	65	-5.00	25.00
15	65	-5.00	25.00
16	65	-5.00	25.00
17	70	0.00	0.00
18	45	-25.00	625.00
19	45	-25.00	625.00
20	65	-5.00	25.00
21	80	10.00	100.00
22	80	10.00	100.00
23	75	5.00	25.00
24	60	-10.00	100.00
25	70	0.00	0.00
26	75	5.00	25.00
27	90	20.00	400.00
28	90	20.00	400.00
29	80	10.00	100.00
30	70	0.00	0.00
Σ	**2100**		**3900.000**

Rata -rata $\overline{(X)}$ = $\frac{\sum X}{N}$ = $\frac{2100}{30}$ = 70.000

Standar deviasi (*S*):

$$S^2 = \frac{\sum (X_i - \overline{X})^2}{n-1}$$

$$= \frac{3900.000}{(30\text{-}1)}$$

S^2 = 134.483

S = 11.597

Daftar nilai pre-test kelas X TKJ 2

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	Oi	Ei	$\frac{(O_i - E_i)^2}{E_i}$
			44.5	-2.20	0.0139				
45	–	52				0.0516	2	1.5	0.1320
			52.5	-1.51	0.0655				
53	–	60				0.1406	4	4.2	0.0113
			60.5	-0.82	0.2061				
61	–	68				0.2422	6	7.3	0.2206
			68.5	-0.13	0.4483				
69	–	76				0.2360	9	7.1	0.5207
			76.5	0.56	0.2123				
77	–	84				0.1821	6	5.5	5.4630
			84.5	1.25	0.3944				
85	–	92				0.0794	3	2.4	0.1603
			92.5	1.94	0.4738				
Jumlah							30	X^2 =	6.5078

Keterangan:

Bk = batas kelas bawah - 0.5

Zi = $\frac{Bk_i - \overline{X}}{S}$

P(Zi) = nilai Zi pada tabel luas di bawah lengkung kurva normal standar dari O s/d Z

Luas Daerah = $P(Z_1) - P(Z_2)$

E_i = E_i x N

O_i = f_i

Untuk α = 5%, dengan dk = 6 - 1 = 5 diperoleh X^2 tabel = 11.0705

Karena X^2 < X^2 tabel, maka data tersebut berdistribusi normal

Appendix 9

Appendix 9									
Uji Normalitas Data Awal									
Kelas TKJ 1 (Kontrol)									
Hipotesis									
H_0: Data berdistribusi normal									
H_1: Data tidak berdistribusi normal									
Pengujian Hipotesis									
$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$									
Kriteria yang digunakan									
H_0		diterima jika	$X^2_{hitung} < X^2_{tabel}$						
Pengujian Hipotesis									
Nilai maksimal				=	85				
Nilai minimal				=	60				
Rentang nilai (R)				=	85 - 60	=	25		
Banyaknya kelas (k)				=	1 + 3,3 log 30		=	5.875	= 6 kelas
Panjang kelas (P)				=	25/6 =	4.16666667	=	5	

Tabel mencari Rata-Rata dan Standar Deviasi

No.	X	$X - \overline{X}$	$(X - \overline{X})^2$
1	65	-6.00	36.00
2	70	-1.00	1.00
3	75	4.00	16.00
4	70	-1.00	1.00
5	70	-1.00	1.00
6	85	14.00	196.00
7	60	-11.00	121.00
8	65	-6.00	36.00
9	70	-1.00	1.00
10	70	-1.00	1.00
11	75	4.00	16.00
12	75	4.00	16.00
13	65	-6.00	36.00
14	80	9.00	81.00
15	75	4.00	16.00
16	60	-11.00	121.00
17	75	4.00	16.00
18	75	4.00	16.00
19	80	9.00	81.00
20	85	14.00	196.00
21	80	9.00	81.00
22	75	4.00	16.00
23	65	-6.00	36.00
24	60	-11.00	121.00
25	70	-1.00	1.00
26	60	-11.00	121.00
27	65	-6.00	36.00
28	75	4.00	16.00
29	70	-1.00	1.00
30	65	-6.00	36.00
Σ	**2130**		**1470.000**

Rata -rata $\overline{(X)}$ = $\frac{\sum X}{N}$ = $\frac{2130}{30}$ = 71.000

Standar deviasi (*S*):

$$S^2 = \frac{\sum (X_i - \overline{X})^2}{n-1}$$

$$= \frac{1470.000}{(30-1)}$$

S^2 = 50.690

S = 7.120

Daftar nilai pre-test kelas X TKJ 1

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	Oi	Ei	$\frac{(O_i - E_i)^2}{E_i}$
			59.5	-1.62	0.0526				
60	–	64				0.1288	4	3.9	0.0048
			64.5	-0.91	0.1814				
65	–	69				0.2354	6	7.1	0.1597
			69.5	-0.21	0.4168				
70	–	74				0.2289	7	6.9	0.0026
			74.5	0.49	0.1879				
75	–	79				0.1951	8	5.9	0.7876
			79.5	1.19	0.3830				
80	–	84				0.0883	3	2.6	2.6490
			84.5	1.90	0.4713				
85	–	89				0.0240	2	0.7	2.2756
			89.5	2.60	0.4953				
Jumlah							30	X^2 =	5.8792

Keterangan:	
Bk	= batas kelas bawah - 0.5
Zi	$= \frac{Bk_i - \overline{X}}{S}$
P(Zi)	= nilai Zi pada tabel luas di bawah lengkung kurva normal standar dari O s/d Z
Luas Daerah	$= P(Z_1) - P(Z_2)$
E_i	= E_i x N
O_i	= f_i

