

**THE EFFECTIVENESS OF USING OFFLINE YOUTUBE VIDEO
TOWARD STUDENTS' VOCABULARY MASTERY
AT THE SEVENTH GRADE OF SMPN 14 KOTA TANGERANG**

In Year Academic 2017/2018

UNDERGRADUATE THESIS

Arranged as One of Partial Fulfillment of
The Requirement to Obtain a Bachelor Degree in English Education



Arranged by:
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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF SULTAN AGENG TIRTAYASA**

2018

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2	appendix	- structure & grammar - lesson plan jokus pd kegiatan nyata	→ Past tense → lesson Planing lebih jelas
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1	52-53	- Chapter 5	- Perbaiki cara menulis kesimpulan & Saran di bab 5!
2			
3			

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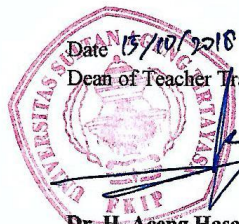
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The Effectiveness of Using Offline YouTube Video toward Students' Vocabulary Mastery at the Seventh Grade of SMPN 14 Kota Tangerang in Year Academic of 2017/2018

By:

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ABSTRACT

Vocabulary is one of an important things in English learning. The researcher found that vocabulary mastery of 14 junior high school in Tangerang city students are very low, then the researcher chose teaching vocabulary through offline YouTube video especially in listening skill as the title of this research. The researcher will use quantitative research design that is true experimental design with control group pretest and posttest. The sample of this research is 7th grade of SMPN 14 Kota Tangerang. The sample of this research was the students of VII A as experimental class and VII B as control class. Each class consisted of 32 students. The classes were chosen by cluster random sampling from ten classes. In collecting the data, the researcher conducted pre-test and post-test. Pre-test was given to the classes before treatment. Then treatment was given only to experimental class for two meetings. Post-test was given to the classes after treatment. In analyzing the data, the researcher used T-test. The result of the calculation showed that in the significance degree of 5% is t_{count} (5.36) is higher than t_{table} (2.0). It means the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted and it can be seen that the average gained score of the experimental class is higher than those of control class. Therefore, it can be concluded that offline YouTube video is effective on the students' vocabulary mastery at the seventh grade of SMPN 14 Kota Tangerang. Furthermore, this media can be an alternative media for English in teaching learning process especially in vocabulary mastery.

Keywords: *Vocabulary mastery, Offline Youtube Video, Experimental, Listening skill.*

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MOTTO

**“Intelligence is not the measurement, but
intelligence support all”**

(Researcher)



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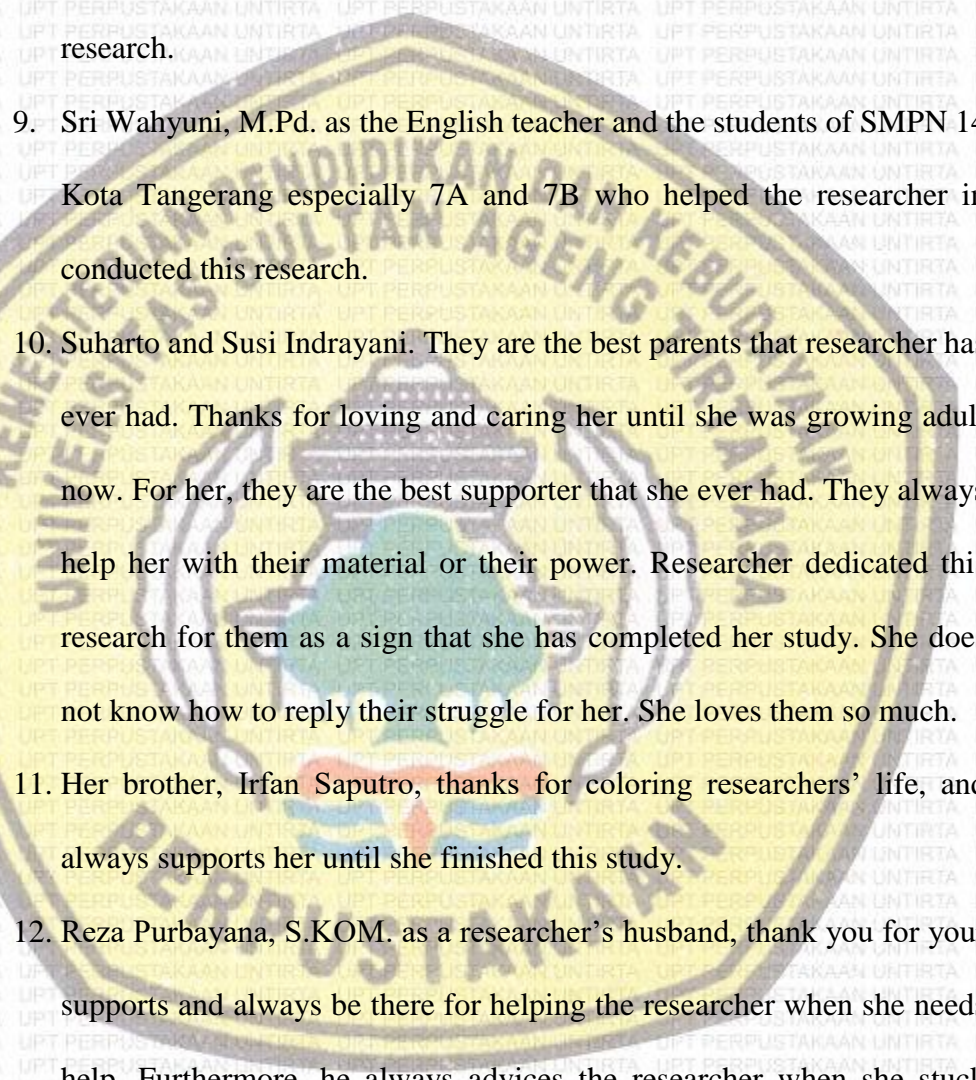
1. Prof. H. Sholeh Hidayat, M.Pd. as rector University of Sultan Ageng Tirtayasa.
2. Dr. H. Aceng Hasani, M.Pd. as dean of Teacher Training and Education Faculty.
3. Dr. Siti Hikmah, M. Pd. as the Head of English Education Department.

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14. All of my friends in English department in years 2013 who have given spirits for the researcher.

Finally, the research realizes this research paper is far from being perfect.

Therefore, the researcher will be pleased to have some criticism and suggestions from the readers. She hopes that the result of this study will be useful for English department students especially who are interested in conducting further studies.

Serang, September 24th, 2018

The Researcher



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TABLE OF CONTENT

APPROVAL SHEET

ABSTRACT	i
-----------------------	----------

CURRICULUM VITAE	ii
-------------------------------	-----------

MOTTO	iii
--------------------	------------

ACKNOWLEDGMENT	iv
-----------------------------	-----------

Table of Content	vii
------------------------	-----

List of Table	xi
---------------------	----

List of Figure	xii
----------------------	-----

CHAPTER I INTRODUCTION

1.1 Background of the Research	1
--------------------------------------	---

1.2 Identification of the Problem	2
---	---

1.3 Limitation of the Problem	2
-------------------------------------	---

1.4 Formulation of the Problem	3
--------------------------------------	---

1.5 Objectives of the Problem	3
-------------------------------------	---

1.6 Scope of the Problem	3
--------------------------------	---

1.7 The Uses of the Research	3
------------------------------------	---

1.8 Operational of the Definition	4
---	---

1.9 Hypothesis	6
----------------------	---

1.10 Organization of the Research	6
---	---

CHAPTER II LITERATURE REVIEW

2.1 Concept of Vocabulary

2.1.1 Definition of Vocabulary	7
--------------------------------------	---

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2.1.2	Definition of Vocabulary Mastery	7
2.1.3	Kinds of Vocabulary	8
2.2	Concept of Listening	
2.2.1	Definition of Listening Skill	11
2.2.2	Kinds of Listening	12
2.3	Concept of Media	
2.3.1	Definition of Media	16
2.3.2	Kinds of Media	17
2.4	Concept of YouTube Video	19
2.4.1	Definition of YouTube	19
2.4.2	Definition of Video	20
2.4.3	Kinds of Video.....	20
2.4.4	The Uses of Video	22
2.4.5	Teaching Vocabulary Using Video.....	23
2.4.6	The Advantages of Using Video	24
2.5	Previous Study	26

CHAPTER III RESEARCH METHODOLOGY

3.1	Research Method	28
3.2	Research Variables	29
3.3	Population and Sample Research	
3.3.1	Population Research	30
3.3.2	Sample and Sampling Technique Research	31
3.4	Research Instruments	
3.4.1	Pre-test	32

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3.4.2 Post-test	32
3.5 Data Collection	32
3.6 Validity and Reliability of the Test	
3.6.1 Validity of the Test	33
3.6.2 Reliability of the Test	34
3.7 Data Analysis	
3.7.1 Normality of Distribution Test	35
3.7.2 Homogeneity of the Test	36
3.7.3 Hypothesis Testing	36
3.9 Research Procedure	37
CHAPTER IV RESEARCH AND FINDINGS	
4.1 Data Description	39
4.2 Validity and Reliability of the Test	
4.2.1 Validity of the Test	40
4.2.2 Reliability of the Test	41
4.3 Result of Pre Test and Post Test	
4.3.1 Result of Pre Test	41
4.3.2 Result of Post Test	42
4.3.3 Result of Normality of Distribution Test	43
4.4 Result Homogeneity of Pre Test and Post Test	
4.4.1 Homogeneity of Pre Test	43
4.4.2 Homogeneity of Post Test	44
4.5 Result of Hypothesis Testing	45
4.6 Discussion	46

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CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion	52
5.2 Suggestion	52

REFERENCES	54
------------------	----

APPENDICES

Appendix 1 : Teaching Instrument
Appendix 2 : Research Instrument
Appendix 3 : Data Calculation
Appendix 4 : Table of Research
Appendix 5 : Research Documentation



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List of Table

Table 3.1 The True Experimental Research Design	29
Table 3.6 The Criteria for Reliability Test	34



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List of Figure

Figure 3.7 Normal Distribution 35



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CHAPTER I

INTRODUCTION

1.1 Background of Study

Vocabulary is an important thing in learning English. Nowadays, English becomes an international language in modern and global communication. Huyen and Nga (203: 2) states that in learning a foreign language, vocabulary plays an important role because it is one element that links the four skills.

The four skills in language learning especially English are listening, speaking, reading, and writing. Listening skill is considered as the basic skill that needs to be improved. Listening is different from hearing. Hearing is a physical ability while listening is a skill. Listening means paying attention and making an effort to process what you heard. In other words, listening skill allows you to understand what someone is talking about. Rivers (1981:160) stated: Listening is not a passive skill, nor even, as traditionally been believed, a receptive skill.

Based on the researcher experience when doing observation at seventh grade of SMPN 14 Kota Tangerang, they showed that the difficulty of their learning English came from their vocabulary mastery. Not all the students can master vocabulary, only some students who were dominant in the classroom.

Learning vocabulary could be done in various ways. Giving the students fun and interesting learning could motivate them in improving their vocabulary mastery. YouTube video is one of the media that could help the students learn vocabulary interestingly. The students could learn vocabulary based on their interest by watching the video. The video provides the subtitles that can be read by the students. The students could get new words from them and then discuss them

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with their teacher. The researcher chose teaching through offline YouTube video because video was interesting for the students and not all of the school have internet connection. So, the researcher chose offline YouTube video.

Thus, the researcher conducted the research entitled **“The Effectiveness of Using Offline YouTube Video toward Students’ Vocabulary Mastery at the Seventh Grade of SMPN 14 Kota Tangerang in Year Academic of 2017/2018”**.

1.2 Identification of the Problem

Based on background of the problem stated above, there are some problems that the researcher identifies. They are:

1. Some students cannot listen well because lack of vocabularies.
2. Some students are low in memorizing some vocabularies.
3. Some students are not motivated to learn vocabularies.

1.3 Limitation of the Problem

The researcher limits the research problem only on the effectiveness of using (offline) YouTube video toward students’ vocabulary mastery. This study conducted at the seventh grade students of SMPN 14 Kota Tangerang in 2017/2018 academic year.

1.4 Formulation of the Problem

By considering identification of the problem above, the researcher formulated the problem in the following research question as follow:

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Is there any effectiveness of using offline YouTube video toward students' vocabulary mastery?

1.5 Objectives of the Research

The aim of this study is to know the process and to find out whether there is any effectiveness of using offline YouTube video toward students' vocabulary mastery at seventh grade students of SMPN 14 Kota Tangerang.

1.6 Scope of the Research

Referring to the identification of the problem above, the researcher limits the scope of the research only on students' vocabulary mastery through offline YouTube video. This research activity was seventh grade students of SMPN 14 Kota Tangerang. There are nine classes in seventh grade that is from 7A – 7I, each class consisted of 32-38 students. The researcher chose one class that is 7A class that applied the video in teaching vocabulary mastery at the first grade of SMPN 14 Kota Tangerang.

1.7 The Uses of the Research

Based on the scope of the research, the uses of the research are:

1. For the English teacher

It is expected that this research can make the teacher easier in teaching English of using video toward students' vocabulary mastery and make the teacher more creative in conveying the material using the appropriate way of vocabulary.

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2. For the Students

For the students at the seventh grade of SMPN 14 Kota Tangerang, the researcher hopes after doing the research, it gives different and meaningful experience of learning English vocabulary by video.

3. For the Future Researcher

This study is expected to be used as an additional knowledge and understanding about technique to master English vocabulary.

1.8 Operational Definition

In this research, the researcher used some theories as the basic terms, there are:

a. Definition of Vocabulary

Vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009:385). "Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language" (Cameron, 2001: 220). According to Nation & Newton (1997), "vocabulary is knowledge of words and word meanings."

b. Definition of Vocabulary Mastery

Vocabulary is one of components in English that has to be mastered. By having rich vocabulary, the students could improve their English skills covering Listening, Reading, Speaking and Writing. According to Hatch and Brown (1995:

1), "Vocabulary is the foundation to build languages, which plays a fundamental role in communication".

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c. Definition of Offline YouTube Video

Budiargo (2015; 47), “YouTube is an online video and the main purpose of this site is as a media to search, view and share original videos to and from all corners of the world through a web”.

Video is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual. It often uses multiple presentation modes, such as verbal and pictorial representations in the case of on-screen print and closed-captioning Mayer, (2001:238).

Offline YouTube video is the video that has been downloaded from the YouTube website, it can be watch without any signal or internet connection.

d. Definition of Listening Skill

Listening skill can be defined as, “Listening is the act of hearing attentively”. It is also a process similar to reading which should possess knowledge of phonology, syntax, semantics and text understanding. Thomlison (1984) defines listening as, “Active listening, which is very important for effective communication”. Listening can be also defined as, “More than just hearing and to understand and interpret the meaning of a conversation”.

1.9 Hypothesis of The Research

The hypothesis related to the research as follows:

1. Null Hypothesis (Ho)

There is no effectiveness of using offline YouTube video toward students’ vocabulary mastery at seventh grade of SMPN 14 Kota Tangerang in 2017/2018 Academic Year.

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2. Alternative Hypothesis (Ha)

There is an effectiveness of using offline YouTube video toward students' vocabulary mastery at seventh grade of SMPN 14 Kota Tangerang in 2017/2018 Academic Year.

1.10 Organization of the Research Paper Proposal

In this occasion, the researcher has organized the research paper proposal into three chapters as follow:

Chapter I Introduction. This chapter consists of background of the research, identification of the problem, limitation of the problem, formulation of the research, objectives of the research, scope of the research, uses of the research, operational definition, organization of the research, and hypothesis.

Chapter II Theoretical Foundation. In this chapter, the researcher tries to review some related literature and theories proposed by some expert to support this research.

Chapter III Research Methodology. This chapter consists of research method and design, population and sample, variables, research instrument, data collecting technique, data analysis technique, and research procedures.

Chapter IV Research and Findings. This chapter consist of the explanation about the result of this research and the explanation about how the researcher calculated the data, where is the place, and when is the time of taking the data.

Chapter V Conclusion and Suggestion. This chapter consist of the conclusion of this research paper and also the suggestion for the English teacher, for the students and for the next researcher.

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CHAPTER II

LITERATURE REVIEW

2.1 Concept of Vocabulary

2.1.1 Definition of Vocabulary

Vocabulary is a basic component in communication. Vocabulary is also very important for the acquisition process. If acquires do not recognize the meaning of the key word use by those who addressed them, they will be unable to participate in conversation. Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001).

Yusnita (2006: 4) states, “vocabulary is very important in a language. When we learn a language English, we learn the words of language. Yusnita (2006: 5) state that “all words used or understood by a particular person, class, profession, etc. All the words of language.” Based on some definition of vocabulary above the researcher concludes that vocabulary is the list of word in a language with meaning and definition and it is very important to develop student’s ability in learning speaking, listening, reading and writing as the fundamental in learning language and to apply in their life with meaningful.

2.1.2 Vocabulary Mastery

Mastering vocabulary is one of the methods to be better in speaking in order to avoid misunderstanding issue. This is essential to be concerned as vocabulary plays an important role in constructing the idea conveyed through a language used.

At school, as it is one of places for learning, teachers must be good models as

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speakers of the target language that they must technically adopt the ways of attracting students' attention to learn and practice (Harmer, 1985: 8).

“Vocabulary is one of the language aspects which should be learnt. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. A person said to know a word if they can recognize its meaning when they see it,” (Cameron, 2001: 75). It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context.

“To master English skills, students must know the vocabulary of the language and list of words with their meaning because it supports their skills' improvement,” (Linse: 2005: 119). “In order to speak and write English, children need to learn one to two thousand words,” (Cameron: 2001: 95). In this section, how vocabulary is learned will be discussed briefly and some methods and approaches of how to teach them will be put forth.

2.1.3 Kinds of Vocabulary

Hatch and Brown (1995) indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking. (Hatch and Brown: 1995)

b. Productive Vocabulary

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Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time.

Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others. In learning vocabulary, the students must know content words. (Hatch and Brown: 1995).

Thornbury (2002 : 3) says that there are six kinds of vocabulary, they are:

1. Word classes

Word classes or parts of speech. They are divided into eight classes, such as: noun, pronouns, verb, adjective, adverb, preposition and determiner.

a. Nouns

Nouns are the names of person, thing or place. Noun can be the subject of the sentence, object of the verb and object of prepositions. The examples of nouns are Adam Malik, Muhammad Ali, table, door, Indonesia, Australia and etc.

b. Pronouns

Pronouns are words that are used to replace a person or thing, for example: I, you, we, they, he, she and it.

c. Verbs

Some examples of verb are like, looking, doing, help and other.

d. Adjectives

Adjectives are words that are used to explain or modify a person, place, or thing; for example: old, new, beautiful, good, handsome and etc.

e. Adverbs

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Adverbs are words that are used to describe verb, adjectives or adverbs. For example: beautifully, upstairs, now, ago, and so on.

f. Preposition

Preposition is words that are used with a noun or pronoun that are placed in front of them to show a relation between these words with another part of the sentence.

They are: at, on, in, into, from, of and etc.

g. Conjunctions

Conjunctions are words that are used to connect word on a group of words or sentences. Conjunctions are usually used in the adverbial clause, for example:

although, as, if, for, because and others.

h. Determiner

The determiners-words like “a”, “the”, “some”, “this”, “last”. To make easier in learning, Thornbury divide them into two groups; they are grammatical words or function words and content words. Grammatical words consist of preparations, conjunctions, determiners and pronouns. On the other hand, content words are usually nouns, verbs, adjectives and adverbs. Grammatical words belonged to the domain of grammar teaching, while the teaching of vocabulary was more concerned with content words.

From the explanation above, the researcher concludes that many kinds of vocabulary. They are receptive and productive vocabulary, word classes, word families, word formation, multi-word units, collocations, and homonyms. In addition, the researcher will focus on productive vocabulary and word classes of vocabulary.

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2.2 Concept of Listening

2.2.1 Definition of Listening Skill

Listening is the act of hearing attentively. It is also a process similar to reading which should possess knowledge of phonology, syntax, semantics and text understanding. Thomlison (1984) defines listening as, “Active listening, which is very important for effective communication”. Listening can be also defined as, “More than just hearing and to understand and interpret the meaning of a conversation” (Thomlison, 1984:225).

Nunan,(1898: 26) notes that successful listening skill involves skills in segmenting the stream of speech into meaningful words and phrases, recognizing word classes, and interpreting rhythm, stress and intonation to identify information focus and emotional/attitudinal tone.

Listening skill makes students successful in workplace, family and in the society. Good listening skill is mandatory to get into a profession in communications, management, planning, sales, etc. Listening skills involve a different set of etiquettes, questioning for explanation, showing empathy and providing a suitable response. Good listening skills include the understanding ability. Body language is also a part of listening skill. Eye contact with the speaker, sitting straight and alert are the good gestures of a good listener.

Russel and Russel in Hasyuni, (2006:8) also say that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Ur (1996:111), says that there are some students’ difficulties in learning listening: getting trouble with sounds, needing understanding

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every word, being unable to understand fast and natural native speech, needing to hear things more than once, finding it difficult to keep up, and get tired.

2.2.2 Kinds of Listening

According to Rivers, W.M. (1981:20), there are five different types of listening.

1. Discriminative

In this listening type the objective is to focus on the sounds. At its most basic level this is akin to distinguishing the speakers' gender, or the number of people in a conversation. This is the most important type, because it forms the basis of the other four. People who are sensitive to the speakers tone, rate of speech, pitch and emphasis allow that you to better understand when there are differences meaning.

(Rivers, W.M.: 1981:20)

In Indonesian language it rapidly learn to distinguish the different sounds, but it soon forms a habit which makes it very difficult to hear the different sounds in another language. This is the reason many people struggle to speak a second language perfectly, because they are unable to fully distinguish all of the sounds.

(Rivers, W.M.: 1981:20)

2. Comprehensive

The ultimate goal of comprehensive listening is to understand the message the speaker is communicating. The problem is that many people often interpret the same conversation in different ways, depending on their individual and social backgrounds. To fully comprehend what is being said requires you to hear the words, understand the body language and take it to the next step by extracting the key message from a long spiel. (Rivers, W.M.: 1981:20)

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This listening type is found in nearly all aspects of our life, and is one of the primary ways that students learn. In university, listen to lectures from the instructor, and what students learn is based on how well they can listen. The same applies to their work, as listen to new procedures, instructions, briefings and reports, how well we can do your job is directly related to understanding what being told. If we don't listen effectively, our work will suffer.

Comprehensive listening demands that the concentrate on the message and its source, and it can work to improve our ability by focusing on these three variables.

(Rivers, W.M.: 1981:20)

Vocabulary

It is hard to determine the precise relationship, but having a larger vocabulary significantly increases your ability to understand what is being said. Luckily it is never too late to improve the different words, so make a conscious effort to learn new words and understand the unfamiliar. This recent post is a great start if we are trying to expand our business vocabulary. In a pinch also use the context of what's being said to help us understand a word that do not know, but this can hinder our overall understanding if we get it wrong.

(Rivers, W.M.: 1981:20)

Concentrating

It is difficult to stay focused when a lecture that is not exciting, or a meeting in the office that is drawn out and dancing around the point. All the times in lives can be admit that we have not concentrated on what was being said. Sometimes this happens because of attention is divided, or the listener is preoccupied with something else. Sometimes the listener is simply more concerned with their own

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needs, and lacks the curiosity, interest and energy to stay focused. Good concentration skills require motivation and discipline. (Rivers, W.M.: 1981:20)

Memory

The information could not be process by using memory, and it is critical in comprehensive listening. It helps to establish expectations of what the encounter, and gives the background and experiences to function in the world. Understanding at its simplest point is knowing the meaning behind words, concepts and ideas, so we can communicate with other people. If interested in harnessing all the power of the memory check out this course and learn how to drastically increase the memory.

3. Relationship

Relationship listening is a therapeutic listening type, because the ultimate goal of the listener is to be a sympathetic ear, without requiring detailed verbal responses.

The best example is helping a friend talk through a problem, and is critical as a base for building strong interpersonal relationships. Being the person that is there for a friend when they need to “get things off their chest” is what can make the friendship even stronger. Relationship listening does require to listen to the information, the focus are need to have is on simply understanding the speaker.

Focus on learning the most about the other person, and accept them even if there are certain aspects of their behavior that do not agree with. All capable of being fantastic relationship listeners, and doing it well will strengthen the interpersonal relationships immensely. (Rivers, W.M.: 1981:20)

4. Critical

When listeners have to evaluate a message and respond with their opinion, this is called critical listening. Is needed to scrutinize what is being said, and play an active

role because it usually make a decision, form an opinion or solve a problem. Making a judgment requires to assess the situation, and requires to both listen to what is being said and analyzing it at the same time. (Rivers, W.M.: 1981:20)

Being able to listen critically is fundamental to being able to truly learn. All of the decisions we make on a daily basis have a basis (however small) in critical listening.