Untuk α = 5%, dengan dk = 6 - 1 = 5 diperoleh X^2 tabel = 11.0704977

Karena X^2 < X^2 tabel, maka data tersebut berdistribusi normal

Appendix 10

Appendix 10

Uji Homogenitas Data Awal

Kelas Eksperimen Dan Kontrol

Sumber Data

Sumber variasi	EKS	KONT
Jumlah	2100	2130
n	30	30
$\bar{X}$	70.000	71.000
Varians (S^2)	134.483	50.690
Standart deviasi (S)	11.597	7.120

$$F_{hitung} = \frac{\text{varians terbesar}}{\text{varians terkecil}} = \frac{50.690}{134.483} = 0.377$$

untuk $\alpha = 5\ \%$ dengan

dk pembilang = n1 - k = 30 - 1 = 29

dk penyebut = n2 - k = 30 - 1 = 29

F (0.05) (29:29) = 1,85

Karena $F_{hitung} < F_{tabel}$ maka homogen

Appendix 11

Appendix 11

Uji Persamaan Dua Rata-Rata Data Awal

Sumber Variasi	Kelas Eksperimen	Kelas Kontrol
Jumlah	2100	2130
n	30	30
$\overline{X}$	70.000	71.000
Varians	134.483	50.690
Standar Deviasi	11.597	7.120

$$S^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \qquad \frac{(30\text{-}1)\,.\ 134.483 \ + \ (30\text{-}1)\,.\ 50.690}{30 + 30 - 2}$$

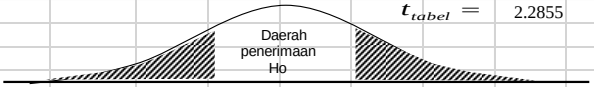
$$S^2 = \frac{5370.017}{58}$$

$$92.587$$

$$S = 9.622$$

$$t_{hitung} = \frac{\overline{X}_1 - \overline{X}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \qquad \frac{70.000 \ - \ 71.000}{9.762\sqrt{\frac{1}{30} \ + \ \frac{1}{30}}}$$

$$t_{hitung} = -0.4025$$



$t_{tabel} = 2.2855$

-2.2855 -0.4025 2.2855

Karena $t_{hitung} < t_{tabel}$ maka dua kelas ini dinyatakan memiliki persamaan rata rata

Appendix 12

Appendix 12								
Uji Normalitas Data Akhir								
Kelas TKJ 2 (eksperimen)								
Hipotesis								
H_0: Data berdistribusi normal								
H_1: Data tidak berdistribusi normal								
Pengujian Hipotesis								
$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$								
Kriteria yang digunakan								
H_0		diterima jika	$X^2_{hitung} < X^2_{tabel}$					
Pengujian Hipotesis								
Nilai maksimal			=	100				
Nilai minimal			=	65				
Rentang nilai (R)			=	100 - 65	=	35		
Banyaknya kelas (k)			=	1 + 3,3 log 30		=	5.875	= 6 kelas
Panjang kelas (P)			=	35/6 =	5.83333	=	6	

Tabel mencari Rata-Rata dan Standar Deviasi

No.	X	$X - \overline{X}$	$(X - \overline{X})^2$
1	80	-3.33	11.11
2	100	16.67	277.78
3	85	1.67	2.78
4	70	-13.33	177.78
5	75	-8.33	69.44
6	90	6.67	44.44
7	80	-3.33	11.11
8	80	-3.33	11.11
9	100	16.67	277.78
10	90	6.67	44.44
11	100	16.67	277.78
12	80	-3.33	11.11
13	80	-3.33	11.11
14	85	1.67	2.78
15	75	-8.33	69.44
16	75	-8.33	69.44
17	80	-3.33	11.11
18	100	16.67	277.78
19	65	-18.33	336.11
20	85	1.67	2.78
21	65	-18.33	336.11
22	85	1.67	2.78
23	70	-13.33	177.78
24	75	-8.33	69.44
25	85	1.67	2.78
26	100	16.67	277.78
27	85	1.67	2.78
28	90	6.67	44.44
29	85	1.67	2.78
30	85	1.67	2.78
Σ	**2500**		**2916.667**

Rata -rata $(\overline{X})$ = $\frac{\sum X}{N}$ = $\frac{2500}{30}$ = 83.333

Standar deviasi (*S*):

$S^2 = \frac{\sum (X_i - \overline{X})^2}{n-1}$

$= \frac{2916.667}{(30-1)}$

S^2 = 100.575

S = 10.029

Daftar nilai post-test kelas X TKJ 2

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	Oi	Ei	$\frac{(O_i - E_i)^2}{E_i}$
			64.5	-1.88	0.0301				
65	–	70				0.0702	4	2.1	1.7033
			70.5	-1.28	0.1003				
71	–	76				0.1480	4	4.4	0.0436
			76.5	-0.68	0.2483				
77	–	82				0.2198	6	6.6	0.0535
			82.5	-0.08	0.4681				
83	–	88				0.2696	8	8.1	0.0010
			88.5	0.52	0.1985				
89	–	94				0.1680	3	5.0	5.0400
			94.5	1.11	0.3665				
95	–	100				0.0899	5	2.7	1.9666
			100.5	1.71	0.4564				
Jumlah							30	X^2 =	8.8080

Keterangan:	
Bk	= batas kelas bawah - 0.5
Zi	$= \frac{Bk_i - \overline{X}}{S}$
P(Zi)	= nilai Zi pada tabel luas di bawah lengkung kurva normal standar dari O s/d Z
Luas Daerah	$= P(Z_1) - P(Z_2)$
E_i	$= E_i$ x N
O_i	$= f_i$
Untuk α = 5%, dengan dk = 6 - 1 = 5 diperoleh X^2 tabel =	11.0705
Karena X^2 < X^2 tabel, maka data tersebut berdistribusi normal	

Appendix 13

Appendix 13								
Uji Normalitas Data Akhir								
Kelas TKJ 1 (Kontrol)								
Hipotesis								
H_0: Data berdistribusi normal								
H_1: Data tidak berdistribusi normal								
Pengujian Hipotesis								
$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$								
Kriteria yang digunakan								
H_0		diterima jika	$X^2_{hitung} < X^2_{tabel}$					
Pengujian Hipotesis								
Nilai maksimal			=	85				
Nilai minimal			=	60				
Rentang nilai (R)			=	90 - 60	=	25		
Banyaknya kelas (k)			=	1 + 3,3 log 30		=	5.875	= 6 kelas
Panjang kelas (P)			=	25/6 =	4.16667	=	5	

Tabel mencari Rata-Rata dan Standar Deviasi

No.	X	$X - \overline{X}$	$(X - \overline{X})^2$		
1	75	3.17	10.03		
2	75	3.17	10.03		
3	70	-1.83	3.36		
4	60	-11.83	140.03		
5	85	13.17	173.36		
6	65	-6.83	46.69		
7	65	-6.83	46.69		
8	70	-1.83	3.36		
9	70	-1.83	3.36		
10	65	-6.83	46.69		
11	70	-1.83	3.36		
12	70	-1.83	3.36		
13	75	3.17	10.03		
14	80	8.17	66.69		
15	65	-6.83	46.69		
16	75	3.17	10.03		
17	80	8.17	66.69		
18	70	-1.83	3.36		
19	70	-1.83	3.36		
20	70	-1.83	3.36		
21	80	8.17	66.69		
22	80	8.17	66.69		
23	70	-1.83	3.36		
24	70	-1.83	3.36		
25	75	3.17	10.03		
26	60	-11.83	140.03		
27	70	-1.83	3.36		
28	75	3.17	10.03		
29	65	-6.83	46.69		
30	85	13.17	173.36		
Σ	**2155**		**1224.167**		

Rata -rata $\overline{(X)}$ = $\frac{\sum X}{N}$ = $\frac{2155}{30}$ = 71.833

Standar deviasi (*S*):

$S^2 = \frac{\sum (X_i - \overline{X})^2}{n-1}$

$= \frac{1224.167}{(30-1)}$

S^2 = 42.213

S = 6.497

Daftar nilai post-test kelas X TKJ 1

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	Oi	Ei	$\frac{(O_i - E_i)^2}{E_i}$
			59.5	-1.90	0.0287				
60	–	64				0.1005	2	3.0	0.3417
			64.5	-1.13	0.1292				
65	–	69				0.2302	5	6.9	0.5260
			69.5	-0.36	0.3594				
70	–	74				0.2003	11	6.0	4.1455
			74.5	0.41	0.1591				
75	–	79				0.2219	6	6.7	0.0648
			79.5	1.18	0.3810				
80	–	84				0.0934	4	2.8	2.8020
			84.5	1.95	0.4744				
85	–	89				0.0223	2	0.7	2.6481
			89.5	2.72	0.4967				
Jumlah							30	X^2 =	10.5281

Keterangan:

Bk = batas kelas bawah - 0.5

Zi = $\frac{Bk_i - \overline{X}}{S}$

P(Zi) = nilai Zi pada tabel luas di bawah lengkung kurva normal standar dari O s/d Z

Luas Daerah = $P(Z_1) - P(Z_2)$

E_i = E_i x N

O_i = f_i

Untuk α = 5%, dengan dk = 6 - 1 = 5 diperoleh X^2 tabel = 11.0705

Karena $X^2 < X^2$ tabel, maka data tersebut berdistribusi normal

Appendix 14

Appendix 14

Uji Homogenitas Data Akhir

Kelas Eksperimen Dan Kontrol

Sumber Data

Sumber variasi	EKS	KONT
Jumlah	2500	2155
n	30	30
$\bar{X}$	83.333	71.833
Varians (S^2)	100.575	42.213
Standart deviasi (S)	10.029	6.497

$$F_{hitung} = \frac{\text{varians terbesar}}{\text{varians terkecil}} = \frac{42.213}{100.575} = 0.420$$

untuk $\alpha = 5\ \%$ dengan

dk pembilang = n1 - k = 30 - 1 = 29

dk penyebut = n2 - k = 30 - 1 = 29

F (0.05) (29:29) = 1,85

Karena $F_{hitung} < F_{tabel}$ maka homogen

Appendix 15

Appendix 15

Uji Perbedaan Dua Rata-Rata Data Ahir

Kelas Eksperiemen Dan Kelas Kontrol

Sumber data

Sumber variasi	Eksperimen	Kontrol
Jumlah	2500	2155
n	30	30
$\bar{X}$	83.333	71.833
Varians (s^2)	100.575	42.213
Standart deviasi (s)	10.029	6.497

Perhitungan

$$S^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} = \frac{(30\text{-}1)\,.\ 100.575 + (30\text{-}1)\,.\ 42.213}{30 + 30 - 2}$$

S^2 = 71.394

S = 8.449

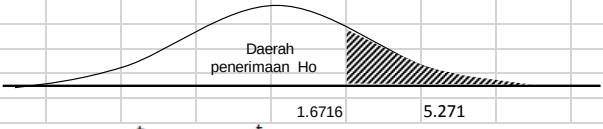
$$t_{hitung} = \frac{\bar{X}_1 - \bar{X}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = \frac{83.333 - 71.833}{8.449\sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$t_{hitung} = \frac{11.500}{2.182}$

t_{hitung} = 5.271

Dengan taraf signifikan α = 5% dk = n1+n2-2 = 30 + 30 -2 = 58

peluang = 1 - 1/2 α = 0,95 dari daftar distribusi t di dapat t_{tabel} = 1.6716



Karena t_{hitung} lebih besar dari t_{tabel} maka t_{hitung} berada pada daerah penerimaan Ha. Oleh karena itu, dapat disimpulkan bahwa ada perbedaan rata-rata antara kelompok eksperimen dan kelas kontrol.