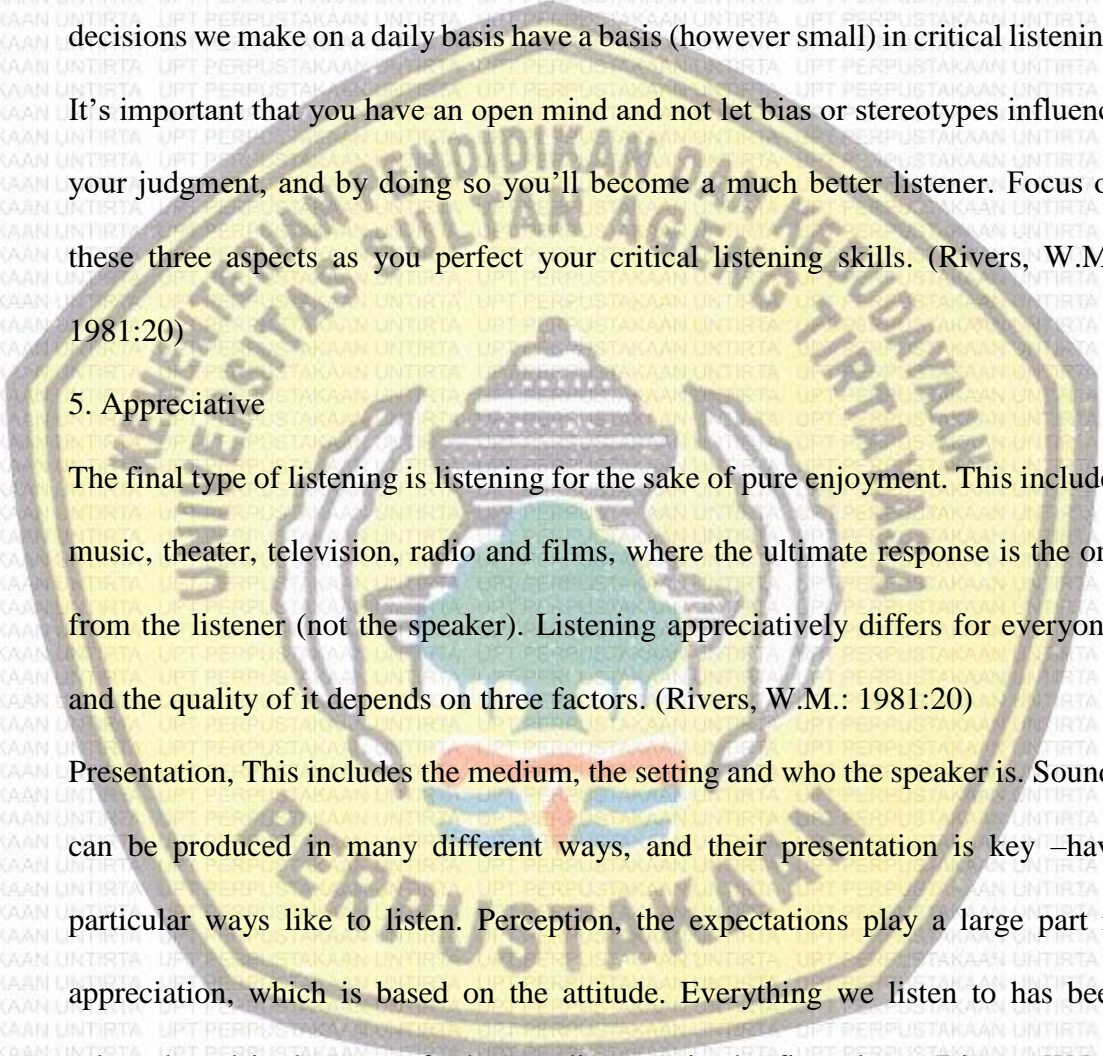
It's important that you have an open mind and not let bias or stereotypes influence your judgment, and by doing so you'll become a much better listener. Focus on these three aspects as you perfect your critical listening skills. (Rivers, W.M.: 1981:20)

5. Appreciative

The final type of listening is listening for the sake of pure enjoyment. This includes music, theater, television, radio and films, where the ultimate response is the one from the listener (not the speaker). Listening appreciatively differs for everyone, and the quality of it depends on three factors. (Rivers, W.M.: 1981:20)

Presentation, This includes the medium, the setting and who the speaker is. Sounds can be produced in many different ways, and their presentation is key –have particular ways like to listen. Perception, the expectations play a large part in appreciation, which is based on the attitude. Everything we listen to has been selected, and is the core of what we listen to in the first place. (Rivers, W.M.: 1981:20)

Past experience, There is many reasons why enjoy listening to certain things, whether there are an expert in the area, have positive experiences linked to the sounds, or simply want to learn.



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From the explanations above, the researcher will focus on comprehensive listening, because comprehensive listening demands that the concentrate on the message and its source, and that can work to improve the ability by focusing on three variables, one of them is vocabulary. (Rivers, W.M.: 1981:20)

2.3 Concept of Media

2.3.1 Definition of Media

Media is every tool to convey information or messages from one place to another place. In teaching learning process also use media to make the process run effective and interesting. This part describes definition of teaching media, function of teaching media, and kinds of teaching media. According to Van Els et al (1984:192), “media are all aids which may be used by teachers and learners to attain certain educational objectives.”

Media are the means for transferring or delivering messages. Li-Ling Kuo states that a medium is called the educational medium when the medium transfers message for teaching (Li-Ling, 1996:80). He (Li-Ling, 1996:81) adds that the use of media is important and it is impossible to coordinate teaching with learning without using media (Li-Ling, 1996:74). Media are flexible because they can be used for all level of students and in all subjects.

2.3.2 Kinds of Media

Harmer (2007:143) states that there are several types of media that can be used by teachers:

The students themselves

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The students are —the most useful resources in the classroom (Harmer, 2007: 176).

By using the students themselves, teacher can do many things in the classroom.

Realia

Realia is defined by Nunan (1999:313) as —objects and teaching _props‘ from the world outside the classroom that are used for teaching and learning. So, it can be inferred that realia is unmodified real things inside or outside the classroom which is used by the teacher for teaching learning process. Realia can be used as starting point to introduce the lesson and/or understanding concept of the material. Pictures

Pictures or graphic materials refer to —non-photographic and two dimensionall materials which is utilized by the teachers to convey messages to the students. This kind of material includes drawings, charts, graphs, posters, cartoon, etc. Pictures are utilized for several purposes. Harmer (2007) explained that pictures can be used for multiple ways comprising: (1) drilling, (2) communication, (3) understanding, (4) ornamentation, (5) predicting, and (6) discussing

Course book

“Course book is a form of print media. It contains material or verbal information through print. It can also be used as basic instructional guide by the teacher.”

Harmer (2007:143)

Boards

Boards refer to chalkboard/ blackboard, whiteboard and interactive whiteboard (IWB). Like pictures, boards also are used for several purposes. Harmer (2007) describes that teachers can use boards as (1) notepad, (2) explanation aid, (3) picture frame, (4) public workbook, (5) gameboard, and (6) noticeboard. (in Journal of English and Education 2013, 1 (1), 196-205 199)

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Overhead Projector (OHP)

By using overhead projectors, the students can see in front of the class the material which is written or drawn in a transparent. The transparent will be projected by using projectors. Harmer (2007:143)

Flipcharts

Another instructional media that may be used by the teacher is flipchart. Flipchart is an instructional media which contains big sheets of paper. It is mostly used to write down some important points in group discussion (Harmer, 2007). Several benefits of flipchart are portable, accessible, and easy to use.

Computer-based presentation technology

Harmer (2007) stated that this instructional media has two vital components. They are hardware and software. The hardware needed for this instructional media are computer and LCD projector. This instructional media combine both audio and visual material. By using computer-based presentation technology or so called multimedia presentation enable the teacher to convey much larger information to the students (Blythe-Lord, 1991, Kemp & Smellie, 1989, and Wittich & Schuller, 1973).

From the explanation above, this research focused on audiovisual media overhead projectors. Because the researcher will use YouTube video as media to help the students in mastering vocabulary.

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2.4 Concept of YouTube Video

2.4.1 Definition of YouTube

YouTube is a video sharing service that allows users to watch videos posted by other users and upload videos of their own. The service was started as an independent website in 2005 and was acquired by Google in 2006. Videos that have been uploaded to YouTube may appear on the YouTube website and can also be posted on other websites, though the files are hosted on the YouTube.

Budiargo (2015; 47), "YouTube is an online video and the main purpose of this site is as a media to search, view and share original videos to and from all corners of the world through a web".

YouTube videos are posted by people from all over the world, from all types of backgrounds. Therefore, there is a wide range of videos available on YouTube. Some examples include amateur films, homemade music videos, sports bloopers, and other funny events caught on video. People also use YouTube to post instructional videos, such as step-by-step computer help, do-it-yourself guides, and other how-to videos. Since Google offers revenue sharing for advertisement clicks generated on video pages, some users have been able to turn YouTube into a profitable enterprise.

In this research paper, the researcher used offline YouTube video. Offline YouTube video is download the video first from the YouTube so that we can use it without any signal for example when we teach in the classroom.

2.4.2 Definition of Video

Video is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual. It often uses multiple presentation

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modes, such as verbal and pictorial representations in the case of on-screen print and closed-captioning (Mayer, 2001).

Video is an electronic medium for the recording, copying, playback, broadcasting, and display of moving visual media. Video was first developed for mechanical television systems, which were quickly replaced by cathode ray tube (CRT) systems which were later replaced by flat panel displays of several types. (Mayer, 2001).

Video systems vary in display resolution, aspect ratio, refresh rate, color capabilities and other qualities. Analog and digital variants exist and can be carried on a variety of media, including radio broadcast, magnetic tape, optical discs, computer files, and network streaming.

According to Alessi (2001: 538), “video is a powerful tool for learning and instruction. It is difficult to illustrate human behavior in interpersonal situations, for example, without showing a video. It is hard to show a student the effects of body language on communication using only graphics or still photographs. The movements of athletes or animals are best captured by video. Video here has also been included for motivational reason.”

2.4.3 Kinds of Video

Harmer (2001: 284) states there are three basic types of video which can readily be used in class.

a) Off-air programmes : programmes recorded from a television channel should be engaging for students, and of a sensible length. Teachers have to consider their comprehensibility too. Apart from overall language level, some off- air video is also extremely difficult for students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or regional vernacular. The programmes and excerpts are ones which we can use for a range of activities including prediction, cross-cultural awareness, teaching language, or as

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spurs for the students' own activity. Teachers have to remember that all television programmes have copyright restrictions which vary from country to country. It is important to know what the law is and realize that breaking it can have serious consequences. Harmer (2001: 284)

b) Real-world video: teachers and students should not use separately published videotape material such as feature films, exercise manuals, wildlife documentaries or comedy provided that there are no copyright restrictions for doing this. Once again, teachers need to make their choice based on how engaging and comprehensible the extract is likely to be, and whether it has multi use potential.

Teachers need to judge the length of the extract in the same way. Harmer (2001)

c) Language learning videos: it means videos to accompany course books. The advantage is that they have been designed with students at a particular level in mind.

Those videos are likely to be comprehensible, designed to appeal to students' topic interests and multiuse since they can not only be used for language study but also for a number of other activities as well. Harmer (2001: 284)

From the explanations above, it is clear that there are many types of video as a media, the researcher will use language learning videos in this research. Therefore, it is more contextualize and engage students' interest in language learning especially in mastering vocabulary.

2.4.4 The Uses of Video

Smaldino et al (2005: 291) states that teachers can use video to provide baseline knowledge for all students. The packaged media can serve as an alternative to teachers.

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a) Cognitive skills Students can observe dramatic recreations of historical events and actual recordings of more recent events. Color, sound and motion make personalities come to life. Smaldino et al (2005: 291)

b) Demonstrations Video is great for showing how things work. Demonstrations of motor skills can be more easily seen through media than in real life. If teachers are teaching a step by step process, teachers can show it in real time, sped up to give an overview or slowed down to show specific details.

c) Virtual Field Trips Videos can take students to places they might not be able to go otherwise. Teachers can take their students to the Amazon rain forest, the Jungles of 29 New Guinea to observe the behavior of animals in the field. Teacher and the students can go to those places and many others on video. Smaldino et al (2005: 291)

d) Documentary Video is the primary medium for documenting actual events and bringing them into classroom. Smaldino et al (2005: 291)

e) Dramatization Video has the power to hold the students spellbound as a human drama unfolds before their eyes. f) Discussion Basics By viewing a video together, a diverse group of students can build a common base of experience as a catalyst for discussion. Smaldino et al (2005: 291)

Based on the explanation above, it is know that video has many benefits.

Such as: using video in the classroom, it can provide some opportunity and it can develop listening skill and makes students easily get new vocabulary. And the researcher will use cognitive skills for this research.

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2.4.5 Teaching Vocabulary Using Video

Mastering English vocabulary means know the meaning and understand the words being used in communication. Palmberg (in Sukmawati, 2006:10) points out:

Mastering of a foreign language words, the learner knows and recognizes it both in spoken and written form. This means, the learner not only able to spell or pronounce it, but also she/he should be able to differentiate its category and meaning when applying it into grammatically right sentence. In addition to this, the learner is able to express it orally as well. From the statement above, it can be said that the students master English vocabulary if they know how to pronounce the words, know its categories and meaning, able to use it in grammatical sentences, and able to perform it orally.

According to Alessi (2001: 538), “video is a powerful tool for learning and instruction. It is difficult to illustrate human behavior in interpersonal situations, for example, without showing a video. It is hard to show a student the effects of body language on communication using only graphics or still photographs. The movements of athletes or animals are best captured by video.”

Video here has also been included for motivational reason.

Harmer (2001: 155) gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

1) Demonstration

The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

2) Explanation

The teacher explains the construction of language in diagram, using textbook, using board or OHP.

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3) Discovery

The students can be encouraged to understand new language form by discovering them in a text or by looking at grammatical evidence in order to work out a grammar rule.

4) Check Question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

5) Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

Based on the explanation above, the researcher will use explanation as the technique of teaching vocabulary which are the teacher explained the construction of language with video in overhead projector (OHP).

2.4.6 The Advantages of Using Video

The use of videos in the teaching and learning process has the advantages of presenting abstract ideas in realistic concepts which is freely used anytime. Besides, students are able to view a performance over and over again for emulation without any risk (e.g. view directly phenomena of eclipse of the sun, volcanic eruption, etc) or they can observe videos of their own performance or feedback and improvement. Teachers play a key role in the success or failure of any videos used in the language classroom. It is important for teachers to select the videos, relate the videos to students' needs, promote active viewing, and integrate the videos with other areas of the language curriculum. Videos have advantages of achieving the important goals of motivating students' interest, providing realistic listening

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practice, stimulating language use, and heightening students' awareness of particular language points or other aspects of communication.

Harmer (2001: 284) states there are many advantages in using videos in the teaching and learning process:

- a) Seeing language-in-use, students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues.
- b) Cross-cultural awareness, which is allowing students a look at situations for beyond their classroom. Videos also give students a chance to see such things as what kinds of food people eat in other countries and what they wear.
- c) The power of creation, when students use video cameras themselves they are given the potential to create something memorable and enjoyable.
- d) Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.

Based on the explanation above we can see that many advantages of using video as a media of teaching vocabulary mastery.

2.5 Previous Study

The researcher needs previous study to support the research. Because of previous study is very important for conducting the research. Previously, the study on the effectiveness of using video has been conducted by some researchers. One of the previous study is (Nuriati Fatchul Jannah, 2013) The hypothesis that researcher take is accepted. The null hypothesis (Ho) is rejected and hypothesis

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alternative (Ha) is accepted. The acceptance of the hypothesis is based on the t value is higher than t table ($10.934 > 2.021$). It means that the use of video is effective in improving English vocabulary mastery at fifth-grade students of SD Negeri Purworejo in academic year 2012/2013.

This study confirms the findings of those studies that the video give positive impact to students, especially in learning vocabulary. This study only focused in one group of sample so the result of video cannot be compared whether there is a significant difference or not. It is better for the further study to use a quasi-experimental design or pre experimental design with one group pre-test post-test so the significance result of youtube video can be seen.

The second previous study was a study by Manurung (2016) Referring to the findings of the research, it is concluded that the majority of students were engaged postively in all aspects of student engagement when being taught by using video. The teacher used the video in teaching vocabulary and it attracts the students' affection to be engaged as most of the students were enthusiastically did the activities instructed by the teacher. The video that is showed by the teacher also stimulate the students' cognitive engagement as most of the students easily understood the meaning, pronunciation, and use of the words. Most of them were also engaged in behavioral engagement when the teacher taught them the vocabulary from video as they participate in all of the activities instructed by the teacher ie., answering questions, watching video, doing stand up activity, finishing the worksheet. This indicates that the use of video in teaching vocabulary is regarded as being effective to encourage students to be involved in the teaching learning process.

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This research was conducted experimental design in quantitative research.

Researcher used the following steps, such as pre-test, treatment and post-test.

Besides, teacher should give clear instruction, clear pronunciation, and have good strategy to attract students' interest in learning English.



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CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Method

In this research, the researcher used quantitative approach, particularly true experimental design. The research conducted at SMPN 14 Kota Tangerang. The researcher has chosen this design to know whether or not there is a significant difference on students' vocabulary mastery between those who taught using YouTube video and those who taught using conventional learning at SMPN 14 Kota Tangerang.

According to Creswell, (2012: 8), "quantitative is a means for testing objective theories by examining the relationship among variables. The data of quantitative will be gained numeric and will be analyzed manually". As stated by Creswell, (2012: 296), "true experimental has an experiment or treatment group and a control group both measured at pre-test and post-test on the dependent variable". In this research, the researcher divided the classes into experiment class (VII A) and control group class (VII B). Both of groups are given one pretest and one posttest to know the differences between two groups. The differences of them are only on treatments. Experimental class treated by YouTube video (the materials taken from www.youtube.com) and control class was taught without using YouTube video.

The design can be illustrated as follow:

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The True Experimental Research Design

E	T ₁	X (Youtube Video)	T ₂
C	T ₁	-	T ₂

Notes:

E : Experimental group

C : Control group

T₁ : Pre-test

T₂ : Post-test

X : Youtube Video

(Creswell, 2012: 296)

According to the table above, firstly the researcher gave pre-test in experimental and control group. Secondly, the researcher gave two treatments. The materials are from YouTube video in experimental group (VII A) and without using YouTube video in control group (VII B). The last, post-test are administered to the experimental and control group in order to investigated the result of the treatments

3.2 Research Variables

True experimental design was concerned with knowing the effect of a variable (independent variable) to another variable (dependent variable). According to Hatch and Farhady (1982: 12), "variable can be defined as an attribute of a person

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or of an object which ‘varies’ from person or from object to object.” There are two variables on this research that can be explained as follow:

1. Dependent Variable (X)

“The dependent variable is the variable which you observed and measured to determine the effect of the independent variable” (Hatch and Farhady, 1982:

15). “The dependent variable of this research is the students’ vocabulary mastery”.

2. Independent Variable (Y)

The independent variable is the mayor variable which is hope to investigate.

Hatch and Farhady (1982: 15) stated that “the independent variable which is the variable selected, manipulated, and measured by the researcher. The independent variable of this research is YouTube video.

3.3 Research Population and Sample

3.3.1 Population

Population is the main subject of the research. According to Arikunto (2010: 173), “population is number of project that will be researched”.

The population of this research are seventh grade students of SMPN 14 Kota Tangerang. There are nine classes in seventh grade that is from 7A – 7I, each class consisted of 32-38 students.

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3.3.2 Sample

According to Arikunto (2010: 174), “sample is a portion of representative of population that will be research and sampling is technique choosing from population”. It means that not all must be chosen by the researcher.

Dealing with this research, the researcher used a cluster random sampling. According to Ary et al (2010: 154), “Cluster random sampling is one of the types in probability sampling.” According to Ary et al (2010: 154), “cluster random sampling is the unit chosen is not an individual but, rather, a group of individuals who are naturally together.” So, the researcher used cluster random sampling for this research.

In this research, the researcher divided into two classes as the sample of the research at the seventh grade of SMPN 14 Kota Tangerang by using lottery, they are VII A as experimental group and VII B as control group. The samples are 64 students from two classes, each class consisted of 32 students.

3.4 Research Instruments

According to Arikunto (2002: 136), “research instrument is a device used by the researcher while collecting data to make his/her work become easier and get a better result, complete and systematic in order to make the data easy to be processed.” In this research, the researcher used the tests as an instrument by using YouTube video to collected the data of this research. Arikunto (2010) stated that “test is a series of questions or exercises or other devices used to measure the skills, knowledge, intelligence, ability or talent possessed by individual group. The tool collecting data in this research is fill in the blank”.

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In conducting the research, the researcher used two kinds of test. They are pre-test and post-test. Before the researcher gave pre-test and post-test to the students, the researcher has been give try out. Try out was given to the students in order to know their basic vocabulary. After that, pre-test was given before treatment and post-test was given after treatment.

3.4.1 Pre-test

The pre-test are conducted before the treatments. The items are used in the pre-test are word classes test in gap filling, because the researcher made the question by herself based on the YouTube video. The students has been give questions that has been emptied some parts and they must fill and choose the answer with the words that have been provided in the box. The maximal score is 100, that is from 20 x 5 if all of the answer are correct and the minimal score is 0.

3.4.2 Post-test

The post-test was given after the treatments. Purpose of conducting post-test after treatment is to find out whether offline YouTube video gave positive effectiveness toward students' vocabulary mastery or not. The students was given a question that has been emptied in some parts and they must fill and choose the answer with the words that have been provided in the box. The maximal score is 100, that is from 20 x 5 if all of the answer are right and the minimal score is 0.

3.5 Data Collection

Data collection is an important aspect of any research study. As stated by Creswell (2012: 14), "data collection should use an instrument to measure the variables in the study". Inaccurate data collection can impact the results of the

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research and ultimately lead to invalid results. The researcher collected the data with test consisted of pre-test and post-test. The tests are about vocabulary test. The tests used to find out the differences between students' vocabulary mastery before and after treatments.

3.6 Validity and Reliability of the Test

3.6.1 Validity of the Test

Validity is the process of gathering evidence to support (or fail to support) a particular interpretation of the score. According to (Arikunto, (2010: 167), "validity is a condition that describe instrument grade which obstacle be able to measure what measured". To know the validity of the test, the researcher used Pearson Product Moment (r) as following pattern:

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

Notes:

r_{xy} : Pearson Product Moment

N : Total number of students

X : The sum of score X

Y : The sum of score Y

XY : The sum of a score in X and Y

X^2 : The sum of the squared in X

Y^2 : The sum of the squared in Y

\sum : The sum of add them

Moreover, to know the criteria of validity as follows:

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If $t_{count} > t_{table}$: it indicates that the instrument (test) is valid.

If $t_{count} < t_{table}$: it indicates that the instrument (test) is not valid.

(Arikunto, 2010: 212)

3.6.2 Reliability of the Test

Reliability of a measuring instrument is a degree of consistency with which measures whatever it is measuring. According to Arikunto (2010: 168), “reliability provides information on the extent to which the procedures really measures what it is supposed to measure.”

To know the reliability of the test, the researcher used *Spearman Brown*

Formula as follows:

$$r_{11} = \frac{2 \times r_{1/2/2}}{1 + r_{1/2/2}}$$

Notes:

r_{11} : The reliability of the instrument (test)

$r_{1/2/2}$: Index correlation (referred to as the index of correlation)

Moreover, to know the criteria of reliability as follow:

If $r_{11} \geq r_{table}$: It indicates that instrument (test) is reliable

If $r_{11} \leq r_{table}$: It indicates that instrument (test) is not reliable.

The criteria for reliability test

0.00 – 0.20	Low
0.21 – 0.40	Moderate
0.41 – 0.70	High
Above 0.70	Very high

(Source: Riduwan, 2012: 115)

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3.7 Data Analysis

In data analysis technique, there are analysis of normality of distribution test, homogeneity of the test, and hypothesis testing. The result of pre-test and post-test after doing research has been analyzed by formula in research result. The steps in data analysis technique are basic to process data.

3.7.1 Normality of Distribution Test

Normality of distribution test are to investigated whether or not the distribution of pre-test and post-test in two groups are normally distributed. The researcher used *graphical method* for normality of distribution test. The graphic was indicated whether the distribution of data is normal or not. There are three properties to show the data that is normal distributed as follows.

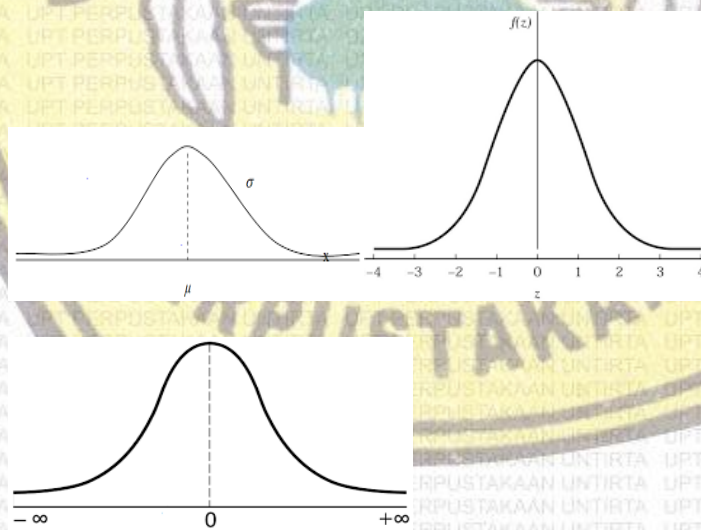


Figure 3.7 Normal Distribution

(Hatch and Lazaraton, 1997: 196)

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3.7.2 Homogeneity of the Test

To see standard deviation requires the test of data from experimental and control classes. This test was performed to determine whether the data obtained from a homogeneous population or not. The formula are:

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

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

Compare the value of F_{count} and F_{table} whether homogeneous or not homogenous with the following criteria (significance level = 5% and $df_1 = n - 1, df_2 = n - 1$.)

To know the criteria of homogeneity is:

If $F_{count} < F_{table}$; the data is homogenous.

If $F_{count} > F_{table}$; the data is not homogenous.

(Hatch and Lazaraton, 1997: 315)

3.7.3 Hypothesis Testing

T-test are used to find out whether the hypothesis is rejected or accepted. If the null hypothesis is rejected, it means that there are differences between the experimental and control group after implementing offline YouTube video.

According to Gay and Mills (2011: 484), the formula of t-test is:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Notes:

Mx = mean of sample 1

My = mean of sample 2

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N_x = number of subject in sample 1

N_y = number of subject in sample 2

x^2 = variance of sample 1

y^2 = variance of sample 2

Below are the criteria of the test:

If $t_{count} \leq t_{table}$; it indicated that H_0 is accepted.

If $t_{count} \geq t_{table}$; it indicated that H_0 is rejected.

3.8 Research Procedure

The description of the procedure of the research are later on a guide for doing the research. The procedure of the research was performed as follows:

1. Asking permission for conducting the research.
2. Observing the research subject.
3. Determining the research population and sample.
4. Making formulation of the problem.
5. Choosing the appropriate research method.
6. Making the design of the instrument for try out before pre-test and post-test to assess the validity and reliability of the research instrument.
7. Conducting try out.
8. Conducting pre-test and post-test, then evaluating the result.
 - a. For experimental class:
 - 1) Giving pre-test
 - 2) Giving offline video as media
 - 3) Giving post test

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b. For control class:

- 1) Giving pre-test
 - 2) Giving treatments without youtube video
 - 3) Giving post test
9. Collecting the data.
10. Analyzing the data.
11. Concluding the data result.



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CHAPTER IV

RESEARCH AND FINDINGS

4.1 Data Description

The objective of the research was to find out whether there was effectiveness of using offline youtube video toward students' vocabulary mastery at the seventh grade of SMPN 14 Kota Tangerang. This research was conducted on 15th November 2017 until 28th November 2017 at SMPN 14 Kota Tangerang in academic year 2017/2018 with the students at the seventh grade as the population.

The subject of this research was divided into two classes that chosen by cluster random sampling technique. In this research, the population was 375 students that were divided into nine classes VII A - VII I. The researcher conducted the research into two classes, the first class VII A as the experimental class and the second class VII B as the control class. Each class consisted of 32 students.

The researcher used tests as an instrument, there were pre-test and post-test.

The test that used by the researcher were conducted to get the data of students' vocabulary mastery. The researcher used tryout test from (<https://www.youtube.com/watch?v=TDv6-g12Odo>) with title grammar snacks - preposition of time before conducting pre test and post test, to measure validity and reliability. The tryout test was conducted on Wednesday, 15th November 2017. The tryout test consisted of 50 items and the form of tryout was fill in the blanks. The aimed of tryout test was to measured that instrument had validity and reliability or not. In this research, the researcher had conducted 4 meeting. First meeting for giving pre test to both classes, second and third meeting for giving treatment in

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experimental class and without treatment in control class and giving test to both classes, and fourth meeting for giving post test to both classes.

4.2 Validity and Reliability of the Test

4.2.1 The Validity of the Test

The aimed of try out was to measure that instrument had validity and reliability or not. The researcher gave the try out test in VII D consisted of 32 students. Tryout test consisted of 50 items and the form of tryout was essay. The data of the try out was analyzed by Pearson Product Moment formula to examine the validity of the test. If $t_{count} \geq t_{table}$ it means that the test was valid. There were 50 items of try out test and 41 items were valid, they were #Q.1 #Q.2 #Q.3 #Q.4 #Q.5 #Q.6 #Q.7 #Q.8 #Q.9 #Q.10 #Q.13 #Q.14 #Q.15 #Q.16 #Q.17 #Q.18 #Q.19 #Q.22 #Q.24 #Q.25 #Q.27 #Q.28 #Q.29 #Q.30 #Q.31 #Q.34 #Q.35 #Q.36 #Q.37 #Q.38 #Q.39 #Q.40 #Q.41 #Q.42 #Q.43 #Q.45 #Q.46 #Q.47 #Q.48#Q.49 #Q.50 and 9 items were invalid, they were #Q.11 #Q.12 #Q.20 #Q.21 #Q.23 #Q.26 #Q.32 #Q.33 #Q.44, it is because almost students answer correctly (see table 2.1 in appendix 3). It means that the valid items could be used to measure students' vocabulary mastery in control and experimental class. The researcher used 40 items from 41 valid items for pre-test and post-test; 20 items for pre-test, they were #Q.1 #Q.2 #Q.3 #Q.4 #Q.5 #Q.6 #Q.7 #Q.8 #Q.9 #Q.10 #Q.13 #Q.14 #Q.15 #Q.16 #Q.17 #Q.18 #Q.19 #Q.22 #Q.24 #Q.25 and 20 items for post-test, they were #Q.27 #Q.28 #Q.29 #Q.30 #Q.31 #Q.34 #Q.35 #Q.36 #Q.37 #Q.38 #Q.39 #Q.40 #Q.41 #Q.42 #Q.43 #Q.45 #Q.46 #Q.47 #Q.48#Q.49. The researcher used 20 items for pre-test and 20 items for post-test.

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4.2.2 Reliability of the Test

The data on try-out were analyzed by Pearson Product Moment formulation and Spearman Brown formulation to examine the reliability of the test items. The researchers divided the items into beginning items and last items. The beginning items consisted 25 items test which number (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25) and the ending items test consisted 25 items which number (26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50).

Based on the data, the reliability of the test was 0.8487 (see appendix 3) after the researcher conducted it, r_{table} value of product moment with $(df = n - 1) 32 - 1 = 31$, significance 5% acquired $r_{table} = 0.344$ (see appendix 4). The result showed that 50 items of the try out were reliable and can be used as the research instrument because $r_{11} \geq r_{table}$ or $0.8487 \geq 0.344$.

4.3 Result of Pre Test and Post Test

4.3.1 Result of Pre Test (Experimental Class and Control Class)

The pre test of experimental class was conducted on Tuesday; November 21st, 2017. The pre test of control class was conducted on Wednesday; November 23rd, 2017. Experimental class was VII A and control class was VII B. Each class consisted of 32 students. The pre test was consisted 20 items test and the form of essay. After the researcher got the students' score of pre test, the researcher found out the maximum score and minimum score in both of groups.

Based on the students' score of pre test that the researcher was collected from experimental class. The result showed that the lowest score was 35 #S.E16 and

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#S.E32 and the highest score was 80 #S.E1, #S.E8, #S.E17 and #S.E31. Meanwhile, based on the students' score of pre test that the researcher was collected from control class. The result showed that the lowest score was 30 #S.C2, #S.C13, #S.C15, and #S.C21 and the highest score was 80 #S.C36.

The result showed that the mean score in experimental class is 63.7 and control class was 55. It shows the quality of the students in vocabulary mastery before treatment. The different score was 20.9 points (see figure 1.1 in appendix 3).

4.3.2 Result of Post Test (Experimental Class and Control Class)

The post test in experimental class was conducted on Wednesday; November 25th, 2017 and control was conducted on Thursday; November 28th, 2017. The pre test was consisted 20 items test and the form of pre test was essay. After the researcher got the students' score of post test, the researcher found out the maximum score and minimum score in both of groups.

Based on the students' score of pre test that the researcher was collected from experimental class. The result showed that the lowest score was 55 #S.E32 and the highest score was 95 #S.E14, #S.E17, #S.E28 and #S.E35. Meanwhile, based on the students' score of post test that the researcher was collected from control class. The result showed that the lowest score was 45 #S.C19, #S.C21 and #S.C25 and the highest score was 85 #S.C12, #S.C16 and #S.C28.

The result showed that the mean score in experimental class was 75.90 and control class was 66.34. It shows the quality of the students in vocabulary mastery after treatment. The different score was 9.6 points (see figure 1.2 in appendix 3).

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4.3.3 Result of Normality of Distribution Test

Normality test is used in order to figure the distribution of the test was normally distributed. The researcher used graphical method for normality of distribution test. The test of normality focused on pre-test and post-test of experimental class and control class. Detail calculation of the required statistics of graphic normal distribution can be seen in appendix 3. Based on the results of normality pre-test and post-test, the graphic indicated the distribution of data was normal (see figure 2.1, 2.2, 2.3, and 2.4 in appendix 3).

4.4 Result Homogeneity of Pre Test and Post Test

4.4.1 Homogeneity of Pre Test (Experimental Class and Control Class)

To find out the homogeneity of pre test from experimental class and control class the researcher used f_{count} the biggest variants of pre test from control class was 13.92 and smallest variants from experimental class was 12.69. The variances are put into the f_{count} as follow:

$$F_{(count)} = BV/SV = 13.92/12.69 = 1.09$$

From the calculation, the homogeneity of pre test was 1.09 the value of F_{table} significance 5% with:

$$F_{table} = F(1 - \alpha) (dk = k) (dk = N - k - 1)$$

$$F_{table} = F(1 - 0.05) (dk = 1) (dk = 32 - 2 - 1)$$

$$F_{table} = F(1 - 0.05) (1) (29)$$

$$F_{table} = F(0.95) (29)$$

$$F_{table} = 1 \text{ (as numerator) and } 9 \text{ (as denominator)}$$

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The value of F_{table} with the level of significance 0.05 (5 %) is 4.183

The value of with the level of significance 0.05 (5 %) is 4.183 (see appendix

4). It can be concluded $F_{count} \leq [F]_{(table)}$ or $1.09 \leq 4.183$. So, the data of pre test were homogen.

4.4.2 Homogeneity of Post Test (Experimental Class and Control Class)

To find out the homogeneity of post test from experimental class and control class the researcher used fcount the biggest variants of pre test from control class was 10.98 and smallest variants from experimental class was 10.40. The variances are put into the fcount as follow:

$$F_{count} = BV/SV = 10.98/10.40 = 1.05$$

From the calculation, the homogeneity of pre test was 1.05 the value of F_{table} significance 5% with:

$$F_{(table)} = F(1 - \alpha) (dk = k) (dk = N - k - 1),$$

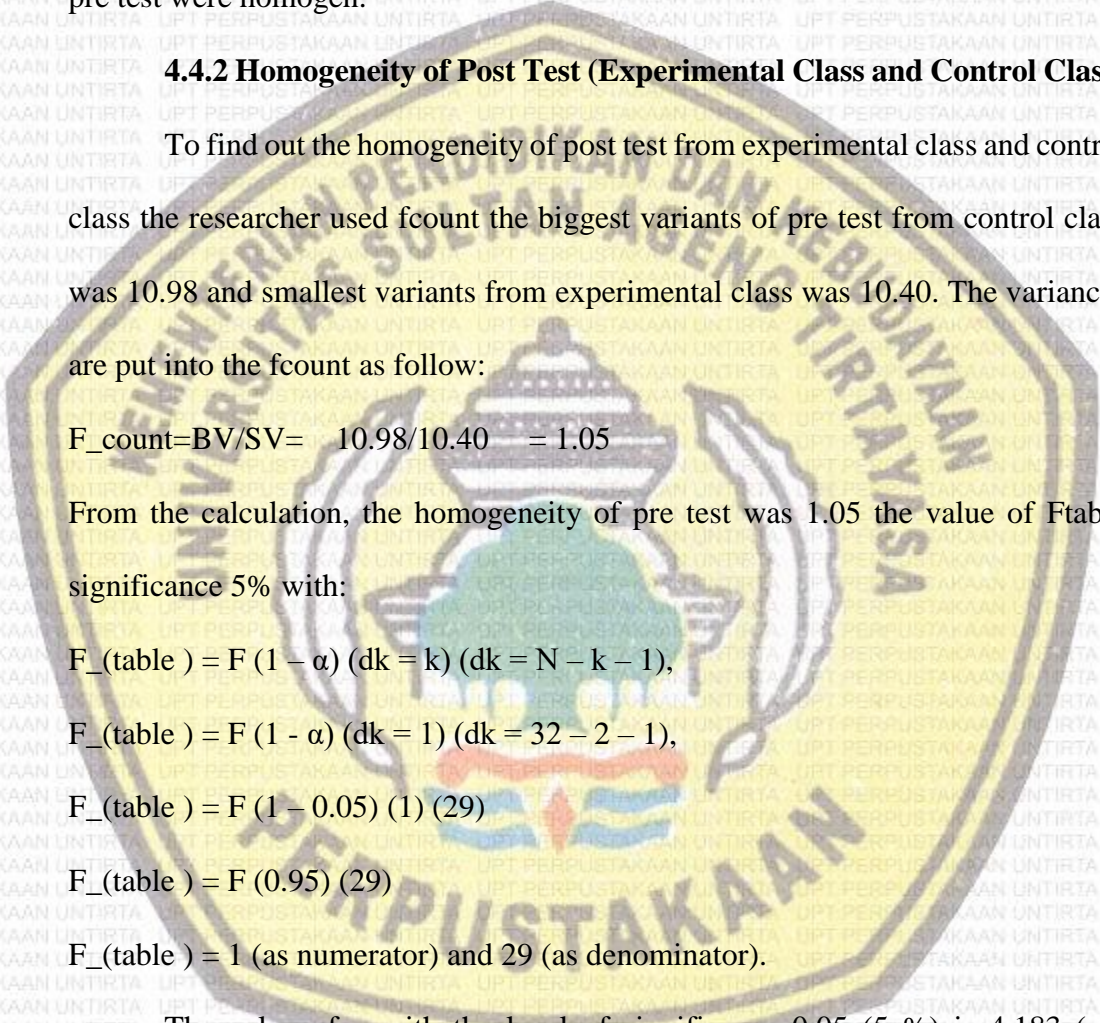
$$F_{(table)} = F(1 - \alpha) (dk = 1) (dk = 32 - 2 - 1),$$

$$F_{(table)} = F(1 - 0.05) (1) (29)$$

$$F_{(table)} = F(0.95) (29)$$

$$F_{(table)} = 1 \text{ (as numerator) and } 29 \text{ (as denominator).}$$

The value of n with the level of significance 0.05 (5 %) is 4.183 (see appendix 4). It can be concluded $F_{(count)} \leq F_{(table)}$ or $1.09 \leq 4.183$. So, the data of post test were homogen.



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4.5 Result of Hypothesis Testing

To find out the mean difference of experimental and control class, the researcher used t-test formula. There are alternative hypothesis (H_a) and null hypothesis (H_0) that assumed in this research. If the null hypothesis was rejected, it means that there were the differences between the experimental and control group after implementing cartoon movie media. The criteria of testing as follows:

If $t_{\text{count}} \geq t_{\text{(table,)}}$ it means that the null hypothesis (H_0) is rejected.

If $t_{\text{(count)}} \leq t_{\text{(table,)}}$ it means that the null hypothesis (H_0) is received.

To prove the hypothesis of this research, statistic calculation of t-test formula with the degree of significance 5% was used. The formula as follow:

$$t_{\text{count}} = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t_{\text{count}} = \frac{86.9 - 82.5}{\sqrt{\left(\frac{540.1 + 167.2}{32 + 32 - 2}\right) \left(\frac{1}{32} + \frac{1}{32}\right)}}$$

$$t_{\text{count}} = \frac{4.4}{\sqrt{\left(\frac{707.3}{62}\right) \left(\frac{2}{32}\right)}}$$

$$t_{\text{count}} = \frac{4.4}{\sqrt{(11.40)(0.06)}}$$

$$t_{\text{count}} = \frac{4.4}{\sqrt{0.68}}$$

$$t_{\text{count}} = \frac{4.4}{0.82} = 5.36$$

To interpret the value of t-test, the result was compared with the value of t_{table} , degree of freedom was used. The degree of freedom formula as follow:

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$$d.f = (N_x + N_y - 2)$$

$$= (32 + 32 - 2)$$

$$= 62$$

t_{table} with the level of significance 0.05 (5 %) was 2.00 (see appendix 4)

Based on the result of test of mean difference significant (independent t_{test}), it was

Calculated $t_{count} \geq t_{table}$ or $5.36 \geq 2.00$. The alternative hypothesis was received.

It can be concluded that there was an effectiveness of using cartoon movie toward students' vocabulary mastery at the seventh grade of SMPN 14 Kota Tangerang.

4.6 Discussion

The objective of this research was to find out the effectiveness of using offline YouTube video toward students' vocabulary mastery at the seventh grade of SMPN 14 Kota Tangerang. The researcher divided into two classes, they were VII A as the experimental class and VII B as the control class. Each class consisted of 32 students. The researcher was conducted the research in experimental class and control class in four meeting. First meeting for giving pre test to both classes, second and third meeting for giving treatment in experimental class and without treatment in control class and giving test to both classes, and fourth meeting for giving post test to both classes. In conducting this research, the researcher used tests as instrument that consisted of pre-test and post-test.

Before the researcher gave the pre-test and the post-test in experimental class and control class, the researcher gave the tryout test in VII D as the tryout class. The number of students in try out class were consisted of 32 students. Try out

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test conducted on Monday, 15th November 2017. The try out test consisted of 50 items and the form of try out was essay. The aimed of try out was to measured that instrument had validity and reliability or not. After the data was analyzed, it showed that 41 items were valid and 9 items were invalid. Based on 41 items were valid, the researcher only used 40 items as the instrument of the research which divided into to 20 items for pre-test and 20 items for post-test, they were #Q.8 #Q.12 #Q.16 #Q.20 #Q.26 #Q.27 #Q.28 #Q.31 #Q.32 #Q.34 #Q.35 #Q.36 #Q.37 #Q.39 #Q.40 #Q.42 #Q.44 #Q.45 #Q.46 #Q.50 and 20 items for post-test, they were #Q.1 #Q.2 #Q.3 #Q.4 #Q.5 #Q.7 #Q.9 #Q.10 #Q.11 #Q.15 #Q.17 #Q.18 #Q.19 #Q.21 #Q.23 #Q.25 #Q.33 #Q.41 #Q.43 #Q.47.

The first meeting, the researcher conducted the pre-test in experimental class on Tuesday, November 21st 2017 and pre-test in control class on Wednesday, November 23rd 2017. It was conducted to know students' score before they got the treatments. The pre test was consisted of 20 items test and form of pre test was essay. After the researcher got the students' score of pre test, the researcher found out the maximum score and minimum score in both of group.

Based on the students' score of pre test that the researcher collected in experimental class, the result showed that the lowest score was 35 #S.E16 and #S.E32 and the highest score was 85 #S.E1, #S.E8, #S.E17 and #S.E31. Meanwhile, based on the students' score of pre test that the researcher collected in control class, the result showed that the lowest score was 45 #S.C2, #S.C13, #S.C15, and #S.C21 and the highest score was 80 #S.C36. It can be conclude, the students' score in experimental class got the higher score than the students' score in control class. It

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can be seen the highest score in experimental class was 85 and the highest score in control class was 80.

The second meeting on Monday, November 22nd 2017, the researcher gave treatments for experimental class using offline youtube video as media. The title of the video was “Learn Animals and Adjectives”. Firstly, the researcher explained the material about descriptive text especially language features of descriptive text. Then, the researcher asked the students to mention noun and adjective of animal, people, and thing that they knew. And then, the researcher played the video and asked the students to write the name of animal and adjective from the video. After that, the students mentioned the name of the animals and adjectives from video what they found with enthusiastic. They also enjoyed during the activity, so they got many vocabulary from the video. The last, the researcher gave a test consisted of 20 items and form of test was fill in the blanks about the youtube video. Meanwhile, in the control class, the students did not receive treatments. The researcher gave a test about animals too and asked the students to mention noun and adjective from the text. The last, the researcher gave a test about animal text consisted of 20 items and form of test was essay.

The third meeting, on Tuesday, November 23rd 2017, the researcher gave treatments for experimental class using offline youtube video as media. The title of the video was “grammar snacks – preposition of time”. Firstly, the researcher explained the material about preposition especially language features of preposition of time, they were consists of eight classes. Then, the researcher asked the students to mention noun and adjective of animal, people, and thing that they knew. And then, the researcher played the video and asked the students to fill in the blanks

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from the video. After that, the students fill in the blanks with things what they found with enthusiastic. They also enjoyed during the activity, so they got many vocabulary from the video. The last, the researcher gave a test about the video consisted of 20 items and form of test was essay. Meanwhile, in the control class on Wednesday, November 24th 2017, the students did not receive treatment. The researcher gave the students a text about things in the classroom and asked the students to mention noun from the text. The last, the researcher gave a test about things in the classroom text consisted of 20 items and form of test was essay.

Based on the students' score of test that the researcher collected in experimental class, the result showed that the lowest score was 45 #S.E16 and #S.E32 and the highest score was 85 #S.E1, #S.E8, #S.E17 and #S.E31. Meanwhile, based on the students' score of test that the researcher collected in control class, the result showed that the lowest score was 30 #S.C2, #S.C13, #S.C15, and #S.C21 and the highest score was 80 #S.C36. It can be conclude, the students' score in experimental class got the higher score than the students' score in control class. It can be seen the highest score in experimental class was 80 and the highest score in control class was 75.

The fourth meeting, the researcher conducted the post-test in experimental class on Tuesday, November 25th 2017 and post-test in control class on Thursday, November 28th 2017. It was conducted to know students' score after they got the treatments. The pre test was consisted of 20 items test and form of pre test was essay. After the researcher got the students' score of pre test, the researcher found out the maximum score and minimum score in both of group.

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Based on the students' score of post test that the researcher collected in experimental class, the result showed that the lowest score was 55 #S.E32 and the highest score was 95 #S.E14, #S.E17, #S.E28 and #S.E35. Meanwhile, based on the students' score of post test that the researcher collected in control class, the result showed that the lowest score was 45 #S.C19, #S.C21 and #S.C25 and the highest score was 85 #S.C12, #S.C16 and #S.C28. It can be conclude, the students' score in experimental class got the higher score than the students' score in control class. It can be seen the highest score in experimental class was 95 and the highest score in control class was 85.