Appendix 16

Try-out Instrument

Nama : ……
Kelas : ……
No. absen : ……
Tanggal : ……

I. Find the part of speech of these words!

1. Diligent.
   a. Adverb
   b. Adjective
   c. Verb
   d. Noun
2. Speak.
   a. Adverb
   b. Noun
   c. Adjective
   d. Verb
3. Man.
   a. Noun
   b. Verb
   c. Adjective
   d. Adverb
4. Beautiful.
   a. Verb
   b. Adverb
   c. Adjective
   d. Noun
5. House.
   a. Verb
   b. Noun
   c. Adverb
   d. Adjective

II. Complete the sentences by using the correct verb!

1. We ……. football in the yard every evening.
   a. Play
   b. Plays
   c. Playing
   d. Played
2. She ……. to park every Saturday.
   a. Go
   b. Goes
   c. Went
   d. Gone
3. Alya ……. the dishes after lunch every day.
   a. Get
   b. Gets
   c. Getting
   d. Got
4. I …… a horse in the park every month.
   a. Ride
   b. Rode
   c. Rides
   d. Riding

5. He …… bread for breakfast every morning.
   a. Eat
   b. Ate
   c. Eating
   d. Eats

III. Fill in the blank by using the suitable adjective!

1. Andi is ……., because he is 170 cm high.
   a. Tall
   b. Fat
   c. Lazy
   d. Short
2. She is ……., because she got bad value.
   a. Bad
   b. Beautiful
   c. Sad
   d. Happy
3. I saw a …… lion on the zoo yesterday.
   a. Red
   b. Big
   c. Ugly
   d. High
4. Jimin is …… and he always gets the first rank in my class.
   a. Lazy
   b. Bad
   c. Smart
   d. Handsome
5. The red apple is ……
   a. High
   b. Sweet
   c. Salty
   d. Beautiful

IV. Arrange these words into a correct sentence!

1. Go – A.M – school – to – I – 07.00 – at
   a. I at 07.00 A.M go to school
   b. I go to school at 07.00 A.M
   c. I A.M. go to school at 07.00
   d. School go to I at 07.00 A.M
2. The – and – misty – morning – was – cold
   a. The misty was morning and cold
   b. The cold misty was morning
   c. The morning was misty and cold
   d. The was morning misty and cold
3. Game – rain – before – was – the – the – over
   a. The game was over before the rain
   b. The over before game was the rain
   c. The rain was before over the game
   d. Before the was rain over the game

4. Susan – the – playing – is – piano
    a. Piano is playing the Susan
    b. Playing the piano is Susan
    c. Susan is playing the piano
    d. Playing Susan is the piano
5. You – addressed – the – is – to – letter
    a. The letter is addressed to you
    b. You is to addressed the letter
    c. The you is letter addressed
    d. Is the letter addressed to you

Appendix 17

Pre-test Instrument

Nama : ……
Kelas : ……
No. absen : ……
Tanggal : ……

I. Find the part of speech of these words!

1. Diligent.
   a. Adverb
   b. Adjective
   c. Verb
   d. Noun
2. Speak.
   a. Adverb
   b. Noun
   c. Adjective
   d. Verb
3. Man.
   a. Noun
   b. Verb
   c. Adjective
   d. Adverb
4. Beautiful.
   a. Verb
   b. Adverb
   c. Adjective
   d. Noun
5. House.
   a. Verb
   b. Noun
   c. Adverb
   d. Adjective

II. Complete the sentences by using the correct verb!

1. We ……. football in the yard every evening.
   a. Play
   b. Plays
   c. Playing
   d. Played
2. She ……. to park every Saturday.
   a. Go
   b. Goes
   c. Went
   d. Gone
3. Alya ……. the dishes after lunch every day.
   a. Get
   b. Gets
   c. Getting
   d. Got
4. I …… a horse in the park every month.
   a. Ride
   b. Rode
   c. Rides
   d. Riding

5. He …… bread for breakfast every morning.
   a. Eat
   b. Ate
   c. Eating
   d. Eats

III. Fill in the blank by using the suitable adjective!

1. Andi is ……., because he is 170 cm high.
   a. Tall
   b. Fat
   c. Lazy
   d. Short
2. She is ……., because she got bad value.
   a. Bad
   b. Beautiful
   c. Sad
   d. Happy
3. I saw a …… lion on the zoo yesterday.
   a. Red
   b. Big
   c. Ugly
   d. High
4. Jimin is …… and he always gets the first rank in my class.
   a. Lazy
   b. Bad
   c. Smart
   d. Handsome
5. The red apple is ……
   a. High
   b. Sweet
   c. Salty
   d. Beautiful