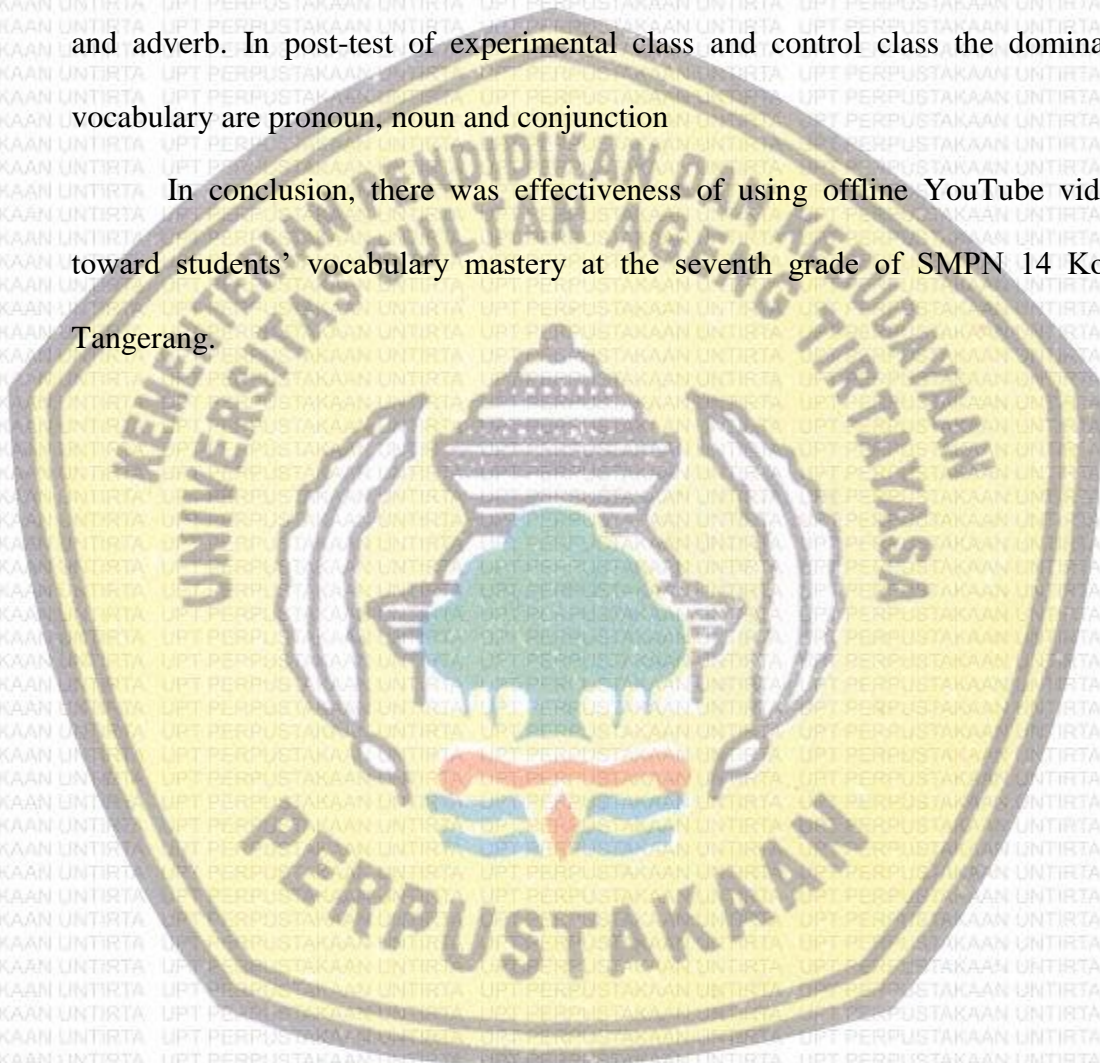
After collecting the data, the researcher calculated the results of students' score they were pre test and post test. So, the researcher analyzed the data by using normality, homogeneity and t-test. After calculated the data, the researcher got the result. Based on the results of normality pre-test and post-test, the graphic indicated the distribution of data was normal (see figure 2.1, 2.2, 2.3, and 2.4 in appendix 3). Homogeneity of the pre test in experimental class and control class were $F_{count} \leq F_{table}$ or $1.09 \leq 4.183$. Then, homogeneity of post test was $F_{count} \leq F_{table}$ or $1.05 \leq 4.183$. The last has calculated hypothesis test, the result showed that tcount was 5.36. The level of hypothesis test was 5% (0.05), df. $= (N_x + N_y - 2) = 32 + 32 - 2 = 62$, then ttable was 2.0. It can be concluded that tcount \geq ttable, or $5.36 \geq 2.0$. It could be seen, there was effectiveness between control class and experimental class. Moreover, the alternative hypothesis was accepted and the null hypothesis was rejected. It means that the treatment using offline youtube video had effectiveness on students' vocabulary mastery.

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In try out, the researcher used 8 word classes and that is consist of Nouns 7 items, Pronouns 5 items, Adjectives 4 items, Adverbs 6 items, Verbs 7 items, Prepositions 7 items, Conjunctions 7 items, Determiners 7 items. In pre-test of experimental class and control class the dominant vocabulary are adjectives, verb, and adverb. In post-test of experimental class and control class the dominant vocabulary are pronoun, noun and conjunction

In conclusion, there was effectiveness of using offline YouTube video toward students' vocabulary mastery at the seventh grade of SMPN 14 Kota Tangerang.



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CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of the calculation in the previous chapter, it can be concluded that the students who were taught by using offline YouTube video got better achievement than the students who were taught without using offline YouTube video. It could be seen from the data was analyzed by using t-test to test the hypothesis of this research in the significance degree of 5%. The result of data showed that $t_{count} \geq t_{table}$ ($5.36 \geq 2.0$). It means that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. So, it indicated there was an effectiveness of using offline YouTube video toward students' vocabulary mastery. In conclusion, the use of offline youtube video in teaching English especially vocabulary gave positive effective to the students, they were enthusiastic to follow the materials, felt relax and enjoy during learning process, did not get bored, and interested in learning English.

5.2 Suggestion

Based on the result of this research, several suggestions can be proposed:

- **For the English teacher:**

English teacher should be more creative in using a media so the students more easier to learn English especially in mastering vocabulary. English teacher must give good attitude for the students to create their attitude for their future.

English teacher has to care to all of students while teaching learning activity in the classroom. English teacher should prepare well all of the tools that will be used in

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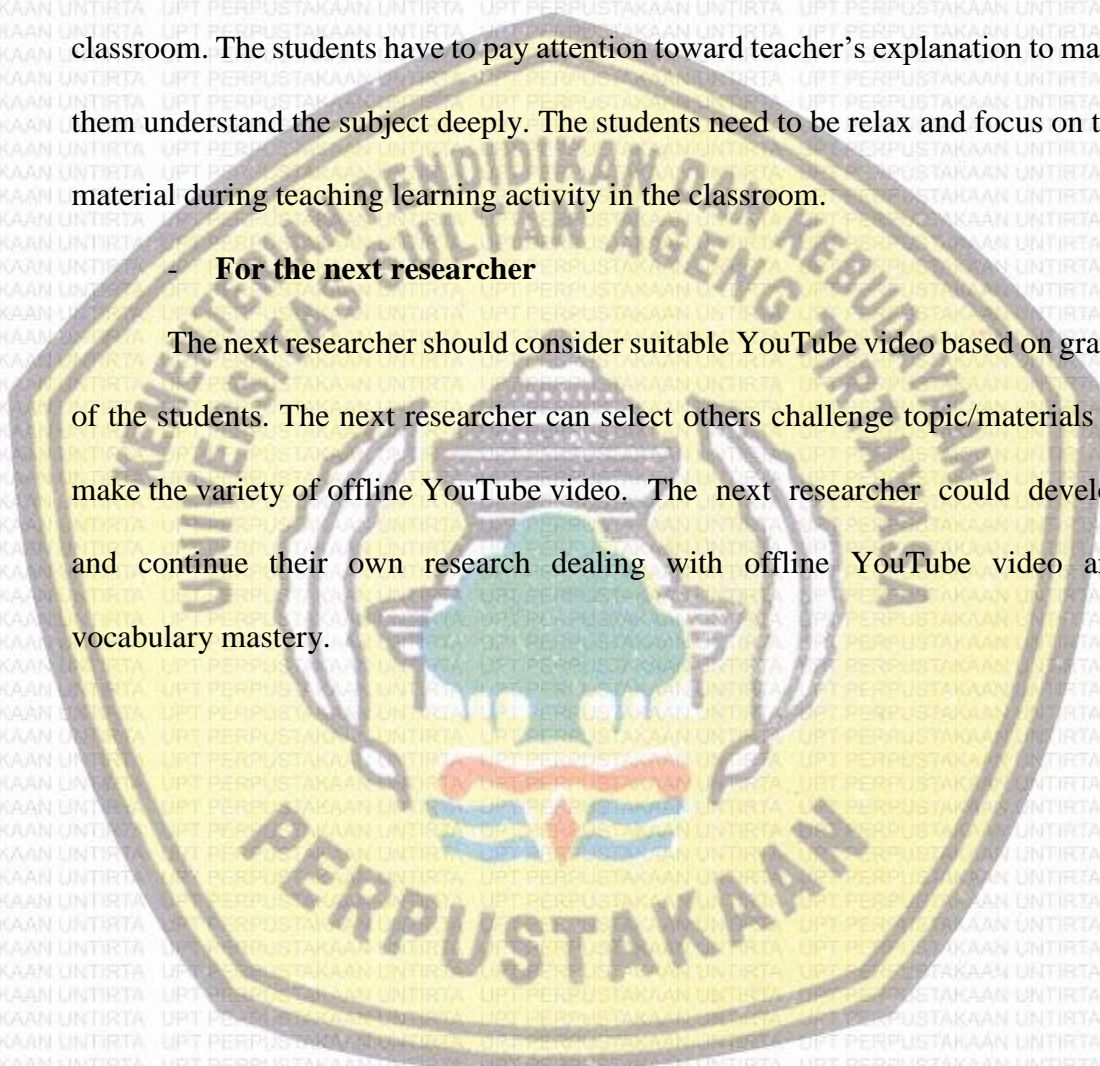
teaching. English teacher should be selective in choosing the video and material based on the students level.

- For the students

The students have to give a good respond to the teacher who teaches in the classroom. The students have to pay attention toward teacher's explanation to make them understand the subject deeply. The students need to be relax and focus on the material during teaching learning activity in the classroom.

- For the next researcher

The next researcher should consider suitable YouTube video based on grade of the students. The next researcher can select others challenge topic/materials to make the variety of offline YouTube video. The next researcher could develop and continue their own research dealing with offline YouTube video and vocabulary mastery.



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The YouTube Sources :

<https://www.youtube.com/watch?v=TDv6-g12Odo>,

<https://www.youtube.com/watch?v=RCRiI9NQwOI>,

<https://www.youtube.com/watch?v=SOVH4UyRmna&t=1s>,

<https://www.youtube.com/watch?v=Og8wvVKnB7U>,

<https://www.youtube.com/watch?v=N5fxrleRjF8>.



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APPENDICES



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APPENDIX 1

TEACHING INSTRUMENT

- 1.1 Syllabus
- 1.2 Lesson Plan of Experimental Class
- 1.3 Lesson Plan of Control Class



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LESSON PLAN

School	: SMPN 14 TANGERANG
Subject	: English
Material	: Animals
Theme	: This is My World
Class/Semester	: VII B/1 (Control Class)
Time Allocation	: 2 X 40 minutes

A. Standard Competence

1. Determine the social function of various animals in the surrounding environment.
2. Determine the structure of the writing text of various animals. Mentioning the kinds of animals in the surrounding environment in English.

B. Basic competence

Identifying social functions, text structures, and linguistic elements of the text of oral and written transactional interactions that involve the act of giving and requesting information related to the names and numbers of animals, objects and public buildings that are close to the lives of students on a daily basis, in accordance with the context of their use. (Note the linguistic and vocabulary elements related to articles a and the, plural and singular).

C. Indicators

- Determine the social function of various animals in the surrounding environment.
- Determine the structure of the writing text of various animals in the surrounding environment. Mentioning the kinds of animals in the surrounding environment in English correctly.

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D. Material

Regular Learning Material

- Transactional interaction text related to various animals found in the surrounding environment.

Social function

- Applying vocabulary about various animals in the surrounding environment to communicate and explain daily activities in order to maintain interpersonal relationships with teachers and friends.

Text Structure

- Using the indicator this, that, these, those.

Linguistic elements

- Statement and questions related to various animals in the environment.
- Speech, word pressure, intonation, spelling, punctuation, and handwriting.

E. Teaching Method/Technique

1. Approach: Scientific Approach
2. Strategy: Observation, modeling, practice.

F. Activities Plan

1. Opening Activities (10 minutes)

- Greeting and checking student attendance
- Students identify the material about analytical exposition

2. Main Activities (60 minutes)

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

- The teacher provides examples of models for how to read various animals in the environment.
- Students are asked to observe and match the various kinds of animals found in the surrounding environment in English by reading various kinds of animals in the surrounding environment in Indonesian.
- Teachers lure students to ask questions about:
 - How to read and write various kinds of animals in the surrounding environment.
 - The teacher lures students to mention animal characteristics in the pictures provided.
- Students answer questions that have been provided by the teacher.

3. closing activities (10 minutes)

- Summarizing the lesson
- Giving chances for student to ask questions dealing with the material
- Closing the lesson

G. Learning Sources

1. English textbook "When English Rings a Bell", Ministry of Education and Culture 2015.

H. Media and Tools

- Whiteboard
- paper
- Marker
- Picture

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I. Instrument

TASK 1

Write down names of the animals and the characteristics that you can find around your home!

No.	Animals	Characteristics
1	Cat	It has four legs, the color is white and black.
2		
3		
4		
5		
6		
7		
8		
9		
10		

TASK 2

Choose a, b, or c as the best answer!

1. The tiger eats

a. grass

b. fruits

c. meat

2. The horse eats

a. grass

b. fish

c. meat

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3. Those ... three snakes

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

4. That ... a crocodile

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

5. ... two rabbits.

- a. These are
- b. That is
- c. This

6. The lion eats.....

- a. meat
- b. vegetable
- c. fruit

7. There ... Three cats in my house.

- a. is
- b. are
- c. was

8. Dog has ... legs

- a. three
- b. two
- c. four

9. The rabbit eats....

- a. carrot
- b. meat
- c. beans

10. The fish live in....

- a. air
- b. water
- c. land



Known by,

Tangerang, November 2017

Kepala SMPN 14 Kota Tangerang,

Peneliti,

HJ ENDAH SUSANTI, M.Pd

Intan Belinda

NIP. 196307041985032007

NIM. 2223130284

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LESSON PLAN

School : SMPN 14 TANGERANG
Subject : English
Material : Animals
Theme : This is My World
Class/Semester : VII A/1 (Experimental Class)
Time Allocation : 2 X 40 minutes

A. Standard Competence

1. Determine the social function of various animals in the surrounding environment.
2. Determine the structure of the writing text of various animals in the surrounding environment. Mentioning the kinds of animals in the surrounding environment in English.

B. Basic competence

Identifying social functions, text structures, and linguistic elements of the text of oral and written transactional interactions that involve the act of giving and requesting information related to the names and numbers of animals, objects and public buildings that are close to the lives of students on a daily basis, in accordance with the context of their use. (Note the linguistic and vocabulary elements related to articles a and the, plural and singular).

C. Indicators

Determine the social function of various animals in the surrounding environment.

Determine the structure of the writing text of various animals in the surrounding

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environment. Mentioning the kinds of animals in the surrounding environment in English correctly.

D. Material

Regular Learning Material

- Transactional interaction text related to various animals found in the surrounding environment.

Social function

- Applying vocabulary about various animals in the surrounding environment to communicate and explain daily activities in order to maintain interpersonal relationships with teachers and friends.

Text Structure

- Using the indicator this, that, these, those.

Linguistic elements

- Statement and questions related to various animals in the environment.

- Speech, word pressure, intonation, spelling, punctuation, and handwriting.

E. Teaching Method/Technique

1. Approach: Scientific Approach

2. Strategy: Observation, modeling, practice.

F. Activities Plan

1. Opening Activities (10 minutes)

- Greeting and checking student attendance

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

- Students identify the material about analytical exposition

2. Main Activities (60 minutes)

- The teacher provides examples of models for how to read various animals in the environment.

- Students are asked to observe and match the various kinds of animals found in the surrounding environment in English by reading various kinds of animals in the surrounding environment in Indonesian.

- Teachers lure students to ask questions about:

- How to read and write various kinds of animals in the surrounding environment.

- The teacher lures students to mention animal characteristics in the pictures provided.

- Students answer questions that have been provided by the teacher.

3. closing activities (10 minutes)

- Summarizing the lesson

- Giving chances for student to ask questions dealing with the material

- Closing the lesson

G. Learning Sources

1. English textbook "When English Rings a Bell", Ministry of Education and Culture 2015.

2. www.Youtube.com

3. <https://www.youtube.com/watch?v=Og8wvVKnB7U> (describing animals)

4. <https://www.youtube.com/watch?v=N5fxrleRjF8> (learn animals and adjectives)

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H. Media and Tools

1. LCD
2. Infocus
3. Laptop
4. speakers

I. Instrument

I. After watching the video, please read the dialogue below, then fill the empty words contained in the box!

I like elephants, they are _____ (1). I like Tigers, they are _____ (2). I like butterflies, they are _____ (3). I don't like monkeys, they are _____ (4). I don't like snakes, they are _____ (5). I don't like alligators they are, dangerous.

Big	bad	noisy	dangerous
Strong	wild	beautiful	scary

II. After watching the video, please read the dialogue below, then fill the empty words contained in the box!

describing animals

Jambu is an elephant he is a _____ (1) animal, he is gray in color

Manu is a _____ (2) animal, he loves bananas

the rabbit has a _____ (3) coat

the giraffe has a long neck, he is a _____ (4) animal

the lion is a _____ (5) animal

strong	Huge	long
Naughty	short	tall
Soft	cute	big

PERINGATAN !!!

1. Dilarang mengutip sebagian
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Tangerang, November 2017

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Peneliti,

HJ ENDAH SUSANTI, M.Pd

Intan Belinda

NIP. 196307041985032007

NIM. 2223130284



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LESSON PLAN

School	: SMPN 14 TANGERANG
Subject	: English
Material	: Things
Theme	: Things Around Us
Class/Semester	: VII B/1 (Control Class)
Time Allocation	: 2 X 40 minutes

A. Standard Competence

Determine the social function of objects that are around us, determine the structure of the writing text of objects that are around us and mentioning objects around us.

B. Basic competence

Identifying social functions, text structures, and linguistic elements of the text of oral and written transactional interactions that involve the act of giving and requesting information related to the names and numbers of objects that are close to the lives of students on a daily basis, in accordance with the context of their use. (Note the linguistic and vocabulary elements related to articles a and the, plural and singular).

C. Indicators

- Determine the social function of objects that are around us.
- Determine the structure of the writing text of objects around us.
- Mention of objects that are around us.

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D. Material

Regular Learning Material

- Transactional interaction text related to Things Around Us.

Social function

- Applying Things Around Us to communicate and explain daily activities to maintain interpersonal relationships with teachers and friends.

Text Structure

- Use a or an to mention an object.
- Use s for objects that are more than one / plural.

Linguistic elements

- Statement and questions related to objects that are around us.

E. Teaching Method/Technique

1. Approach: Scientific Approach
2. Strategy: Observation, modeling, practice.

F. Activities Plan

1. Opening Activities (10 minutes)

- Greeting and checking student attendance
- Students identify the material about analytical exposition

2. Main Activities (60 minutes)

- The teacher provides examples of models for reading Things Around Us.
- Students are asked to observe and match how to read Things Around Us in English by reading preposition of time in Indonesian.

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- Teachers lure students to ask questions about:

- How to read and write Things Around Us.

- Students answer questions that have been provided by the teacher.

- students listen to teacher's instructions and fill out questions given individually.

- Motivate students to use Things Around Us in English both in the classroom, outside the classroom and in the surrounding environment after learning is complete.

3. closing activities (10 minutes)

- Summarizing the lesson

- Giving chances for student to ask questions dealing with the material

- Closing the lesson

G. Learning Sources

1. English textbook "When English Rings a Bell", Ministry of Education and Culture 2015.

H. Media and Tools

- Whiteboard

- Paper

- Marker

- Eraser

- HVS paper

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I. Instrument

I. Answer the following questions with complete the missing letters!

1. p _ n c _ l

2. b _ _ k

3. p _ n

4. r _ l _ r

5. c r _ y _ n

6. t _ b l _

7. c _ a _ r

8. b _ a c _ b _ a r _

9. p _ c t _ r _

10. m _

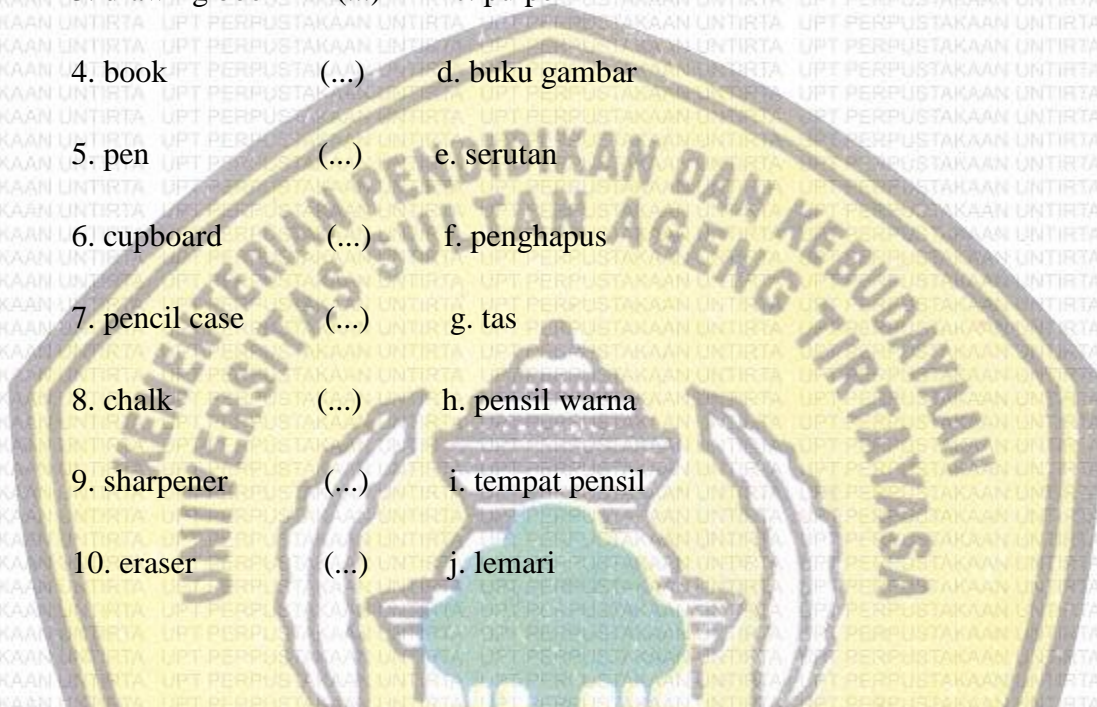


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II. Answer the following questions with choosing the right alphabet!

- | | | |
|---------------------|-------|------------------|
| 1. bag | (...) | a. buku |
| 2. colouring pencil | (...) | b. kapur |
| 3. drawing book | (...) | c. pulpen |
| 4. book | (...) | d. buku gambar |
| 5. pen | (...) | e. serutan |
| 6. cupboard | (...) | f. penghapus |
| 7. pencil case | (...) | g. tas |
| 8. chalk | (...) | h. pensil warna |
| 9. sharpener | (...) | i. tempat pensil |
| 10. eraser | (...) | j. lemari |



Known by,
Kepala SMPN 14 Kota Tangerang,

Tangerang, November 2017
Peneliti,

HJ ENDAH SUSANTI, M.Pd

Intan Belinda

NIP. 196307041985032007

NIM. 2223130284

PERINGATAN !!!

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LESSON PLAN

School : SMPN 14 TANGERANG
Subject : English
Material : Things
Theme : Things Around Us
Class/Semester : VII B/1 (Experimental Class)
Time Allocation : 2 X 40 minutes

A. Standard Competence

Determine the social function of objects that are around us, determine the structure of the writing text of objects that are around us and mentioning objects around us.

B. Basic competence

Identifying social functions, text structures, and linguistic elements of the text of oral and written transactional interactions that involve the act of giving and requesting information related to the names and numbers of objects that are close to the lives of students on a daily basis, in accordance with the context of their use. (Note the linguistic and vocabulary elements related to articles a and the, plural and singular).

C. Indicators

- Determine the social function of objects that are around us.
- Determine the structure of the writing text of objects around us.
- Mention of objects that are around us.

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D. Material

Regular Learning Material

- Transactional interaction text related to Things Around Us.

Social function

- Applying Things Around Us to communicate and explain daily activities to maintain interpersonal relationships with teachers and friends.

Text Structure

- Use a or an to mention an object.
- Use s for objects that are more than one / plural.

Linguistic elements

- Statement and questions related to objects that are around us.

E. Teaching Method/Technique

1. Approach: Scientific Approach
2. Strategy: Observation, modeling, practice.

F. Activities Plan

1. Opening Activities (10 minutes)

- Greeting and checking student attendance
- Students identify the material about analytical exposition

2. Main Activities (60 minutes)

- The teacher provides examples of models for reading Things Around Us.
- Students are asked to observe and match how to read Things Around Us in English by reading preposition of time in Indonesian.

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- Teachers lure students to ask questions about:

- How to read and write Things Around Us.

- Students answer questions that have been provided by the teacher.

- students listen to teacher's instructions and fill out questions given individually.

- Motivate students to use Things Around Us in English both in the classroom, outside the classroom and in the surrounding environment after learning is complete.

3. closing activities (10 minutes)

- Summarizing the lesson

- Giving chances for student to ask questions dealing with the material

- Closing the lesson

G. Learning Sources

1. English textbook "When English Rings a Bell", Ministry of Education and Culture 2015.

2. www.youtube.com

3. <https://www.youtube.com/watch?v=SIIQid2J7aE> (learn school vocabulary)

H. Media and Tools

- Whiteboard

- Paper

- Projector

- Speaker

- HVS paper

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I. Instrument

Exercise!

After watching the video, please read the dialogue below, then fill the empty words contained in the box.

hello this is elf learning with my school phrases one listen and repeat

backpack, my _____(1) is red

blackboard, _____(2) on the blackboard

chair, I _____(3) in my _____(4)

_____ (5), white and yellow chalk

classroom, my classroom is _____(6)

clock, look at the _____(7)

_____ (8), I have many colored pencils

crayons, I have many crayons

desk, my _____(9) is brown

eraser, my eraser is pink

glue, glue is _____(10)

locker, put it in your locker



	locker	Backpack	write	big
Sit	chair	colored pencils		sticky
	desk	Chalk	clock	put

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APPENDIX 2

RESEARCH INSTRUMENT

- 1.1 Tryout
- 1.2 Pre-test
- 1.3 Post-test
- 1.4 Students' worksheet



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TRY OUT

I. Read the dialogue below, then fill the empty words with adjectives, prepositions, verbs, adverbs, nouns, determiners and conjunctions contained in the box.

The girl : Hi mum how's it going?

Mom : Fine thanks honey, how was school?

The girl : _____(1), I've got a note for you from mr. Olivera.

Mom : Who is mr. Olivera? your Portuguese teacher?

The girl : I don't _____(2) Portuguese mum you know that.

Mom : True, _____(3) you could it's _____(4) very _____(5) language they _____(6) it in Brazil.

The girl : Mum he is _____(7) new headmaster at _____(8) and he isn't Portuguese or Brazilian, he's British but I _____(9) he said his parents are from Goa.

Mom : Goa? Wow the headmaster, ah yes I remember him I met him _____(10) Christmas when I went to your school _____(11) that concert in December anyway a very nice man yes.

The girl : Mom...

Mom : There would be good to speak to him about _____(12) parents country. I could _____(13) him then visit Goa _____(14) summer no too hot maybe in autumn.

The girl : Well he'd _____(15) to see you again too.

Mom : Really?

The girl : He wants you _____(16) go into school _____(17) Monday or Tuesday _____(18).

Mom : Oh have you done something wrong?

The girl : No, of course not you know me. He wants to ask _____(19) you can give a talk about your work _____(20) your blog, your travels _____(21) sort _____(22) thing one day in April during careers week.

Mom : _____(23) Monday or Tuesday? what time?

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The girl : In the afternoon _____(24) in the early evening at five o'clock if you can.

Mom : Hmm I can go at half past four _____(25) Tuesday if that's okay.

The girl : I'll ask.

Mom : Let me see. I'm away in Moscow for three days in April but during _____(26) school holidays I think I'm going to Russia to _____(27) about traditions at Easter. Oh and then, I'm away at the end of the month but I'm at home for two or three weeks I can't go on Monday evening _____(28) I have a tai chi class and then I have to work at night I have a video called at midnight yes definitely I'll go on Tuesday _____(29).

The girl : Can you write a note or _____(30) him an email please?

Mom : I'll phone him during the day, _____(31) I'm free for a _____(32) hours in the morning I came.

The girl : I'll tell him where are you.

Mom : Here _____(33) town. I'm at the travel agents I'm chatting to your friend Jenna I hadn't seen her _____(34) months. I didn't know she was working here she's organizing my flights to Russia do you want to speak to her?

The girl : No it's okay I'll see _____(35) at the weekend we're going to a party on Saturday _____(36).

Mom : Okay well I'll be home in about an hour at about 7 o'clock probably _____(37) and a _____(38) tonight .

The girl : _____(39)! yes let's get a _____(40) movie I'll call Oliver, he finishes class in a few minutes, see you later..

Good	but	horror	for	few	in	or	night	her
The	So on	Study	useful	next week	of	DVD		
in	Speak	think	your	interview	send	that	to	
College	at	for	like	if	and	a	pizza	

Source: <https://www.youtube.com/watch?v=SOVH4UyRmnA&t=1s>

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II. Read the dialogue below, then fill the empty words with nouns, pronouns and determiners contained in the box.

About _____(1), my name is Yan Khan. _____(2) am six years old, my birthday is on 19th July. My address is 70 by Dell mayor Bihar New Delhi. My _____(3) number is nine nine seven one three seven nine. _____(4) study in DAV public _____(5), the name of the principal of my school is mr. Rohit Kumar. My best friend is Pulkit. My favorite _____(6) is dal makhni. My father's name is mr. carder Khan, _____(7) is a _____(8) engineer. My mother's name is Malika Khan, _____(9) is a _____(10) designer. My height is 120 centimeters, my weight is 24 kilograms. My height in class one was 110 centimeters, my weight in class one was twenty kilograms, increase in my height is 10 centimeters an increase in my weight is 4 kilograms.

Myself	My	she	jewelry	
I	computer	school	is	food
you	he	a	I	telephone

Source: <https://www.youtube.com/watch?v=TDv6-g12Odo>

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ANSWER KEY

I. Read the dialogue below, then fill the empty words with adjectives, prepositions, verbs, adverbs, determiners and conjunctions contained in the box.

- | | | | |
|------------|---------------|---------------|--------------|
| 1. good | 11. for | 21. that | 31. tomorrow |
| 2. study | 12. his | 22. of | 32. few |
| 3. but | 13. interview | 23. So on | 33. in |
| 4. a | 14. in | 24. or | 34. for |
| 5. useful | 15. like | 25. on | 35. her |
| 6. speak | 16. to | 26. your | 36. night |
| 7. the | 17. on | 27. write | 37. pizza |
| 8. college | 18. next week | 28. because | 38. DVD |
| 9. think | 19. if | 29. afternoon | 39. Cool |
| 10. at | 20. and | 30. send | 40. horror |



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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

II. Read the dialogue below, then fill the empty words with nouns and pronouns contained in the box.

1. Myself
2. I
3. telephone
4. I
5. school
6. Food
7. he
8. computer
9. she
10. jewelry



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ANSWER SHEET

Name : _____

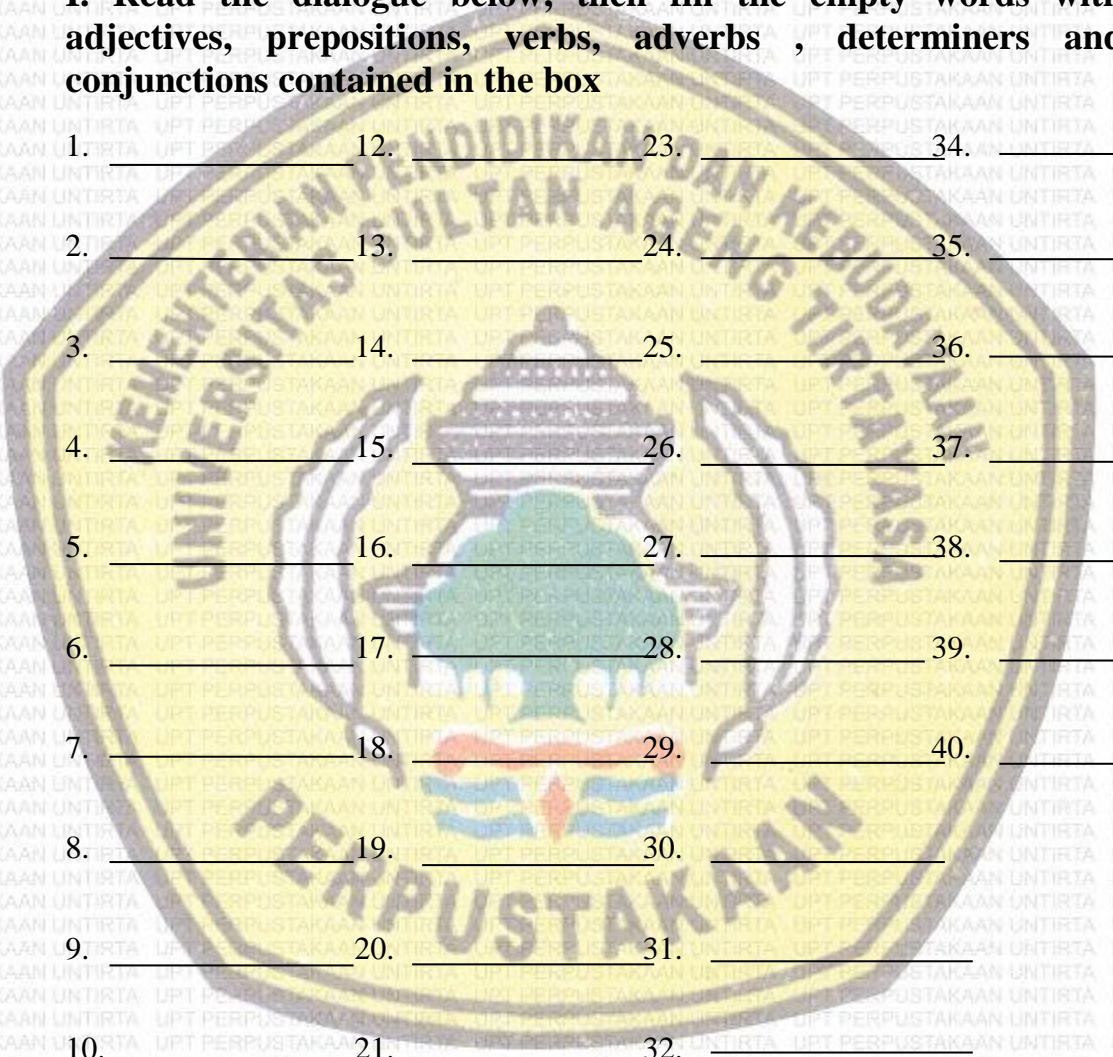
Class : _____

Day / Date : _____

Score :

I. Read the dialogue below, then fill the empty words with adjectives, prepositions, verbs, adverbs , determiners and conjunctions contained in the box

1. _____ 12. _____ 23. _____ 34. _____
2. _____ 13. _____ 24. _____ 35. _____
3. _____ 14. _____ 25. _____ 36. _____
4. _____ 15. _____ 26. _____ 37. _____
5. _____ 16. _____ 27. _____ 38. _____
6. _____ 17. _____ 28. _____ 39. _____
7. _____ 18. _____ 29. _____ 40. _____
8. _____ 19. _____ 30. _____
9. _____ 20. _____ 31. _____
10. _____ 21. _____ 32. _____
11. _____ 22. _____ 33. _____



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1. <u>Adjective</u>	21. <u>Preposition</u>	41. <u>Pronoun</u>
2. <u>Verb</u>	22. <u>Adverb</u>	42. <u>Pronoun</u>
3. <u>Conjunction</u>	23. <u>Conjunction</u>	43. <u>Noun</u>
4. <u>Determiner</u>	24. <u>Preposition</u>	44. <u>Pronoun</u>
5. <u>Adjective</u>	25. <u>Determiner</u>	45. <u>Noun</u>
6. <u>Verb</u>	26. <u>Verb</u>	46. <u>Noun</u>
7. <u>Determiner</u>	27. <u>Conjunction</u>	47. <u>Pronoun</u>
8. <u>Adverb</u>	28. <u>Adverb</u>	48. <u>Noun</u>
9. <u>Verb</u>	29. <u>Verb</u>	49. <u>Pronoun</u>
10. <u>Preposition</u>	30. <u>Adverb</u>	50. <u>Noun</u>
11. <u>Conjunction</u>	31. <u>Determiner</u>	
12. <u>Verb</u>	32. <u>Preposition</u>	*Note:
13. <u>Preposition</u>	33. <u>Conjunction</u>	1. Nouns : 7
14. <u>Determiner</u>	34. <u>Adverb</u>	2. Pronouns : 5
15. <u>Verb</u>	35. <u>Adjective</u>	3. Adjectives : 4
16. <u>Preposition</u>	36. <u>Adjective</u>	4. Adverbs : 6
17. <u>Adverb</u>	37. <u>Determiner</u>	5. Verbs : 7
18. <u>Conjunction</u>	38. <u>Determiner</u>	6. Prepositions : 7
19. <u>Conjunction</u>	39. <u>Noun</u>	7. Conjunctions : 7
20. <u>Preposition</u>	40. <u>Noun</u>	8. Determiners : 7

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II. Read the dialogue below, then fill the empty words with nouns and pronouns contained in the box.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



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PRE-TEST

Listen and watch the video, then read the dialogue below, fill the empty words with adjectives, prepositions, verbs, adverbs, nouns, determiners and conjunctions contained in the box.

The girl : Hi mum how's it going?

Mom : Fine thanks honey, how was school?

The girl : _____(1), I've got a note for you from mr. Olivera.

Mom : Who is mr. Olivera? your Portuguese teacher?

The girl : I don't study Portuguese mum you know that.

Mom : True, _____(2) you could it's a very useful language they speak it in Brazil.

The girl : Mum he is the new headmaster at _____(3) and he isn't Portuguese or Brazilian, he's British but I _____(4) he said his parents are from Goa.

Mom : Goa? Wow the headmaster, ah yes I remember him I met him at Christmas when I went to your school for that concert in December anyway a very nice man yes.

The girl : Mom...

Mom : There would be good to speak to him about his parents country. I could _____(5) him then visit Goa in summer no too hot maybe in autumn.

The girl : Well he'd _____(6) to see you again too.

Mom : Really?

The girl : He wants you _____(7) go into school on Monday or Tuesday next week.

Mom : Oh have you done something wrong?

The girl : No, of course not you know me. He wants to ask if you can give a talk about your work _____(8) your blog, your travels that sort _____(9) thing one day in April during careers week.

Mom : So on Monday or Tuesday? what time?

The girl : In the afternoon or in the early evening at five o'clock if you can.

Mom : Hmm I can go at half past four _____(10) Tuesday if that's okay.

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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

The girl : I'll ask.

Mom : Let me see. I'm away in Moscow for three days in April but during _____(11) school holidays I think I'm going to Russia to write about traditions at Easter. Oh and then, I'm away at the end of the month but I'm at home for two or three weeks I can't go on Monday evening because I have a tai chi class and then I have to work at night I have a video called at midnight yes definitely I'll go on Tuesday afternoon.

The girl : Can you write a note or _____(12) him an email please?

Mom : I'll phone him during the day, _____(13) I'm free for a few hours in the morning I came.

The girl : I'll tell him where are you.

Mom : Here _____(14) town. I'm at the travel agents I'm chatting to your friend Jenna I hadn't seen her for months. I didn't know she was working here she's organizing my flights to Russia do you want to speak to her?

The girl : No it's okay I'll see _____(15) at the weekend we're going to a party on Saturday _____(16).

Mom : Okay well I'll be home in about an hour at about 7 o'clock probably _____(17) and a _____(18) tonight .

The girl : _____(19)! yes let's get a _____(20) movie I'll call Oliver, he finishes class in a few minutes, see you later..

Good	but	horror	DVD	in	or	night	her
The	So on	on	because	useful	tomorrow	of	
Speak	think	your	to	interview	send	that	
College	On	like	and	Cool	pizza		

Source: <https://www.youtube.com/watch?v=SOVH4UyRmnA&t=1s>

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ANSWER SHEET

Name : _____

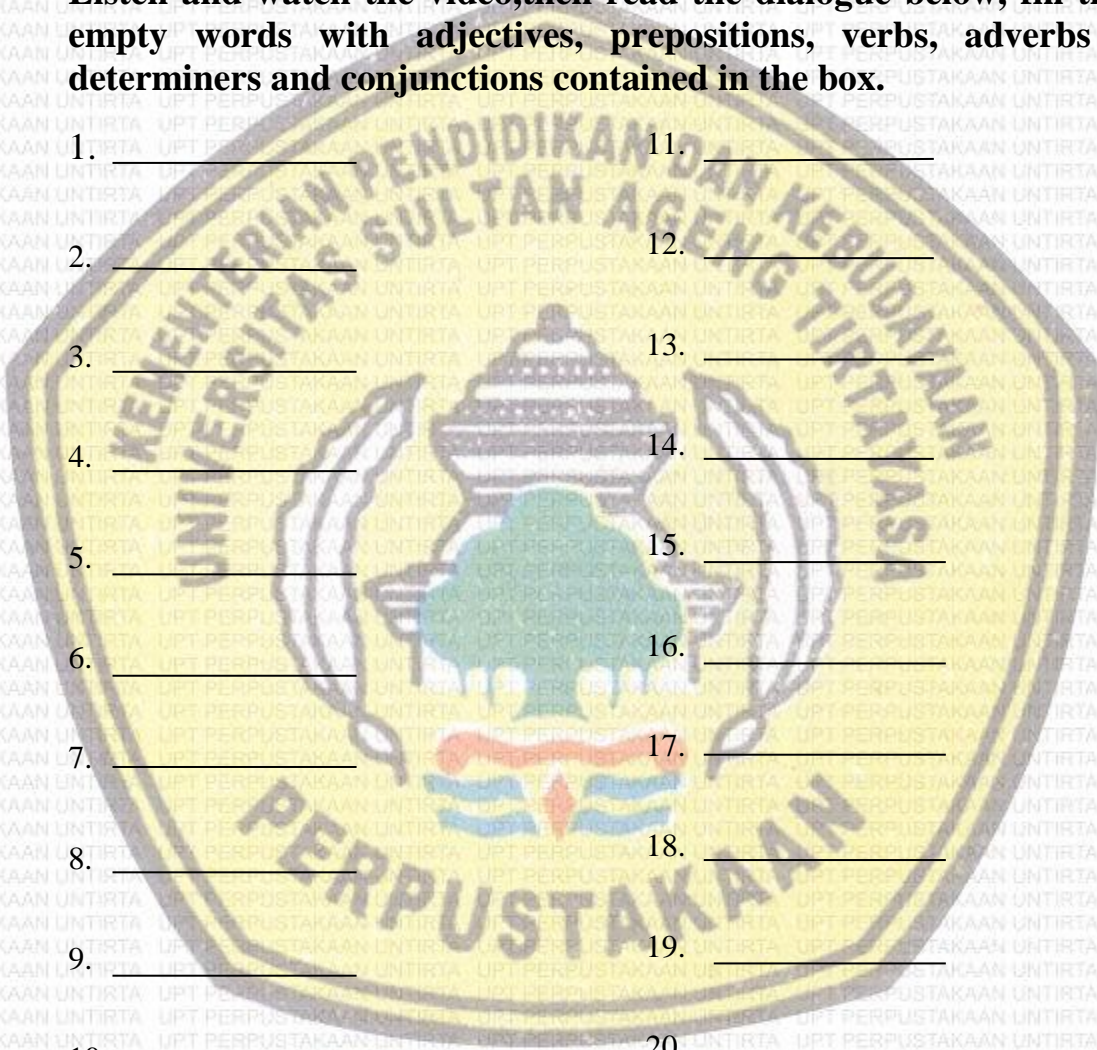
Class : _____

Day / Date : _____

Score :

Listen and watch the video, then read the dialogue below, fill the empty words with adjectives, prepositions, verbs, adverbs, determiners and conjunctions contained in the box.

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



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POST-TEST

I. Listen and watch the video, then read the dialogue below, fill the empty words with adjectives, prepositions, verbs, adverbs, nouns, determiners and conjunctions contained in the box.

The girl : Hi mum how's it going?

Mom : Fine thanks honey, how was school?

The girl : Good, I've got a note for you from mr. Olivera.

Mom : Who is mr. Olivera? your Portuguese teacher?

The girl : I don't _____(1) Portuguese mum you know that.

Mom : True, but you could it's a very _____(2) language they _____(3) it in Brazil.

The girl : Mum he is the new headmaster at college and he isn't Portuguese or Brazilian, he's British but I think he said his parents are from Goa.

Mom : Goa? Wow the headmaster, ah yes I remember him I met him at Christmas when I went to your school _____(4) that concert in December anyway a very nice man yes.

The girl : Mom...

Mom : There would be good to speak to him about _____(5) parents country. I could interview him then visit Goa in summer no too hot maybe in autumn.

The girl : Well he'd like to see you again too.

Mom : Really?

The girl : He wants you to go into school _____(6) Monday or Tuesday next week.

Mom : Oh have you done something wrong?

The girl : No, of course not you know me. He wants to ask if you can give a talk about your work and your blog, your travels that sort _____(7) thing one day in April during careers week.

Mom : So on Monday or Tuesday? what time?

The girl : In the afternoon _____(8) in the early evening at five o'clock if you can.

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Mom : Hmm I can go at half past four on Tuesday if that's okay.

The girl : I'll ask.

Mom : Let me see. I'm away in Moscow for three days in April but during your school holidays I think I'm going to Russia to _____(9) about traditions at Easter. Oh and then, I'm away at the end of the month but I'm at home for two or three weeks I can't go on Monday evening because I have a tai chi class and then I have to work at night I have a video called at midnight yes definitely I'll go on Tuesday _____(10).

The girl : Can you write a note or send him an email please?

Mom : I'll phone him during the day, tomorrow I'm free for a _____(11) hours in the morning I came.

The girl : I'll tell him where are you.

Mom : Here in town. I'm at the travel agents I'm chatting to your friend Jenna I hadn't seen her _____(12) months. I didn't know she was working here she's organizing my flights to Russia do you want to speak to her?

The girl : No it's okay I'll see her at the weekend we're going to a party on Saturday night.

Mom : Okay well I'll be home in about an hour at about 7 o'clock probably pizza and a dvd tonight .

The girl : cool! yes let's get a horror movie I'll call Oliver, he finishes class in a few minutes, see you later..

Good	but	horror	for	few	in	or	night	her
The	So on	Study	useful	next week	of	DVD		
in	Speak	think	your	interview	send	that	to	
College	at	for	like	if	and	a	pizza	
On	his	write	on	because	Cool	afternoon	tomorrow	

Source: <https://www.youtube.com/watch?v=SOVH4UyRmnA&t=1s>

PERINGATAN !!!

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2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

II. Listen and watch the video, then read the dialogue below, fill the empty words with nouns, pronouns and determiners contained in the box.

About _____(13), my name is Yan Khan. I am six years old, my birthday is on 19th July. My address is 70 by Dell mayor Bihar New Delhi. My _____(14) number is nine nine seven one three seven nine. _____(15) study in DAV public _____(16), the name of the principal of my school is mr. Rohit Kumar. My best friend is Pulkit. My favorite _____(17) is dal makhni. My father's name is mr. carder Khan, he is a _____(18) engineer. My mother's name is Malika Khan, _____(19) is a _____(20) designer. My height is 120 centimeters, my weight is 24 kilograms. My height in class one was 110 centimeters, my weight in class one was twenty kilograms, increase in my height is 10 centimeters an increase in my weight is 4 kilograms.

Myself	My	she	jewelry	I	telephone
you	computer	school	is	food	

Source: <https://www.youtube.com/watch?v=TDv6-g12Od>

PERINGATAN !!!

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2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Instrument (Animal - Experimental class)

I. After watching the video, please read the dialogue below, then fill the empty words contained in the box!

I like elephants, they are _____(1). I like Tigers, they are _____(2). I like butterflies, they are _____(3). I don't like monkeys, they are _____(4). I don't like snakes, they are _____(5). I don't like alligators they are, dangerous.

Big	bad	noisy	dangerous
Strong	wild	beautiful	scary

II. After watching the video, please read the dialogue below, then fill the empty words contained in the box!

describing animals

Jambu is an elephant he is a _____(1) animal, he is gray in color

Manu is a _____(2) animal, he loves bananas

the rabbit has a _____(3) coat

the giraffe has a long neck, he is a _____(4) animal

the lion is a _____(5) animal

strong	Huge	long
Naughty	short	tall
Soft	cute	big

PERINGATAN !!!

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2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

ANSWER SHEET

Name : _____

Class : _____

Day / Date : _____

Score :

I. After watching the video, please read the dialogue below, then fill the empty words contained in the box!

1. _____
2. _____
3. _____
4. _____
5. _____

II. After watching the video, please read the dialogue below, then fill the empty words contained in the box!

1. _____
2. _____
3. _____
4. _____
5. _____

Instrument (Animal – Control class)

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

TASK 1

Write down names of the animals and the characteristics that you can find around your home!