IV. Arrange these words into a correct sentence!

1. Go – A.M – school – to – I – 07.00 – at
   a. I at 07.00 A.M go to school
   b. I go to school at 07.00 A.M
   c. I A.M. go to school at 07.00
   d. School go to I at 07.00 A.M
2. The – and – misty – morning – was – cold
   a. The misty was morning and cold
   b. The cold misty was morning
   c. The morning was misty and cold
   d. The was morning misty and cold
3. Game – rain – before – was – the – the – over
   a. The game was over before the rain
   b. The over before game was the rain
   c. The rain was before over the game
   d. Before the was rain over the game

4. Susan – the – playing – is – piano
    a. Piano is playing the Susan
    b. Playing the piano is Susan
    c. Susan is playing the piano
    d. Playing Susan is the piano
5. You – addressed – the – is – to – letter
    a. The letter is addressed to you
    b. You is to addressed the letter
    c. The you is letter addressed
    d. Is the letter addressed to you

Appendix 18

Post-test Instrument

Nama : ……
Kelas : ……
No. absen : ……
Tanggal : ……

I. Find the part of speech of these words!

1. Diligent.
   a. Adverb
   b. Adjective
   c. Verb
   d. Noun
2. Speak.
   a. Adverb
   b. Noun
   c. Adjective
   d. Verb
3. Man.
   a. Noun
   b. Verb
   c. Adjective
   d. Adverb
4. Beautiful.
   a. Verb
   b. Adverb
   c. Adjective
   d. Noun
5. House.
   a. Verb
   b. Noun
   c. Adverb
   d. Adjective

II. Complete the sentences by using the correct verb!

1. We ……. football in the yard every evening.
   a. Play
   b. Plays
   c. Playing
   d. Played
2. She ……. to park every Saturday.
   a. Go
   b. Goes
   c. Went
   d. Gone
3. Alya ……. the dishes after lunch every day.
   a. Get
   b. Gets
   c. Getting
   d. Got
4. I …… a horse in the park every month.
   a. Ride
   b. Rode
   c. Rides
   d. Riding

5. He …… bread for breakfast every morning.
   a. Eat
   b. Ate
   c. Eating
   d. Eats

III. Fill in the blank by using the suitable adjective!

1. Andi is ……., because he is 170 cm high.
   a. Tall
   b. Fat
   c. Lazy
   d. Short
2. She is ……., because she got bad value.
   a. Bad
   b. Beautiful
   c. Sad
   d. Happy
3. I saw a …… lion on the zoo yesterday.
   a. Red
   b. Big
   c. Ugly
   d. High
4. Jimin is …… and he always gets the first rank in my class.
   a. Lazy
   b. Bad
   c. Smart
   d. Handsome
5. The red apple is ……
   a. High
   b. Sweet
   c. Salty
   d. Beautiful

IV. Arrange these words into a correct sentence!

1. Go – A.M – school – to – I – 07.00 – at
   a. I at 07.00 A.M go to school
   b. I go to school at 07.00 A.M
   c. I A.M. go to school at 07.00
   d. School go to I at 07.00 A.M
2. The – and – misty – morning – was – cold
   a. The misty was morning and cold
   b. The cold misty was morning
   c. The morning was misty and cold
   d. The was morning misty and cold
3. Game – rain – before – was – the – the – over
   a. The game was over before the rain
   b. The over before game was the rain
   c. The rain was before over the game
   d. Before the was rain over the game

4. Susan – the – playing – is – piano
    a. Piano is playing the Susan
    b. Playing the piano is Susan
    c. Susan is playing the piano
    d. Playing Susan is the piano
5. You – addressed – the – is – to – letter
    a. The letter is addressed to you
    b. You is to addressed the letter
    c. The you is letter addressed
    d. Is the letter addressed to you

Appendix 19

The Answer Key

I. 1. B
2. D
3. A
4. C
5. B

II. 1. B
2. B
3. B
4. A
5. D

III. 1. A
2. C
3. B
4. C
5. B

IV. 1. B
2. C
3. A
4. C
5. A

Appendix 20

Students' Answer of Pre-Test

Pre -Test Instrument

Nama : Adiyan Pratama

Kelas : X TKJ 1

No. absen : 06

Tanggal : 24 Oktober 2017

17 X 5 = 85

I. Find the part of speech of these words!

1. Diligent.
   a. Adverb kata keterangan
   c. Verb kata kerja
   ✗ Adjective kata sifat
   d. Noun kata benda
2. Speak.
   a. Adverb
   c. Adjective
   b. Noun
   ✗ Verb
3. Man.
   a. Noun
   c. Adjective
   b. Verb
   ✗ Adverb
4. Beautiful.
   a. Verb
   ✗ Adjective
   b. Adverb
   d. Noun
5. House.
   a. Verb
   c. Adverb
   ✗ Noun
   d. Adjective

II. Complete the sentences by using the correct verb!

1. We ..... football in the yard every evening.
   ✗ Play
   c. Playing
   b. Plays
   d. Played
2. She ..... to park every Saturday.
   ✗ Go
   c. Went
   ✗ Goes
   d. Gone