No.	Animals	Characteristics
1	Cat	It has four legs, the color is white and black.
2		
3		
4		
5		
6		
7		
8		
9		
10		

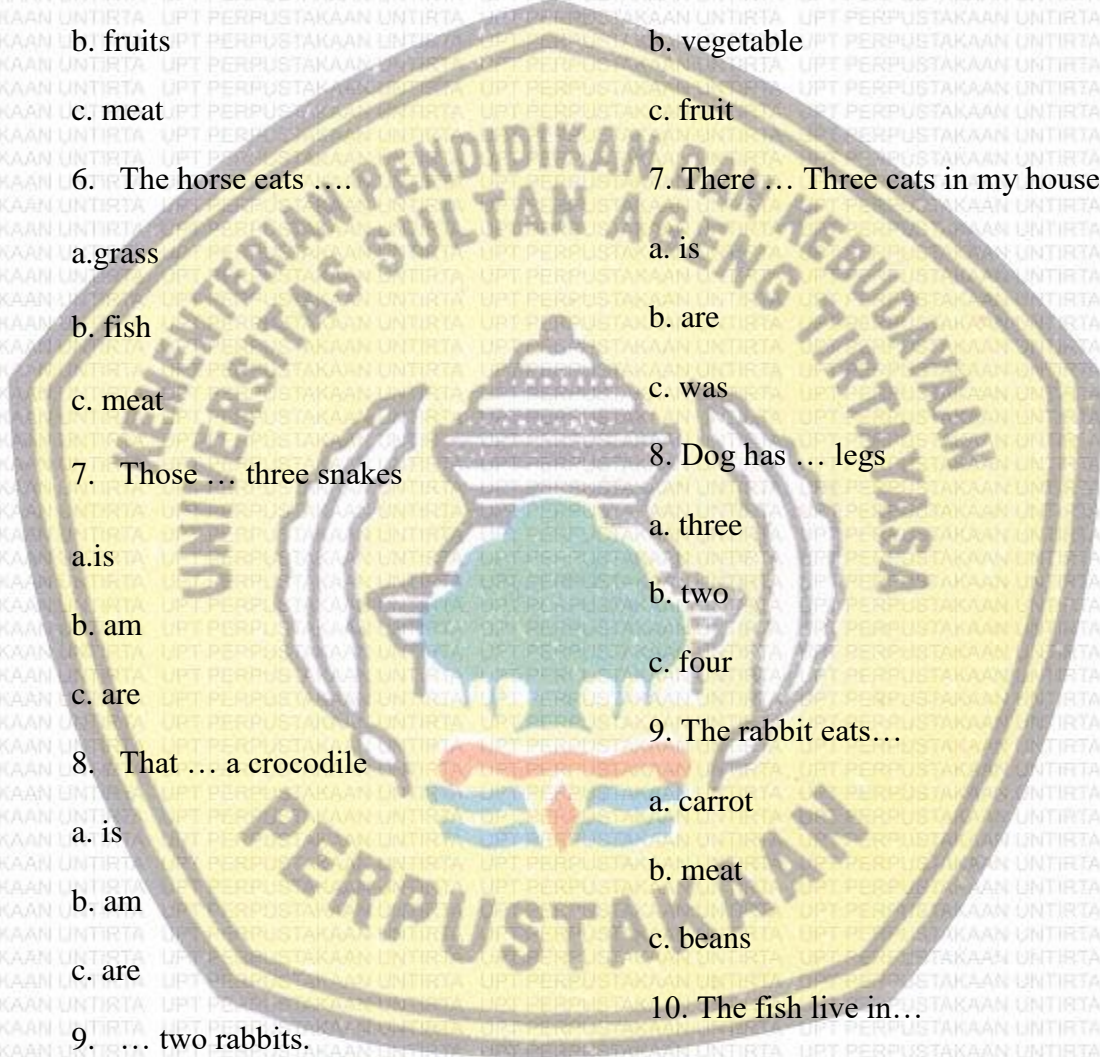
PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

TASK 2

Choose a, b, or c as the best answer!

- The tiger eats
 - The lion eats
 - The horse eats
 - Those ... three snakes
 - That ... a crocodile
 - ... two rabbits.
 - There ... Three cats in my house.
 - Dog has ... legs
 - The rabbit eats...
 - The fish live in...
- a. grass
b. fruits
c. meat
- a. meat
b. vegetable
c. fruit
- a. grass
b. fish
c. meat
- a. is
b. am
c. are
- a. is
b. am
c. are
- a. These are
b. That is
c. This
- a. is
b. are
c. was
- a. three
b. two
c. four
- a. carrot
b. meat
c. beans
- a. air
b. water
c. land



PERINGATAN !!!

- Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
- Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

ANSWER SHEET

Name : _____

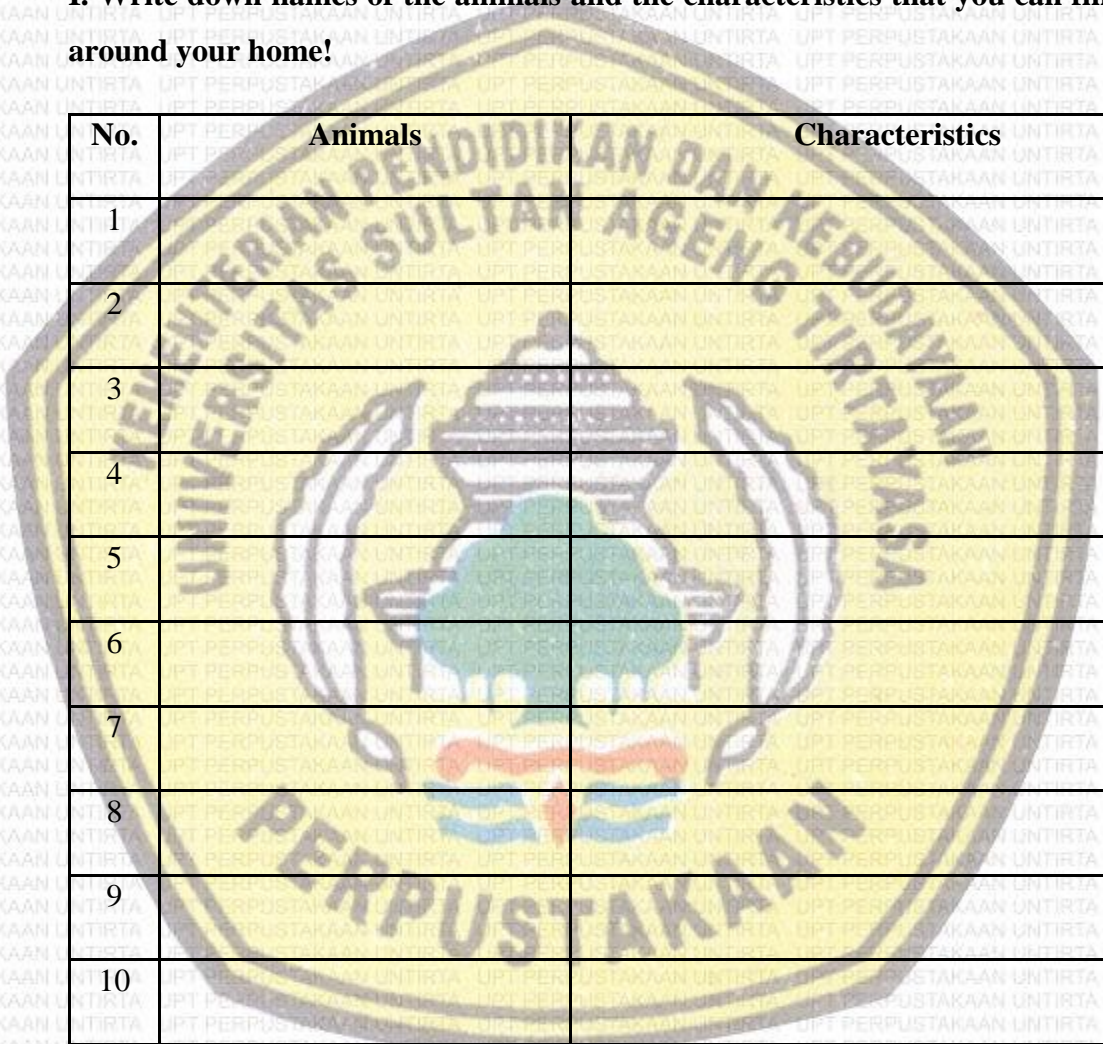
Class : _____

Day / Date : _____

Score :

I. Write down names of the animals and the characteristics that you can find around your home!

No.	Animals	Characteristics
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

II. Choose a, b, or c as the best answer!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Instrument (Things – Experimental class)

Exercise!

After watching the video, please read the dialogue below, then fill the empty words contained in the box.

hello this is elf learning with my school phrases one listen and repeat

backpack, my _____(1) is red

blackboard, _____(2) on the blackboard

chair, I _____(3) in my _____(4)

_____ (5), white and yellow chalk

classroom, my classroom is _____(6)

clock, look at the _____(7)

_____ (8), I have many colored pencils

crayons, I have many crayons

desk, my _____(9) is brown

eraser, my eraser is pink

glue, glue is _____(10)

locker, put it in your locker

locker	Backpack	write	big
Sit	chair	colored pencils	sticky
desk	Chalk	clock	put

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

ANSWER SHEET

Name : _____

Class : _____

Day / Date : _____

Score :

After watching the video, please read the dialogue below, then fill the empty words contained in the box!

1. _____

2. _____

3. _____

4. _____

5. _____

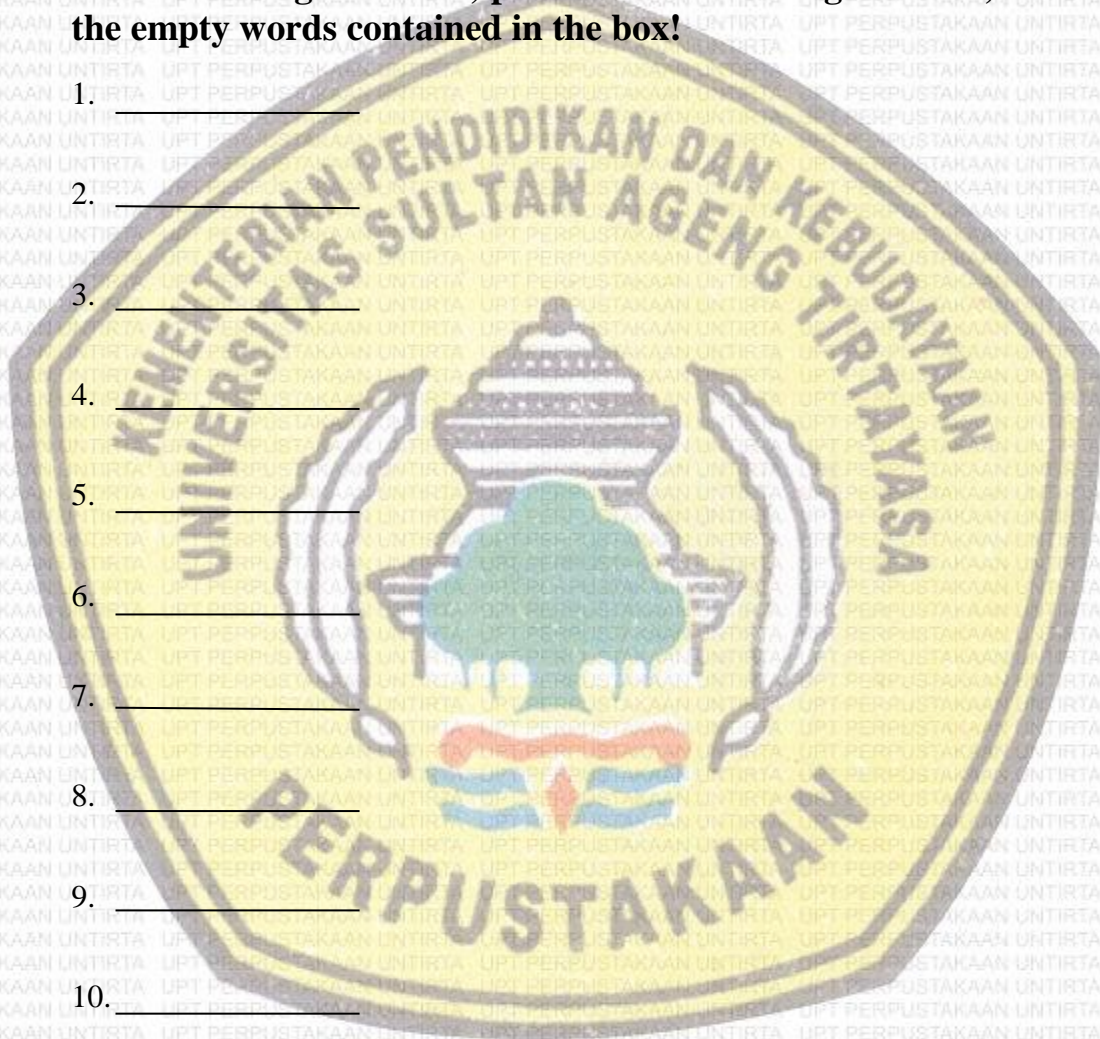
6. _____

7. _____

8. _____

9. _____

10. _____



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Instrument (Things – Control class)

I. Answer the following questions with complete the missing letters!

1. p _ n c _ l

6. t _ b l _

2. b _ _ k

7. c _ a _ r

3. p _ n

8. b _ a c _ b _ a r _

4. r _ l _ r

9. p _ c t _ r _

5. c r _ y _ n

10. m _ p

II. Answer the following questions with choosing the right alphabet!

1. bag (...) a. buku

2. colouring pencil (...) b. kapur

3. drawing book (...) c. pulpen

4. book (...) d. buku gambar

5. pen (...) e. serutan

6. cupboard (...) f. penghapus

7. pencil case (...) g. tas

8. chalk (...) h. pensil warna

9. sharpener (...) i. tempat pensil

10. eraser (...) j. lemari



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

ANSWER SHEET

Name : _____

Class : _____

Day / Date : _____

Score :

I. Answer the following questions with complete the missing letters!

1. _____

2. _____

3. _____

4. _____

5. _____

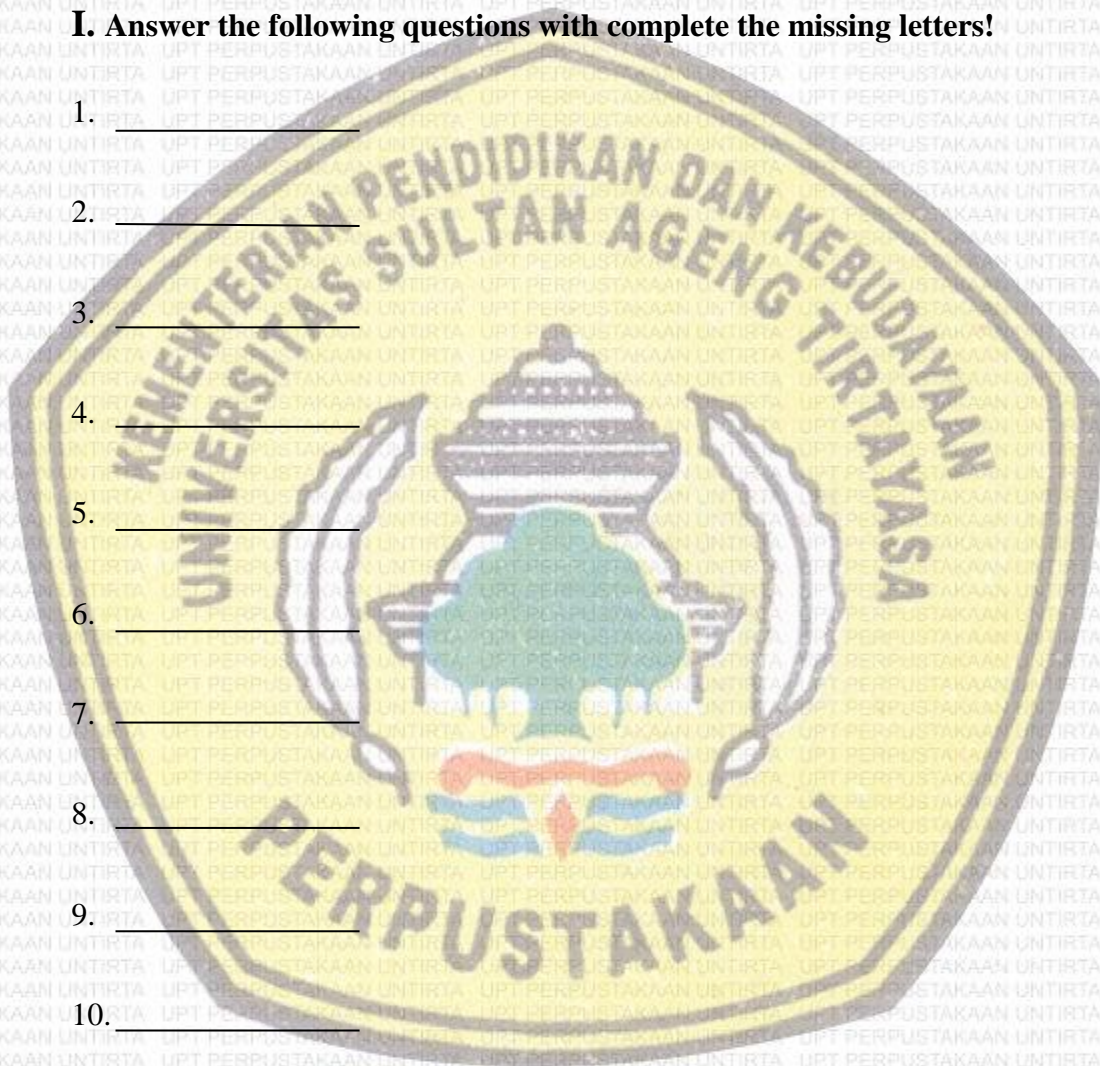
6. _____

7. _____

8. _____

9. _____

10. _____



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

II. Answer the following questions with choosing the right alphabet!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

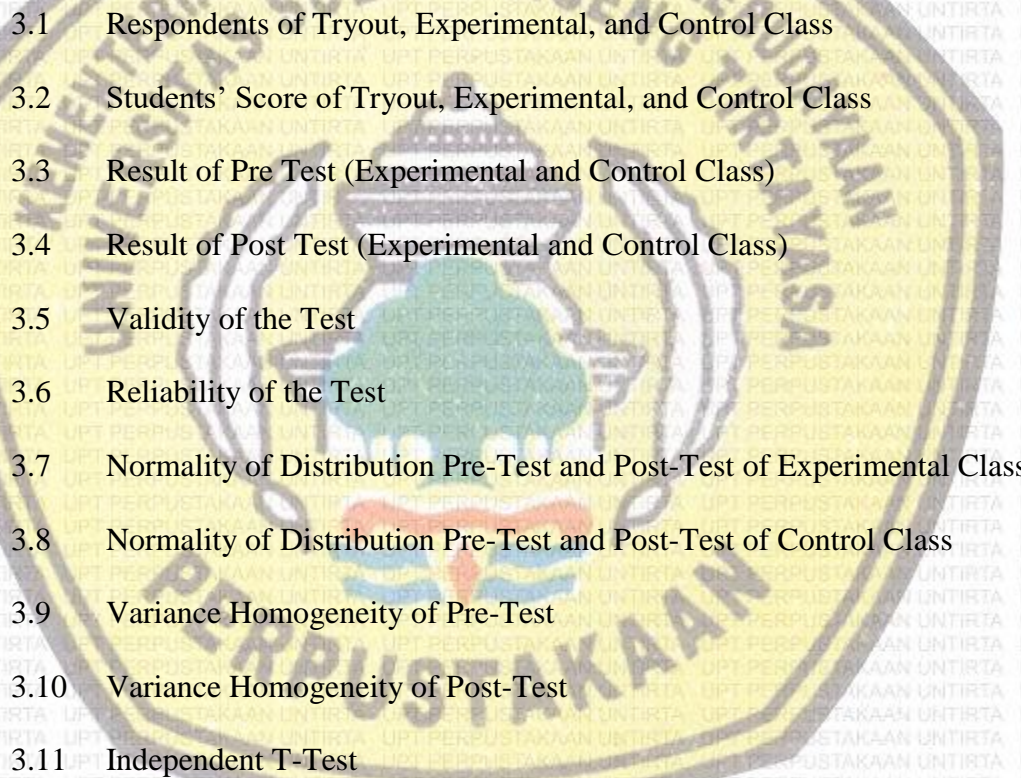


PERINGATAN !!!

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2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

APPENDIX 3

DATA CALCULATION

- 
- 3.1 Respondents of Tryout, Experimental, and Control Class
 - 3.2 Students' Score of Tryout, Experimental, and Control Class
 - 3.3 Result of Pre Test (Experimental and Control Class)
 - 3.4 Result of Post Test (Experimental and Control Class)
 - 3.5 Validity of the Test
 - 3.6 Reliability of the Test
 - 3.7 Normality of Distribution Pre-Test and Post-Test of Experimental Class
 - 3.8 Normality of Distribution Pre-Test and Post-Test of Control Class
 - 3.9 Variance Homogeneity of Pre-Test
 - 3.10 Variance Homogeneity of Post-Test
 - 3.11 Independent T-Test

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Table 1.1 RESPONDENTS OF TRYOUT CLASS

NO	NAME	CODE
1	A I	#TO1
2	A A R	#TO2
3	A S	#TO3
4	A S D	#TO4
5	A H	#TO5
6	A P	#TO6
7	A B	#TO7
8	B C B	#TO8
9	C	#TO9
10	D G	#TO10
11	D N	#TO11
12	D D S	#TO12
13	D M S	#TO13
14	D M A	#TO14
15	E P A	#TO15
16	F F U	#TO16
17	L A	#TO17
18	M F	#TO18
19	M A	#TO19
20	M D	#TO20
21	M R	#TO21
22	M Z R	#TO22
23	N A	#TO23
24	N D L	#TO24
25	N	#TO25
26	R P R	#TO26
27	R W	#TO27
28	R	#TO28
29	R R	#TO29
30	S W D	#TO30
31	T P M	#TO31
32	W R	#TO32

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Table 1.2 RESPONDENTS OF EXPERIMENTAL CLASS

NO	NAME	CODE
1	A R A	#S.E1
2	A S S	#S.E2
3	A J P	#S.E3
4	A R W	#S.E4
5	A F	#S.E5
6	A S A	#S.E6
7	B P	#S.E7
8	D A	#S.E8
9	D R H	#S.E9
10	D W H	#S.E10
11	F E F	#S.E11
12	F A	#S.E12
13	J B H A	#S.E13
14	J	#S.E14
15	L A	#S.E15
16	L F	#S.E16
17	L D S	#S.E17
18	M S	#S.E18
19	M	#S.E19
20	M A L H	#S.E20
21	M A	#S.E21
22	N R S	#S.E22
23	R F K	#S.E23
24	R	#S.E24
25	R M I	#S.E25
26	R F A	#S.E26
27	R N	#S.E27
28	R A	#S.E28
29	S F	#S.E29
30	S B	#S.E30
31	S R	#S.E31
32	V T	#S.E32

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Table 1.3 RESPONDENTS OF CONTROL CLASS

NO	NAME	CODE
1	A A	#S.C1
2	A O	#S.C2
3	A I S	#S.C3
4	A S N L	#S.C4
5	A N	#S.C5
6	A F	#S.C6
7	A K	#S.C7
8	B S A	#S.C8
9	D S	#S.C9
10	D L S	#S.C10
11	D S A	#S.C11
12	E S	#S.C12
13	E R	#S.C13
14	F F	#S.C14
15	F A	#S.C15
16	H S B F	#S.C16
17	I N H	#S.C17
18	I S	#S.C18
19	I C	#S.C19
20	L L	#S.C20
21	M D A	#S.C21
22	M D	#S.C22
23	M F I L	#S.C23
24	M F	#S.C24
25	M G	#S.C25
26	M H A R	#S.C26
27	M I	#S.C27
28	N F R N	#S.C28
29	N A F D	#S.C29
30	P I A	#S.C30
31	R A F	#S.C31
32	R W	#S.C32

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Table 2.1 Students' Score of Tryout Class

No	Students' Code	Tryout
1	TO1	74
2	TO2	74
3	TO3	74
4	TO4	88
5	TO5	78
6	TO6	68
7	TO7	84
8	TO8	94
9	TO9	70
10	TO10	50
11	TO11	44
12	TO12	86
13	TO13	60
14	TO14	54
15	TO15	90
16	TO16	92
17	TO17	98
18	TO18	84
19	TO19	84
20	TO20	90
21	TO21	22
22	TO22	66
23	TO23	68
24	TO24	84
25	TO25	54
26	TO26	72
27	TO27	86
28	TO28	76
29	TO29	26
30	TO30	76
31	TO31	92
32	TO32	94
33	TO33	66
34	TO34	58
35	TO35	62
36	TO36	82
37	TO37	98

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Table 2.2 Students' Score of Experimental Class

No	Students' Code	Pre-test	Post-test
1	#S.E1	90	65
2	#S.E2	100	95
3	#S.E3	75	85
4	#S.E4	85	50
5	#S.E5	90	95
6	#S.E6	85	85
7	#S.E7	95	85
8	#S.E8	95	70
9	#S.E9	80	100
10	#S.E10	100	75
11	#S.E11	80	75
12	#S.E12	85	85
13	#S.E13	85	90
14	#S.E14	95	85
15	#S.E15	90	70
16	#S.E16	85	100
17	#S.E17	85	100
18	#S.E18	100	90
19	#S.E19	95	100
20	#S.E20	100	100
21	#S.E21	95	90
22	#S.E22	100	100
23	#S.E23	95	90
24	#S.E24	95	90
25	#S.E25	100	90
26	#S.E26	80	90
27	#S.E27	85	70
28	#S.E28	95	85
29	#S.E29	100	100
30	#S.E30	85	25
31	#S.E31	35	95
32	#S.E32	100	100
	TOTAL	2535	2860
	MEAN	68.51	77.30

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Table 2.3 Students' Score of Control Class

No	Students' Code	Pre-test	Post-test
1	#S.C1	80	95
2	#S.C2	75	95
3	#S.C3	80	80
4	#S.C4	85	100
5	#S.C5	100	100
6	#S.C6	80	80
7	#S.C7	80	85
8	#S.C8	95	65
9	#S.C9	85	95
10	#S.C10	100	90
11	#S.C11	95	85
12	#S.C12	95	70
13	#S.C13	90	70
14	#S.C14	80	75
15	#S.C15	80	80
16	#S.C16	90	65
17	#S.C17	100	95
18	#S.C18	85	75
19	#S.C19	95	75
20	#S.C20	85	90
21	#S.C21	95	95
22	#S.C22	80	80
23	#S.C23	100	95
24	#S.C24	80	60
25	#S.C25	85	85
26	#S.C26	80	55
27	#S.C27	90	100
28	#S.C28	100	80
29	#S.C29	80	95
30	#S.C30	95	85
31	#S.C31	95	55
32	#S.C32	100	90
	TOTAL	1965	2520
	MEAN	53.11	78.75

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Table 3.1 Result of Pre test (Experimental Class and Control Class)

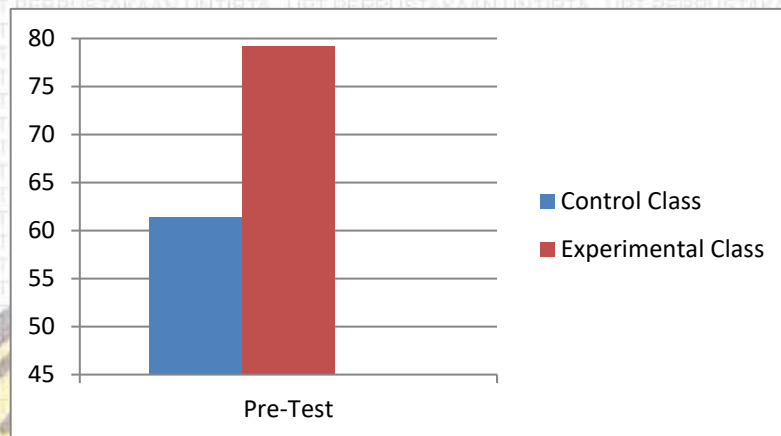
Students' Code	Pre-test	Students' Code	Pre-test
#S.E1	90	#S.C1	80
#S.E2	100	#S.C2	75
#S.E3	75	#S.C3	80
#S.E4	85	#S.C4	85
#S.E5	90	#S.C5	100
#S.E6	85	#S.C6	80
#S.E7	95	#S.C7	80
#S.E8	95	#S.C8	95
#S.E9	80	#S.C9	85
#S.E10	100	#S.C10	100
#S.E11	80	#S.C11	95
#S.E12	85	#S.C12	95
#S.E13	85	#S.C13	90
#S.E14	95	#S.C14	80
#S.E15	90	#S.C15	80
#S.E16	85	#S.C16	90
#S.E17	85	#S.C17	100
#S.E18	100	#S.C18	85
#S.E19	95	#S.C19	95
#S.E20	100	#S.C20	85
#S.E21	95	#S.C21	95
#S.E22	100	#S.C22	80
#S.E23	95	#S.C23	100
#S.E24	95	#S.C24	80
#S.E25	100	#S.C25	85
#S.E26	80	#S.C26	80
#S.E27	85	#S.C27	90
#S.E28	90	#S.C28	100
#S.E29	100	#S.C29	80
#S.E30	85	#S.C30	95
#S.E31	35	#S.C31	95
#S.E32	100	#S.C32	100
TOTAL	2535	TOTAL	1965
MEAN	79.21	MEAN	61.40

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Figure 3.1

The mean diagram of pre-test in control class and experimental class



The result showed that the mean score in experimental class is **79.21** and control class was **61.40**. It shows the quality of the students in vocabulary mastery before treatment. The different score was **17.81** points.

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Table 3.2 Result of Post Test (Experimental Class and Control Class)

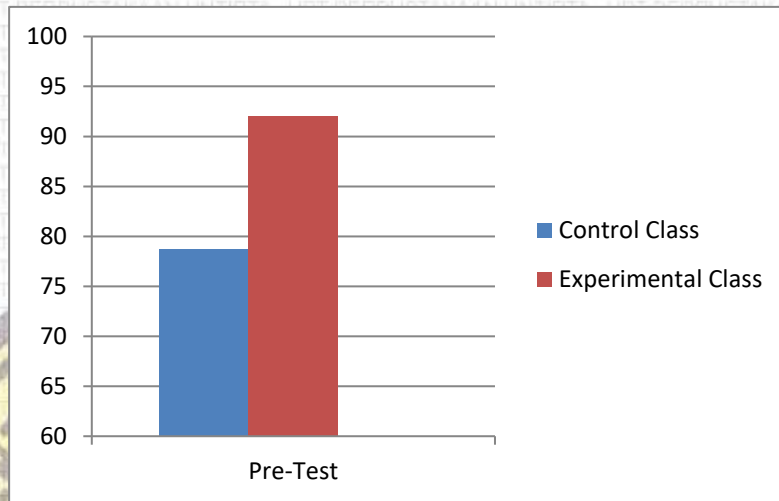
Students' Code	Post-test	Students' Code	Post-test
#S.E1	65	#S.C1	95
#S.E2	95	#S.C2	95
#S.E3	85	#S.C3	80
#S.E4	50	#S.C4	100
#S.E5	95	#S.C5	100
#S.E6	85	#S.C6	80
#S.E7	85	#S.C7	85
#S.E8	70	#S.C8	65
#S.E9	100	#S.C9	95
#S.E10	75	#S.C10	90
#S.E11	75	#S.C11	85
#S.E12	85	#S.C12	70
#S.E13	90	#S.C13	70
#S.E14	85	#S.C14	75
#S.E15	70	#S.C15	80
#S.E16	100	#S.C16	65
#S.E17	100	#S.C17	95
#S.E18	90	#S.C18	75
#S.E19	100	#S.C19	75
#S.E20	100	#S.C20	90
#S.E21	90	#S.C21	95
#S.E22	100	#S.C22	80
#S.E23	90	#S.C23	95
#S.E24	90	#S.C24	60
#S.E25	90	#S.C25	85
#S.E26	90	#S.C26	55
#S.E27	70	#S.C27	100
#S.E28	85	#S.C28	80
#S.E29	100	#S.C29	95
#S.E30	35	#S.C30	85
#S.E31	95	#S.C31	55
#S.E32	100	#S.C32	90
TOTAL	2945	TOTAL	2520
MEAN	92.03	MEAN	78.75

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Figure 3.2

The mean of post-test in control class and experimental class



The result showed that the mean score in experimental class was **92.03** and control class was **78.75**. It shows the quality of the students in vocabulary mastery after treatment. The different score was **13.28** points.

Table 4.1 Validity of the Test

No	t_{count}	t_{table}	Result
1.	0.4462	0.3440	VALID
2.	0.4849	0.3440	VALID
3.	0.6737	0.3440	VALID
4.	0.4716	0.3440	VALID
5.	0.3710	0.3440	VALID
6.	0.3550	0.3440	VALID
7.	0.5759	0.3440	VALID
8.	0.9298	0.3440	VALID
9.	0.4147	0.3440	VALID

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

10.	0.4407	0.3440	VALID
11.	0.1611	0.3440	INVALID
12.	-0.0261	0.3440	INVALID
13.	0.8048	0.3440	VALID
14.	0.6199	0.3440	VALID
15.	0.3550	0.3440	VALID
16.	0.3881	0.3440	VALID
17.	0.4849	0.3440	VALID
18.	0.6141	0.3440	VALID
19.	0.4018	0.3440	VALID
20.	-0.0955	0.3440	INVALID
21.	0.2142	0.3440	INVALID
22.	0.4655	0.3440	VALID
23.	0.0863	0.3440	INVALID
24.	0.4655	0.3440	VALID
25.	0.6199	0.3440	INVALID
26.	0.3197	0.3440	VALID
27.	0.4849	0.3440	VALID
28.	0.9298	0.3440	VALID
29.	0.4849	0.3440	VALID
30.	0.3467	0.3440	VALID
31.	0.6199	0.3440	VALID
32.	0.2677	0.3440	INVALID
33.	0.0351	0.3440	INVALID
34.	0.3809	0.3440	VALID
35.	0.6199	0.3440	VALID
36.	0.5236	0.3440	VALID
37.	0.4268	0.3440	VALID
38.	0.4549	0.3440	VALID
39.	0.6737	0.3440	VALID

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

40.	0.5236	0.3440	VALID
41.	0.6390	0.3440	VALID
42.	0.4192	0.3440	VALID
43.	0.5782	0.3440	VALID
44.	0.1611	0.3440	INVALID
45.	0.9298	0.3440	VALID
46.	0.4407	0.3440	VALID
47.	0.4407	0.3440	VALID
48.	0.6009	0.3440	VALID
49.	0.6815	0.3440	VALID
50.	0.4655	0.3440	VALID



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Table 4.2 Reliability of the Test

No	X	X ²	Y	Y ²	XY
1	24	576	23	529	552
2	25	625	24	576	600
3	23	529	21	441	483
4	24	576	22	484	528
5	25	625	23	529	575
6	21	441	23	529	483
7	23	529	21	441	483
8	23	529	20	400	460
9	10	100	10	100	100
10	22	484	19	361	418
11	23	529	21	441	483
12	22	484	22	484	484
13	24	576	23	529	552
14	23	529	23	529	529
15	23	529	24	576	552
16	25	625	20	400	500
17	22	484	22	484	484
18	24	576	23	529	552
19	23	529	20	400	460
20	18	324	19	361	342
21	21	441	23	529	483

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

22	21	441	22	484	462
23	24	576	24	576	576
24	23	529	23	529	529
25	23	529	23	529	529
26	22	484	24	576	528
27	21	441	20	400	420
28	23	529	18	324	414
29	12	144	6	36	72
30	25	625	22	484	550
31	23	529	21	441	483
32	22	484	21	441	462
TOTAL	707	15951	670	14472	15128

N	X	X ²	Y	Y ²	XY
32	707	15951	670	14472	15128

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

$$r_{xy} = \frac{32(15128) - (707)(670)}{\sqrt{32(15951) - (707)^2(32(14472) - (670)^2)}}$$

$$r_{xy} = \frac{484096 - 473690}{\sqrt{510432 - 499849(463104 - 448900)}}$$

$$r_{xy} = \frac{10406}{\sqrt{10583(14204)}}$$

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

$$r_{xy} = \frac{10406}{\sqrt{150320932}}$$

$$r_{xy} = \frac{10406}{12260.543707}$$

$$r_{xy} = 0.8487$$

$$r_{11} = \frac{2 \times r_{1/21/2}}{(1 + r_{1/21/2})}$$

Notes:

r_{11} : The reliability of the instrument (test)

$r_{1/21/2}$: Index correlation (referred to as the index of correlation)

Moreover, to know the criteria of reliability as follow:

If $r_{11} \geq r_{table}$: It indicates that instrument (test) is reliable

If $r_{11} < r_{table}$: It indicates that instrument (test) is not reliable.

$$r_{11} = \frac{2 \times r_{1/21/2}}{(1 + r_{1/21/2})}$$

$$r_{11} = \frac{2 \times 0.8487}{(1 + 0.8487)}$$

$$r_{11} = \frac{1.6974}{1.8487}$$

$$r_{11} = 0.918$$

Based on the result of Reliability of the test, it could be seen from r table with the 32 total responses ($df = n-1$) $32-1 = 31$. It was calculated $r_{11} \geq r_{table}$ or $0.918 \geq 0.344$. It can be concluded that the test was reliable.

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Normality Pre-Test of Experimental Class

1. Found the highest score and the lowest score

The highest score = 80

The lowest score = 35

2. Calculated the range (R)

R = the highest score – the lowest score

$$= 80 - 35$$

$$= 45$$

3. Calculated the sum of classes (BK)

N = the sum of students in control class

$$BK = 1 + 3.3 \log N$$

$$= 1 + 3.3 \log 32$$

$$= 1 + 3.3 (1.51)$$

$$= 1 + 4.98$$

$$= 5.96 = 6$$

4. Calculated the interval of class (i)

$$I = R / BK$$

$$I = 45 / 6$$

$$= 7.5 = 8$$

5. Made the table of distribution data frequency of pre-test (experimental class)

Table 5.1

Interval	Limit	f	middle value (x)	xi2	f.xi	(f.xi2)
36-42	35,5	1	39	1521	39	3042
43-49	42,5	2	46	2116	92	4232
50-56	49,5	4	53	2809	212	11236

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

57-63	56,5	9	60	3600	540	32400
64-70	63,5	7	67	4489	469	31423
71-77	70,5	6	74	5476	444	32856
78-84	77,5	3	81	6561	243	19683
	84,5					
		32	420	26572	2039	134872

6. Calculated the mean (\bar{X})

$$\bar{X} = \frac{\sum f \cdot X_i}{\sum N}$$

$$= \frac{2039}{32}$$

$$= 63.7$$

7. Determined the standard of deviation (S)

$$S = \sqrt{\frac{N(\sum f \cdot X_i^2) - (\sum f \cdot X_i)^2}{N(N-1)}}$$

$$S = \sqrt{\frac{32(134872) - (2039)^2}{32(32-1)}}$$

$$S = \sqrt{\frac{4315904 - 4157521}{992}}$$

$$S = \sqrt{\frac{1589103}{992}}$$

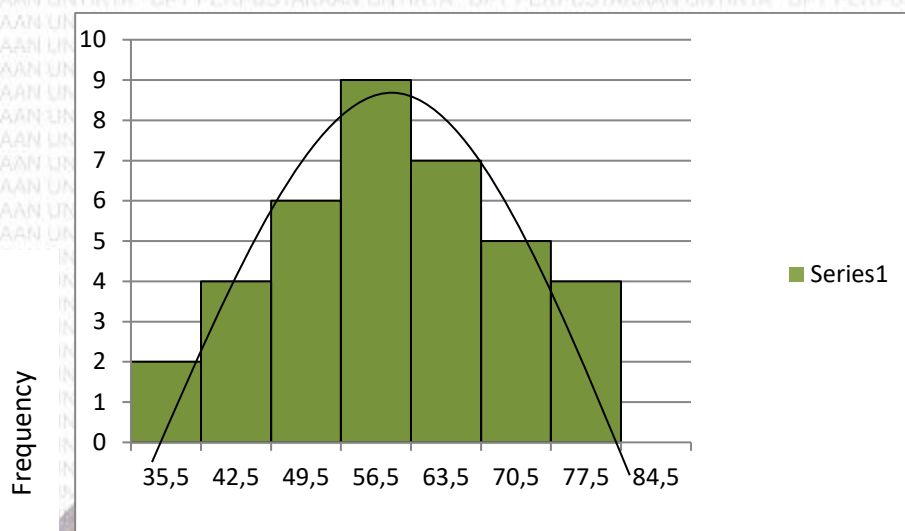
$$S = \sqrt{159.660}$$

$$S = 12.636$$

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Figure 5.1



Based on the result of graphic above, it can be concluded that **the pre-test of experimental class was normally distributed.**

Normality Post-Test of Experimental Class

1. Found the highest score and the lowest score

The highest score = 95

The lowest score = 55

2. Calculated the **Students' Score**

$R = \text{the highest score} - \text{the lowest score}$
 $= 95 - 55$
 $= 40$

3. Calculated the sum of classes (BK)

$N = \text{the sum of students in control class}$

$BK = 1 + 3.3 \log N$
 $= 1 + 3.3 \log 32$
 $= 1 + 3.3 (1.51)$

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

$$= 1 + 4.98$$

$$= 5.98 = 6$$

4. Calculated the interval of class (i)

$$I = R / BK$$

$$I = 40 / 6$$

$$= 6.67 = 7$$

5. Made the table of distribution data frequency of post-test (experimental class)

Table 5.2

Interval	Limit	f	middle value (x)	xi2	f.xi	(f.xi2)
50-56	49,5	1	53	2809	53	2809
57-63	56,5	3	60	3600	180	10800
64-70	63,5	5	67	4489	335	22445
71-77	70,5	9	74	5476	666	49284
78-84	77,5	7	81	6561	567	45927
85-91	84,5	5	88	7744	440	38720
92-98	91,5	2	95	9025	190	18050
	98,5					
		32	518	39704	2431	188035

6. Calculated the mean (\bar{X})

$$\bar{X} = \frac{\sum f.X_i}{\sum N}$$

$$= \frac{2431}{32}$$

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

$$= 75.9$$

7. Determined the standard of deviation (S)

$$S = \sqrt{\frac{N(\sum f.X_i^2) - (\sum f.X_i)^2}{N(N-1)}}$$

$$S = \sqrt{\frac{32(188035) - (2431)^2}{32(32-1)}}$$

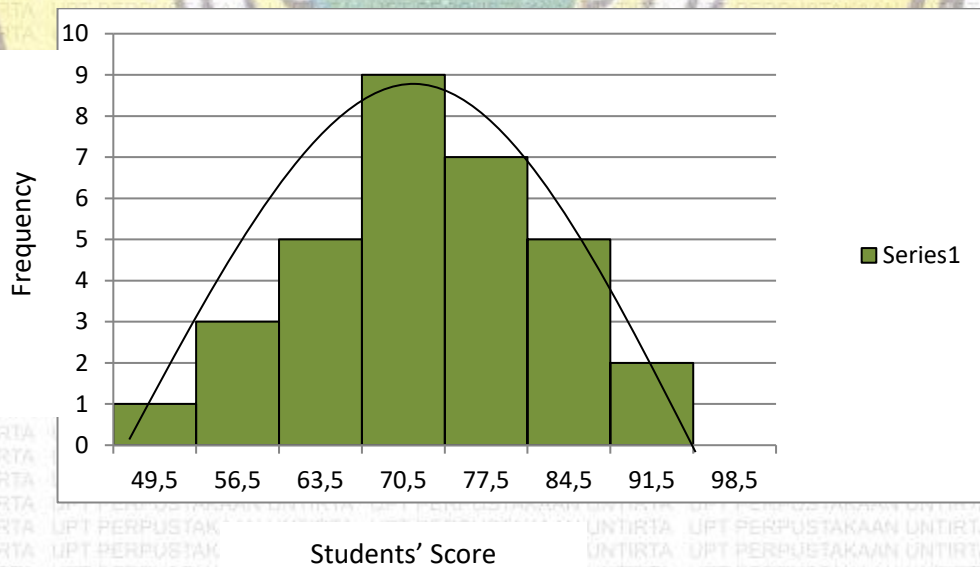
$$S = \sqrt{\frac{6017120 - 5909761}{992}}$$

$$S = \sqrt{\frac{107359}{992}}$$

$$S = \sqrt{108.225}$$

$$S = 10.403$$

Figure 5.2



Based on the result of graphic above, it can be concluded that **the post-test of experimental class was normally distributed.**

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Normality Pre-Test of Control Class

1. Found the highest score and the lowest score

The highest score = 80

The lowest score = 30

2. Calculated the range (R)

R = the highest score – the lowest score

$$= 80 - 30$$

$$= 50$$

3. Calculated the sum of classes (BK)

N = the sum of students in control class

$$BK = 1 + 3.3 \log N$$

$$= 1 + 3.3 \log 32$$

$$= 1 + 3.3 (1.51)$$

$$= 1 + 4.98$$

$$= 5.98 = 6$$

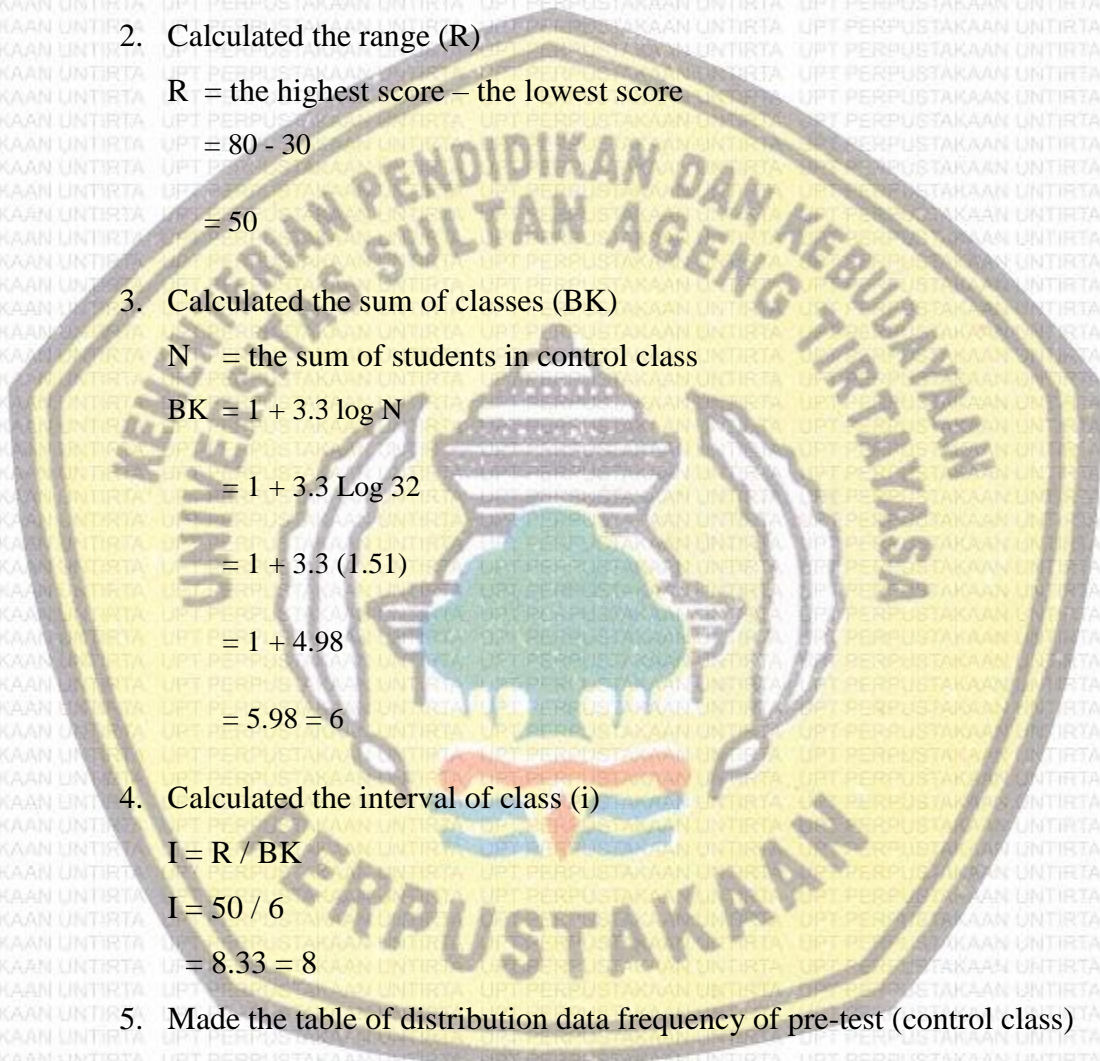
4. Calculated the interval of class (i)

$$I = R / BK$$

$$I = 50 / 6$$

$$= 8.33 = 8$$

5. Made the table of distribution data frequency of pre-test (control class)



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Table 5.3

Interval	limit	f	middle value (x)	xi2	f.xi	(f.xi2)
27-34	26,5	2	30.5	930.25	61	1860.5
35-42	34,5	5	38.5	1482.25	192.5	7411.25
43-50	42,5	6	46.5	2162.25	279	12973.5
51-58	50,5	8	54.5	2970.25	436	23762
59-66	58,5	5	62.5	3906.25	312.5	19531.25
67-74	66,5	4	80.5	6480.25	322	25921
75-82	74,5	2	78.5	6162.25	157	12324.5
	82,5					
		32	391.5	24093.75	1760	103784

6. Calculated the mean (\bar{X})

$$\bar{X} = \frac{\sum f.X_i}{\sum N}$$

$$= \frac{1760}{32}$$

$$= 55$$

7. Determined the standard of deviation (S)

$$S = \sqrt{\frac{N(\sum f.X_i^2) - (\sum f.X_i)^2}{N(N-1)}}$$

$$S = \sqrt{\frac{32(103784) - (1760)^2}{32(32-1)}}$$

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

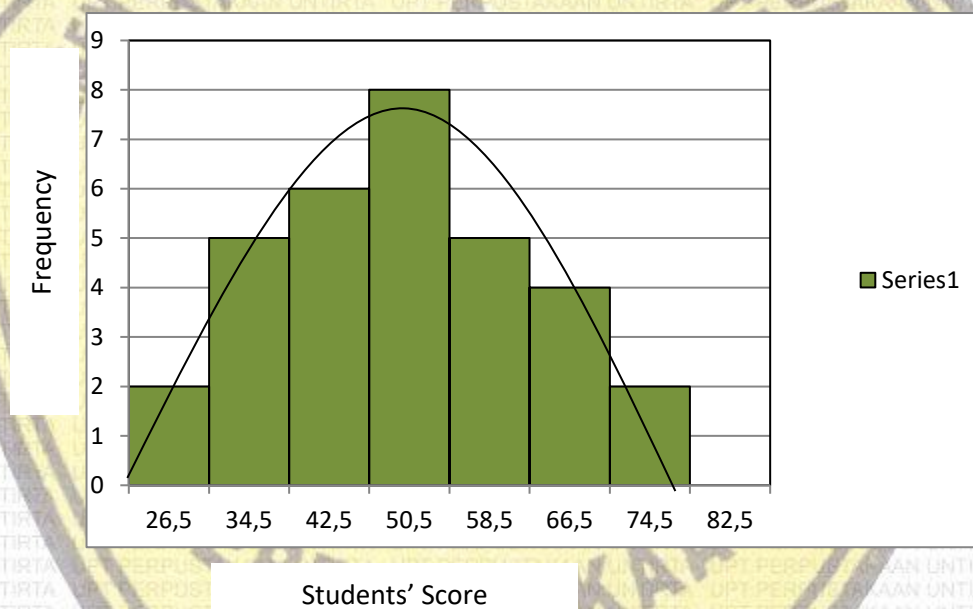
$$S = \sqrt{\frac{3321088 - 3097600}{992}}$$

$$S = \sqrt{\frac{223488}{992}}$$

$$S = \sqrt{193.989}$$

$$S = 13.928$$

Figure 5.3



Based on the result of graphic above, it can be concluded that the pre-test of control class was normally distributed.