1

3. Alya ..... the dishes after lunch.

a. Get
b. Gets
c. Getting
d. Got

4. I ..... a horse in the park every month.

a. Ride
b. Rode
c. Rides
d. Riding

5. He ..... bread for breakfast every morning.

a. Eat
b. Ate
c. Eating
d. Eats

III. Fill in the blank by using the suitable adjective!

1. Andi is ..... because his height 170 cm at seventh grade.

a. Tall
b. Fat
c. Lazy
d. Short

2. She is ....., because she got bad value.

a. Bad
b. Beautiful
c. Sad
d. Happy

3. I saw a ..... lion on the zoo yesterday.

a. Red
b. Big
c. Ugly
d. Tall

4. Jimin is ..... and he always gets the first rank in my class.

a. Lazy
b. Bad
c. Smart
d. Handsome

5. The red apple is .....

a. High
b. Sweet
c. Salty
d. Beautiful

IV. Arrange these words into a correct sentence!

1. Go - A.M - school - to - I - 07.00 – at
   a. I at 07.00 A.M. go to school.
   b. I go to school at 07.00 A.M.
   c. I A.M. go to school at 07.00
   d. School go to I at 07.00 A.M.
2. The - and - misty - morning - was – cold
   a. The misty was morning and cold
   b. The cold misty was morning
   c. The morning was misty and cold
   d. The was morning misty and cold
3. Game - rain - before - was - the - the – over
   a. The game was over before the rain
   b. The over before game was the rain
   c. The rain was before over the game
   d. Before the was rain over the game
4. Susan - the - playing - is – piano
   a. Piano is playing the Susan
   b. Playing the piano is Susan
   c. Susan is playing the piano
   d. Playing Susan is the piano
5. You - addressed - the - is - to - letter
   a. The letter is addressed to you
   b. You is to addressed the letter
   c. The you is letter addressed
   d. Is the letter addressed to you

Pre-Test Instrument

B = 18 × 5 = 90
S = 2

Nama : Teguh Hadi Prayitno

Kelas : X TKJ 2

No. absen : 28

Tanggal : 27 / 10 / 17

I. Find the part of speech of these words!

1. Diligent.
   a. Adverb
   b. Adjective
   c. Verb
   d. Noun
2. Speak.
   a. Adverb
   b. Noun
   c. Adjective
   d. Verb
3. Man.
   a. Noun
   b. Verb
   c. Adjective
   d. Adverb
4. Beautiful.
   a. Verb
   b. Adverb
   c. Adjective
   d. Noun
5. House.
   a. Verb
   b. Noun
   c. Adverb
   d. Adjective

II. Complete the sentences by using the correct verb!

1. We ..... football in the yard every evening.
   a. Play
   b. Plays
   c. Playing
   d. Played
2. She ..goes..... to park every Saturday.
   a. Go
   b. Goes
   c. Went
   d. Gone

1

3. Alya ..... the dishes after lunch.

a. Get
c. Getting
b. Gets
d. Got

4. I ..... a horse in the park every month.

a. Ride
c. Rides
b. Rode
d. Riding

5. He ..... bread for breakfast every morning.

a. Eat
c. Eating
b. Ate
d. Eats

III. Fill in the blank by using the suitable adjective!

1. Andi is ..... because his height 170 cm at seventh grade.

a. Tall
c. Lazy
b. Fat
d. Short

2. She is ....., because she got bad value.

a. Bad
c. Sad
b. Beautiful
d. Happy

3. I saw a ..... lion on the zoo yesterday.

a. Red
c. Ugly
b. Big
d. Tall

4. Jimin is ..... and he always gets the first rank in my class.

a. Lazy
c. Smart
b. Bad
d. Handsome

5. The red apple is .....

a. High
c. Salty
b. Sweet
d. Beautiful

IV. Arrange these words into a correct sentence!

1. Go - A.M - school - to - I - 07.00 – at
   a. I at 07.00 A.M. go to school.
   b. I go to school at 07.00 A.M.
   c. I A.M. go to school at 07.00
   d. School go to I at 07.00 A.M.
2. The - and - misty - morning - was – cold
   a. The misty was morning and cold
   b. The cold misty was morning
   c. The morning was misty and cold
   d. The was morning misty and cold
3. Game - rain - before - was - the - the – over
   a. The game was over before the rain
   b. The over before game was the rain
   c. The rain was before over the game
   d. Before the was rain over the game
4. Susan - the - playing - is – piano
   a. Piano is playing the Susan
   b. Playing the piano is Susan
   c. Susan is playing the piano
   d. Playing Susan is the piano
5. You - addressed - the - is - to - letter
   a. The letter is addressed to you
   b. You is to addressed the letter
   c. The you is letter addressed
   d. Is the letter addressed to you

Appendix 20

Students' Answer of Post-Test

Post-Test Instrument

Nama : ANDIKA GALIH P.

Kelas : X TKJ 1

No. absen : 4

Tanggal : 7 14 - 11 - 17

12 x 5 = 60

I. Find the part of speech of these words!

1. Diligent.
   a. Adverb
   b. ✓ Adjective
   c. Verb
   d. Noun
2. Speak.
   a. Adverb
   b. Noun
   c. ✓ Adjective
   d. Verb
3. Man.
   a. Noun
   b. Verb
   c. Adjective
   d. ✓ Adverb
4. Beautiful.
   a. Verb
   b. Adverb
   c. ✓ Adjective
   d. Noun
5. House.
   a. Verb
   b. ✓ Noun
   c. Adverb
   d. Adjective

II. Complete the sentences by using the correct verb!

1. We ..... football in the yard every evening.
   a. Play
   b. Plays
   c. ✓ Playing
   d. Played
2. She ..... to park every Saturday.
   a. Go
   b. ✓ Goes
   c. Went
   d. Gone

1

3. Alya ..... the dishes after lunch.
   a. Get
   b. Gets
   c. Getting
   d. Got
4. I ..... a horse in the park every month.
   a. Ride
   b. Rode
   c. Rides
   d. Riding
5. He ..... bread for breakfast every morning.
   a. Eat
   b. Ate
   c. Eating
   d. Eats

III. Fill in the blank by using the suitable adjective!

1. Andi is ..... because his height 170 cm at seventh grade.
   a. Tall
   b. Fat
   c. Lazy
   d. Short
2. She is ....., because she got bad value.
   a. Bad
   b. Beautiful
   c. Sad
   d. Happy
3. I saw a ..... lion on the zoo yesterday.
   a. Red
   b. Big
   c. Ugly
   d. Tall
4. Jimin is ..... and he always gets the first rank in my class.
   a. Lazy
   b. Bad
   c. Smart
   d. Handsome
5. The red apple is .....
   a. High
   b. Sweet
   c. Salty
   d. Beautiful

IV. Arrange these words into a correct sentence!

1. Go - A.M - school - to - I - 07.00 – at
   a. I at 07.00 A.M. go to school.
   b. I go to school at 07.00 A.M.
   c. I A.M. go to school at 07.00
   d. School go to I at 07.00 A.M.
2. The - and - misty - morning - was – cold
   a. The misty was morning and cold
   b. The cold misty was morning
   c. The morning was misty and cold
   d. The was morning misty and cold
3. Game - rain - before - was - the - the – over
   a. The game was over before the rain
   b. The over before game was the rain
   c. The rain was before over the game
   d. Before the was rain over the game
4. Susan - the - playing - is – piano
   a. Piano is playing the Susan
   b. Playing the piano is Susan
   c. Susan is playing the piano
   d. Playing Susan is the piano
5. You - addressed - the - is - to - letter
   a. The letter is addressed to you
   b. You is to addressed the letter
   c. The you is letter addressed
   d. Is the letter addressed to you

Post-Test Instrument

Nama : Hikmah Sari

Kelas : XTKJ2

No. absen : 18

Tanggal : 17 - 11 - 17

100

I. Find the part of speech of these words!

1. Diligent.
   a. Adverb
   b. Adjective ✓
   c. Verb
   d. Noun
2. Speak.
   a. Adverb
   b. Noun
   c. Adjective
   d. Verb ✓
3. Man.
   a. Noun ✓
   b. Verb
   c. Adjective
   d. Adverb
4. Beautiful.
   a. Verb
   b. Adverb
   c. Adjective ✓
   d. Noun
5. House.
   a. Verb
   b. Noun ✓
   c. Adverb
   d. Adjective

II. Complete the sentences by using the correct verb!

1. We ..... football in the yard every evening.
   a. Play ✓
   b. Plays
   c. Playing
   d. Played
2. She ..... to park every Saturday.
   a. Go
   b. Goes ✓
   c. Went
   d. Gone

1

3. Alya ..... the dishes after lunch.

a. Get
c. Getting
b. Gets
d. Got

4. I ..... a horse in the park every month.

a. Ride
c. Rides
b. Rode
d. Riding

5. He ..... bread for breakfast every morning.

a. Eat
c. Eating
b. Ate
d. Eats

III. Fill in the blank by using the suitable adjective!

1. Andi is ..... because his height 170 cm at seventh grade.

a. Tall
c. Lazy
b. Fat
d. Short

2. She is ....., because she got bad value.

a. Bad
c. Sad
b. Beautiful
d. Happy

3. I saw a ..... lion on the zoo yesterday.

a. Red
c. Ugly
b. Big
d. Tall

4. Jimin is ..... and he always gets the first rank in my class.

a. Lazy
c. Smart
b. Bad
d. Handsome

5. The red apple is .....

a. High
c. Salty
b. Sweet
d. Beautiful

IV. Arrange these words into a correct sentence!

1. Go - A.M - school - to - I - 07.00 – at
   a. I at 07.00 A.M. go to school.
   b. I go to school at 07.00 A.M.
   c. I A.M. go to school at 07.00
   d. School go to I at 07.00 A.M.
2. The - and - misty - morning - was – cold
   a. The misty was morning and cold
   b. The cold misty was morning
   c. The morning was misty and cold
   d. The was morning misty and cold
3. Game - rain - before - was - the - the – over
   a. The game was over before the rain
   b. The over before game was the rain
   c. The rain was before over the game
   d. Before the was rain over the game
4. Susan - the - playing - is – piano
   a. Piano is playing the Susan
   b. Playing the piano is Susan
   c. Susan is playing the piano
   d. Playing Susan is the piano
5. You - addressed - the - is - to - letter
   a. The letter is addressed to you
   b. You is to addressed the letter
   c. The you is letter addressed
   d. Is the letter addressed to you

Appendix 22

Interview Instrument

Nama : _____

Kelas : _____

1. Apa yang membuat anda menyukai pelajaran Bahasa Inggris?
   _____
2. Apakah alat yang anda gunakan untuk memudahkan anda ketika belajar Bahasa Inggris?
   _____
3. Kapan waktu yang paling menyenangkan untuk mengerjakan tugas Bahasa Inggris?
   _____
4. Mengapa anda memilih waktu tersebut?
   _____
5. Dengan siapa saja anda belajar Bahasa Inggris?
   _____
6. Apa saja kegiatan anda ketika di rumah pada hari aktif?
   _____
7. Apa saja kegiatan anda pada jam istirahat di sekolah?
   _____
8. Bagaimana cara anda menyampaikan pendapat di kelas?
   _____
9. Ketika anda tidak mengerti pada penjelasan guru Bahasa Inggris apa yang anda lakukan?
   _____
10. Apa sikap anda jika melihat guru/teman menyampaikan pendapat yang salah?
    _____

Appendix 23

Interview Instrument

Nama : Ariesta Dewa

Kelas : X TKJ 2

1. Apa yang membuat anda menyukai pelajaran Bahasa Inggris?
   Karena bahasa inggris merupakan bahasa internasional yang sangat penting dalam dunia pekerjaan
2. Apakah alat yang anda gunakan untuk memudahkan anda ketika belajar Bahasa Inggris?
   Kamus dihandphone
3. Kapan waktu yang paling menyenangkan untuk mengerjakan tugas Bahasa Inggris?
   Pulang Saat Sekolah
4. Mengapa anda memilih waktu tersebut?
   Karena banyak teman sehingga jika kesulitan bisa bertanya
5. Dengan siapa saja anda belajar Bahasa Inggris?
   teman
6. Apa saja kegiatan anda ketika di rumah pada hari aktif?
   Main HP
7. Apa saja kegiatan anda pada jam istirahat di sekolah?
   Beli makan jika lapar
8. Bagaimana cara anda menyampaikan pendapat di kelas?
   Dengan bahasa yang baik dan sopan
9. Ketika anda tidak mengerti pada penjelasan guru Bahasa Inggris apa yang anda lakukan?
   Bertanya
10. Apa sika panda jika melihat guru/teman menyampaikan pendapat yang salah?
    Menegurnya

Interview Instrument

Nama : Adip pramanto

Kelas : X TKJ 2

1. Apa yang membuat anda menyukai pelajaran Bahasa Inggris?
   karena di permainan game nggak bisa ngerti
2. Apakah alat yang anda gunakan untuk memudahkan anda ketika belajar Bahasa Inggris?
   HP
3. Kapan waktu yang paling menyenangkan untuk mengerjakan tugas Bahasa Inggris?
   Seng PAng:
4. Mengapa anda memilih waktu tersebut?
   Koma gag manbuin pikiran kita. Jadi free.
5. Dengan siapa saja anda belajar Bahasa Inggris?
   Teman
6. Apa saja kegiatan anda ketika di rumah pada hari aktif?
   mandi, tidur, maken, belajar ~~kamar~~ bentar, main game-
7. Apa saja kegiatan anda pada jam istirahat di sekolah?
   bermain
8. Bagaimana cara anda menyampaikan pendapat di kelas?
   tunjuk tangan jika ingin mau bertanya / maw pertanyaa.
9. Ketika anda tidak mengerti pada penjelasan guru Bahasa Inggris apa yang anda lakukan?
   Bertanya.
10. Apa sika panda jika melihat guru/teman menyampaikan pendapat yang salah?
    pura-pura gak dengar

Interview Instrument

Nama : Rivaldy Zalfa

Kelas : X TKJ 1

1. Apa yang membuat anda menyukai pelajaran Bahasa Inggris?
   Saya menyukai bahasa inggris karena karena bahasanya, unik, bagus dan menyatukan bahasa manapun!
2. Apakah alat yang anda gunakan untuk memudahkan anda ketika belajar Bahasa Inggris?
   Google Translate, Alfalink, Hp
3. Kapan waktu yang paling menyenangkan untuk mengerjakan tugas Bahasa Inggris?
   Kapan saja bisa
4. Mengapa anda memilih waktu tersebut?
   untuk waktu luang
5. Dengan siapa saja anda belajar Bahasa Inggris?
   Sendiri
6. Apa saja kegiatan anda ketika di rumah pada hari aktif?
   Membaca buku
7. Apa saja kegiatan anda pada jam istirahat di sekolah?
   Membaca buku
8. Bagaimana cara anda menyampaikan pendapat di kelas?
   presentasi
9. Ketika anda tidak mengerti pada penjelasan guru Bahasa Inggris apa yang anda lakukan?
   Bertanya dan mempelajari pelajaran lagi
10. Apa sika panda jika melihat guru/teman menyampaikan pendapat yang salah?
    Membenarkannya

Interview Instrument

Nama : Rifanda Ayuni S

Kelas : X TKJ 1

1. Apa yang membuat anda menyukai pelajaran Bahasa Inggris?
   ~~Bbbb~~ Karena dapat memudahkan kita untuk berbicara bahasa inggris
2. Apakah alat yang anda gunakan untuk memudahkan anda ketika belajar Bahasa Inggris?
   Kamus, google translate
3. Kapan waktu yang paling menyenangkan untuk mengerjakan tugas Bahasa Inggris?
   Waktu malam hari & kalau sedang mood
4. Mengapa anda memilih waktu tersebut?
   Karena dgn waktu itu saya bisa mengerjakan tugas dgn fokus
5. Dengan siapa saja anda belajar Bahasa Inggris?
   Dengan teman, dan guru les
6. Apa saja kegiatan anda ketika di rumah pada hari aktif?
   Makan, ~~tidur~~, tidur, belajar, makan lg
7. Apa saja kegiatan anda pada jam istirahat di sekolah?
   Makan, berkumpul bersama teman
8. Bagaimana cara anda menyampaikan pendapat di kelas?
   Mengacungkan jari & langsung berpendapat
9. Ketika anda tidak mengerti pada penjelasan guru Bahasa Inggris apa yang anda lakukan?
   Bertanya
10. Apa sika panda jika melihat guru/teman menyampaikan pendapat yang salah?
    Menghargai & tetap mendengarkan pendapatnya

Appendix 24

Students Learning Activity

Students Learning Activity

Appendix 24

Students Learning Activity

Students Learning Activity

Appendix 24

Students Learning Activity

Students of Experimental Class

Appendix 24

Students Learning Activity

Students Learning Activity

Appendix 24

Students Learning Activity

Students of Control Class

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