Normality Post-Test of Control Class

1. Found the highest score and the lowest score

The highest score = 85

The lowest score = 45

2. Calculated the range (R)

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

R = the highest score – the lowest score

$$= 85 - 45$$

$$= 40$$

3. Calculated the sum of classes (BK)

N = the sum of students in control class

$$BK = 1 + 3.3 \log N$$

$$= 1 + 3.3 \log 32$$

$$= 1 + 3.3 (1.51)$$

$$= 1 + 4.98$$

$$= 4.98 = 6$$

4. Calculated the interval of class (i)

$$I = R / BK$$

$$I = 40 / 6$$

$$= 6.67 = 7$$

5. Made the table of distribution data frequency of post-test (control class)

Table 5.4

Interval	limit	f	middle value (x)	xi2	f.xi	(f.xi2)
43-49	42.5	3	46	2116	138	6348
50-56	49.5	4	53	2809	212	11236
57-63	56.5	6	60	3600	360	21600
64-70	63.5	7	67	4489	469	31423
71-77	70.5	6	74	5476	444	32856
78-84	77.5	4	81	6561	324	26244
85-91	84.5	2	88	7744	176	15488

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

	91.5				
		32	469	32795	2123
					145195

6. Calculated the mean (\bar{X})

$$\bar{X} = \frac{\sum f.X_i}{\sum N}$$

$$= \frac{2123}{32}$$

$$= 66.34$$

7. Determined the standard of deviation (S)

$$S = \sqrt{\frac{N(\sum f.X_i^2) - (\sum f.X_i)^2}{N(N-1)}}$$

$$S = \sqrt{\frac{32(145195) - (2123)^2}{32(32-1)}}$$

$$S = \sqrt{\frac{4646240 - 4507129}{992}}$$

$$S = \sqrt{\frac{139111}{992}}$$

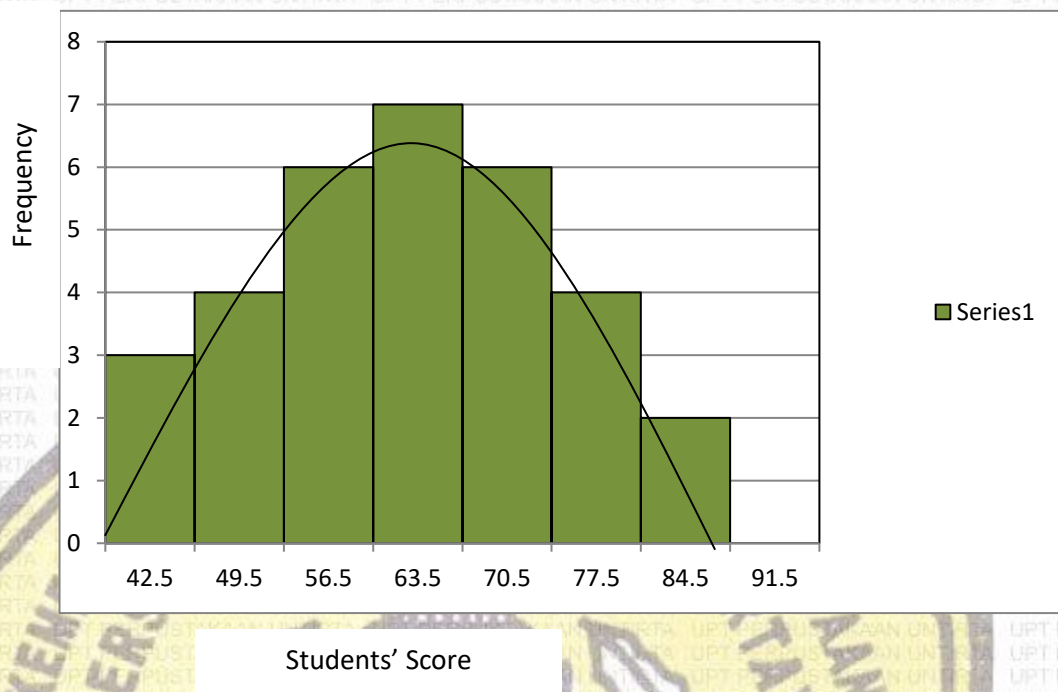
$$S = \sqrt{120.758}$$

$$S = 10.989$$

Figure 5.4

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.



Based on the result of graphic above, it can be concluded that the post-test of control class was normally distributed.

Homogeneity Variance of Pre-Test

Based on the result of normality test of control class and experimental class, the tests were normally distributed because graphical method. Then, the researcher calculated the homogeneity variance by comparing the value of two variants (biggest variant and smallest variant) with the level of significance 0.05 (5 %).

Table 6.1 Variance Data of Vocabulary Test

Instrument	Class	Sample (N)	Standard of Deviation (S)
Pre-test	Control	32	13.92
Pre-test	Experimental	32	12.69

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Step 1: Calculated the value of F_{count} by using the formula as follows:

$$F_{count} = \frac{BV}{SV}$$

Note : BV = the biggest variant

SV = the smallest variant

$$F_{count} = \frac{13.92}{12.69} \\ = 1.09$$

Step 2: Calculated the value of F_{table} by using the formula as follows:

$$F_{table} = F(1 - \alpha) (dk = k) (dk = N - k - 1)$$

$$F_{table} = F(1 - 0.05) (dk = 1) (dk = 32 - 2 - 1)$$

$$F_{table} = F(1 - 0.05) (1) (29)$$

$$F_{table} = F(0.95) (29)$$

$$F_{table} = 1 \text{ (as numerator) and } 34 \text{ (as denominator)}$$

The value of F_{table} with the level of significance 0.05 (5 %) is 4.183

Step 3: Compared F_{count} and F_{table}

The criteria of testing as follows:

If $F_{count} \geq F_{table}$, it means that the variance of test was not homogenous

If $F_{count} \leq F_{table}$, it means that the variance of test was homogenous

Based on the result of homogeneity variance of control class, it was

Calculated $F_{count} \leq F_{table}$ or $1.09 \leq 4.183$. It can be concluded that the data of pre-test in control class and experimental class was homogenous.

Homogeneity Variance of Post-test

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Table 6.2 Variance Data of Vocabulary Test

Instrument	Class	Sample (N)	Standard of Deviation (S)
Post-test	Control	32	10.98
Post-test	Experimental	32	10.40

Step 1: Calculated the value of F_{count} by using the formula as follows:

$$F_{count} = \frac{BV}{SV}$$

Note : BV = the biggest variant

SV = the smallest variant

$$F_{count} = \frac{10.98}{10.40}$$

$$= 1.05$$

Step 2: Calculated the value of F_{table} by using the formula as follows:

$$F_{table} = F (1 - \alpha) (dk = k) (dk = N - k - 1)$$

$$F_{table} = F (1 - 0.05) (dk = 1) (dk = 32 - 2 - 1)$$

$$F_{table} = F (1 - 0.05) (1) (29)$$

$$F_{table} = F (0.95) (29)$$

$$F_{table} = 1 \text{ (as numerator) and } 34 \text{ (as denominator)}$$

The value of F_{table} with the level of significance 0.05 (5 %) is 4.183

Step 3: Compared F_{count} and F_{table}

The criteria of testing as follows:

If $F_{count} \geq F_{table}$, it means that the variance of test was not homogenous

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

If $F_{count} \leq F_{table}$, it means that the variance of test was homogenous

Based on the result of homogeneity variance of control class, it was

Calculated $F_{count} \leq F_{table}$ or $1.05 \leq 4.183$. It can be concluded that the scores of post-test in control class and experimental class was homogenous.

The Result of Independent T_{test}

Hypothesis Testing

To prove the hypothesis of this research, statistic calculation of t-test formula with the degree of significance 5% was used. The formula as follow:

$$t_{count} = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

M_x : Mean score of experimental group (X)

M_y : Mean score of control group (Y)

$\sum x^2$: Sum of square deviation score in experimental group

$\sum y^2$: Sum of square deviation score in control group

N_x : The number of students of experimental group

N_y : The number of students of control group

Step 1 : Students' scores and sum of square deviation score in experimental class and control class

Table 7.1

Experimental Class				Control Class			
Subject	Posttest	Deviation	x2	Subject	Posttest	Deviation	y2
	X	x			Y	y	
AK	65	21.9	478.52	AM	95	-12.5	156.25
AQ	95	-8.1	66.02	AS	95	-12.5	156.25
AY	85	1.9	3.52	AF	80	2.5	6.25

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

AC	65	21.9	478.52	AR	100	-17.5	306.25
AN	95	-8.1	66.02	AY	100	-17.5	306.25
AZ	85	1.9	3.52	AA	80	2.5	6.25
AM	85	1.9	3.52	AL	85	-2.5	6.25
BP	70	16.9	284.77	DK	65	17.5	306.25
CA	100	-13.1	172.27	DC	95	-12.5	156.25
CN	75	11.9	141.02	DA	90	-7.5	56.25
CT	85	1.9	3.52	DR	85	-2.5	6.25
DR	85	1.9	3.52	DM	70	12.5	156.25
DA	90	-3.1	9.77	DH	70	12.5	156.25
DS	85	1.9	3.52	EG	75	7.5	56.25
IH	95	-8.1	66.02	IJ	80	2.5	6.25
IM	100	-13.1	172.27	KK	65	17.5	306.25
AP	100	-13.1	172.27	KA	95	-12.5	156.25
AF	90	-3.1	9.77	MH	75	7.5	56.25
AD	100	-13.1	172.27	MU	75	7.5	56.25
AR	100	-13.1	172.27	MI	90	-7.5	56.25
MA	90	-3.1	9.77	AD	95	-12.5	156.25
MF	100	-13.1	172.27	MA	80	2.5	6.25
MM	90	-3.1	9.77	MP	95	-12.5	156.25
MR	90	-3.1	9.77	MD	60	22.5	506.25
NM	95	-8.1	66.02	MF	85	-2.5	6.25
NN	90	-3.1	9.77	NA	55	27.5	756.25
NL	70	16.9	284.77	NN	100	-17.5	306.25
NR	85	100.0	10000.0	NZ	80	2.5	6.25
NS	100	-13.1	172.27	NP	95	-12.5	156.25
RA	25	61.9	3828.52	OE	85	-2.5	6.25
RS	95	-8.1	66.02	RR	55	27.5	756.25
RC	100	-13.1	172.27	RD	90	-7.5	56.25
Total	2780		17283.9		2640		5350.0
Mean	86.9		540.1		82.5		167.2

Step 2: Calculated the value of t_{count}

$$t_{count} = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

$$t_{count} = \frac{86.9 - 82.5}{\sqrt{\left(\frac{540.1 + 167.2}{32 + 32 - 2}\right)\left(\frac{1}{32} + \frac{1}{32}\right)}}$$

$$t_{count} = \frac{4.4}{\sqrt{\left(\frac{707.3}{62}\right)\left(\frac{2}{32}\right)}}$$

$$t_{count} = \frac{4.4}{\sqrt{(11.40)(0.06)}}$$

$$t_{count} = \frac{4.4}{\sqrt{0.68}}$$

$$t_{count} = \frac{4.4}{0.82} = 5.36$$

Step 3: Calculated the value of t_{table}

To find the value of t_{table} , the researcher used the formula as follows:

$$\begin{aligned} d.f &= (N_x + N_y - 2) \\ &= (32 + 32 - 2) \\ &= 62 \end{aligned}$$

t_{table} with the level of significance 0.05 (5 %) was 2.00

Step 5: Compared t_{count} and t_{table}

The criteria of testing as follows:

If $t_{count} \geq t_{table}$, it means that the null hypothesis (H_0) is refused.

If $t_{count} \leq t_{table}$, it means that the null hypothesis (H_0) is received.

Based on the result of test of mean difference significant (independent t_{test}),

it was Calculated $t_{count} \geq t_{table}$ or $5.36 \geq 2.00$. The alternative hypothesis was

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

received. It can be concluded that there was an effectiveness of using offline YouTube video toward students' vocabulary mastery at the seventh grade of SMPN 14 Kota Tangerang.



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.



APPENDIX 4

TABLE

4.1 Table of R Product Moment

4.2 Table of F Distribution

4.3 Table of Critical Values for T

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

DF	Denominator									
	Numerator DF									
	1	2	3	4	5	6	7	8	9	10
1	161.448	199.500	215.707	224.583	230.162	233.986	236.768	238.883	240.543	241.882
2	18.513	19.000	19.164	19.247	19.296	19.330	19.353	19.371	19.385	19.396
3	10.128	9.552	9.277	9.117	9.013	8.941	8.887	8.845	8.812	8.786
4	7.709	6.944	6.591	6.388	6.256	6.163	6.094	6.041	5.999	5.964
5	6.608	5.786	5.409	5.192	5.050	4.950	4.876	4.818	4.772	4.735
6	5.987	5.143	4.757	4.534	4.387	4.284	4.207	4.147	4.099	4.060
7	5.591	4.737	4.347	4.120	3.972	3.866	3.787	3.726	3.677	3.637
8	5.318	4.459	4.066	3.838	3.687	3.581	3.500	3.438	3.388	3.347
9	5.117	4.256	3.863	3.633	3.482	3.374	3.293	3.230	3.179	3.137
10	4.965	4.103	3.708	3.478	3.326	3.217	3.135	3.072	3.020	2.978
11	4.844	3.982	3.587	3.357	3.204	3.095	3.012	2.948	2.896	2.854
12	4.747	3.885	3.490	3.259	3.106	2.996	2.913	2.849	2.796	2.753
13	4.667	3.806	3.411	3.179	3.025	2.915	2.832	2.767	2.714	2.671
14	4.600	3.739	3.344	3.112	2.958	2.848	2.764	2.699	2.646	2.602
15	4.543	3.682	3.287	3.056	2.901	2.790	2.707	2.641	2.588	2.544
16	4.494	3.634	3.239	3.007	2.852	2.741	2.657	2.591	2.538	2.494
17	4.451	3.592	3.197	2.965	2.810	2.699	2.614	2.548	2.494	2.450
18	4.414	3.555	3.160	2.928	2.773	2.661	2.577	2.510	2.456	2.412
19	4.381	3.522	3.127	2.895	2.740	2.628	2.544	2.477	2.423	2.378
20	4.351	3.493	3.098	2.866	2.711	2.599	2.514	2.447	2.393	2.348
21	4.325	3.467	3.072	2.840	2.685	2.573	2.488	2.420	2.366	2.321
22	4.301	3.443	3.049	2.817	2.661	2.549	2.464	2.397	2.342	2.297
23	4.279	3.422	3.028	2.796	2.640	2.528	2.442	2.375	2.320	2.275
24	4.260	3.403	3.009	2.776	2.620	2.508	2.423	2.355	2.300	2.255
25	4.242	3.385	2.991	2.759	2.603	2.490	2.405	2.337	2.282	2.236
26	4.225	3.369	2.975	2.743	2.587	2.474	2.388	2.321	2.265	2.220
27	4.210	3.354	2.960	2.728	2.572	2.459	2.373	2.305	2.250	2.204
28	4.196	3.340	2.947	2.714	2.558	2.445	2.359	2.291	2.236	2.190
29	4.183	3.328	2.934	2.701	2.545	2.432	2.346	2.278	2.223	2.177
30	4.171	3.316	2.922	2.690	2.534	2.421	2.334	2.266	2.211	2.165
31	4.160	3.305	2.911	2.679	2.523	2.409	2.323	2.255	2.199	2.153
32	4.149	3.295	2.901	2.668	2.512	2.399	2.313	2.244	2.189	2.142
33	4.139	3.285	2.892	2.659	2.503	2.389	2.303	2.235	2.179	2.133
34	4.130	3.276	2.883	2.650	2.494	2.380	2.294	2.225	2.170	2.123
35	4.121	3.267	2.874	2.641	2.485	2.372	2.285	2.217	2.161	2.114
36	4.113	3.259	2.866	2.634	2.477	2.364	2.277	2.209	2.153	2.106
37	4.105	3.252	2.859	2.626	2.470	2.356	2.270	2.201	2.145	2.098
38	4.098	3.245	2.852	2.619	2.463	2.349	2.262	2.194	2.138	2.091
39	4.091	3.238	2.845	2.612	2.456	2.342	2.255	2.187	2.131	2.084
40	4.085	3.232	2.839	2.606	2.449	2.336	2.249	2.180	2.124	2.077
41	4.079	3.226	2.833	2.600	2.443	2.330	2.243	2.174	2.118	2.071
42	4.073	3.220	2.827	2.594	2.438	2.324	2.237	2.168	2.112	2.065
43	4.067	3.214	2.822	2.589	2.432	2.318	2.232	2.163	2.106	2.059
44	4.062	3.209	2.816	2.584	2.427	2.313	2.226	2.157	2.101	2.054
45	4.052	3.200	2.807	2.574	2.417	2.304	2.216	2.147	2.091	2.044
46	4.047	3.195	2.802	2.570	2.413	2.299	2.212	2.143	2.086	2.039
47	4.043	3.191	2.798	2.565	2.409	2.295	2.207	2.138	2.082	2.035
48	4.038	3.187	2.794	2.561	2.404	2.290	2.203	2.134	2.077	2.030
49	4.034	3.183	2.790	2.557	2.400	2.286	2.199	2.130	2.073	2.026
50										

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

DF	Denominator									
	Numerator DF									
	1	2	3	4	5	6	7	8	9	10
51	4.030	3.179	2.786	2.553	2.397	2.283	2.195	2.126	2.069	2.022
52	4.027	3.175	2.783	2.550	2.393	2.279	2.192	2.122	2.066	2.018
53	4.023	3.172	2.779	2.546	2.389	2.275	2.188	2.119	2.062	2.015
54	4.020	3.168	2.776	2.543	2.386	2.272	2.185	2.115	2.059	2.011
55	4.016	3.165	2.773	2.540	2.383	2.269	2.181	2.112	2.055	2.008
56	4.013	3.162	2.769	2.537	2.380	2.266	2.178	2.109	2.052	2.005
57	4.010	3.159	2.766	2.534	2.377	2.263	2.175	2.106	2.049	2.001
58	4.007	3.156	2.764	2.531	2.374	2.260	2.172	2.103	2.046	1.998
59	4.004	3.153	2.761	2.528	2.371	2.257	2.169	2.100	2.043	1.995
60	4.001	3.150	2.758	2.525	2.368	2.254	2.167	2.097	2.040	1.993
61	3.998	3.148	2.755	2.523	2.366	2.251	2.164	2.094	2.037	1.990
62	3.996	3.145	2.753	2.520	2.363	2.249	2.161	2.092	2.035	1.987
63	3.993	3.143	2.751	2.518	2.361	2.246	2.159	2.089	2.032	1.985
64	3.991	3.140	2.748	2.515	2.358	2.244	2.156	2.087	2.030	1.982
65	3.989	3.138	2.746	2.513	2.356	2.242	2.154	2.084	2.027	1.980
66	3.986	3.136	2.744	2.511	2.354	2.239	2.152	2.082	2.025	1.977
67	3.984	3.134	2.742	2.509	2.352	2.237	2.150	2.080	2.023	1.975
68	3.982	3.132	2.740	2.507	2.350	2.235	2.148	2.078	2.021	1.973
69	3.980	3.130	2.737	2.505	2.348	2.233	2.145	2.076	2.019	1.971
70	3.978	3.128	2.736	2.503	2.346	2.231	2.143	2.074	2.017	1.969
71	3.976	3.126	2.734	2.501	2.344	2.229	2.142	2.072	2.015	1.967
72	3.974	3.124	2.732	2.499	2.342	2.227	2.140	2.070	2.013	1.965
73	3.972	3.122	2.730	2.497	2.340	2.226	2.138	2.068	2.011	1.963
74	3.970	3.120	2.728	2.495	2.338	2.224	2.136	2.066	2.009	1.961
75	3.968	3.119	2.727	2.494	2.337	2.222	2.134	2.064	2.007	1.959
76	3.967	3.117	2.725	2.492	2.335	2.220	2.133	2.063	2.006	1.958
77	3.965	3.115	2.723	2.490	2.333	2.219	2.131	2.061	2.004	1.956
78	3.963	3.114	2.722	2.489	2.332	2.217	2.129	2.059	2.002	1.954
79	3.962	3.112	2.720	2.487	2.330	2.216	2.128	2.058	2.001	1.953
80	3.960	3.111	2.719	2.486	2.329	2.214	2.126	2.056	1.999	1.951
81	3.959	3.109	2.717	2.484	2.327	2.213	2.125	2.055	1.998	1.950
82	3.957	3.108	2.716	2.483	2.326	2.211	2.123	2.053	1.996	1.948
83	3.956	3.107	2.715	2.482	2.324	2.210	2.122	2.052	1.995	1.947
84	3.955	3.105	2.713	2.480	2.323	2.209	2.121	2.051	1.993	1.945
85	3.953	3.104	2.712	2.479	2.322	2.207	2.119	2.049	1.992	1.944
86	3.952	3.103	2.711	2.478	2.321	2.206	2.118	2.048	1.991	1.943
87	3.951	3.101	2.709	2.476	2.319	2.205	2.117	2.047	1.989	1.941
88	3.949	3.100	2.708	2.475	2.318	2.203	2.115	2.045	1.988	1.940
89	3.948	3.099	2.707	2.474	2.317	2.202	2.114	2.044	1.987	1.939
90	3.947	3.098	2.706	2.473	2.316	2.201	2.113	2.043	1.986	1.938
91	3.946	3.097	2.705	2.472	2.315	2.200	2.112	2.042	1.984	1.936
92	3.945	3.095	2.704	2.471	2.313	2.199	2.111	2.041	1.983	1.935
93	3.943	3.094	2.703	2.470	2.312	2.198	2.110	2.040	1.982	1.934
94	3.942	3.093	2.701	2.469	2.311	2.197	2.109	2.038	1.981	1.933
95	3.940	3.091	2.699	2.466	2.309	2.195	2.106	2.036	1.979	1.931
96	3.939	3.090	2.698	2.465	2.308	2.194	2.105	2.035	1.978	1.930
97	3.938	3.089	2.697	2.465	2.307	2.193	2.104	2.034	1.977	1.929
98	3.937	3.088	2.696	2.464	2.306	2.192	2.103	2.033	1.976	1.928
99	3.936	3.087	2.696	2.463	2.305	2.191	2.103	2.032	1.975	1.927
100										

(Hatch and Lazaraton, 1991:599)

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Table of Critical Values for t

Level of Significance for One-Tailed Test						Level of Significance for One-Tailed Test						Level of Significance for One-Tailed Test					
0.05 0.025 0.01 0.005 0.0005						0.05 0.025 0.01 0.005 0.0005						0.05 0.025 0.01 0.005 0.0005					
Level of Significance for Two-Tailed Test						Level of Significance for Two-Tailed Test						Level of Significance for Two-Tailed Test					
df	0.10	0.05	0.02	0.01	0.001	df	0.10	0.05	0.02	0.01	0.001	df	0.10	0.05	0.02	0.01	0.001
1	6.31	12.71	31.82	63.66	636.58	32	1.69	2.04	2.45	2.74	3.62	63	1.67	2.00	2.39	2.66	3.45
2	2.92	4.30	6.96	9.92	31.60	33	1.69	2.03	2.44	2.73	3.61	64	1.67	2.00	2.39	2.65	3.45
3	2.35	3.18	4.54	5.84	12.92	34	1.69	2.03	2.44	2.73	3.60	65	1.67	2.00	2.39	2.65	3.45
4	2.13	2.78	3.75	4.60	8.61	35	1.69	2.03	2.44	2.72	3.59	66	1.67	2.00	2.38	2.65	3.44
5	2.02	2.57	3.36	4.03	6.87	36	1.69	2.03	2.43	2.72	3.58	67	1.67	2.00	2.38	2.65	3.44
6	1.94	2.45	3.14	3.71	5.96	37	1.69	2.03	2.43	2.72	3.57	68	1.67	2.00	2.38	2.65	3.44
7	1.89	2.36	3.00	3.50	5.41	38	1.69	2.02	2.43	2.71	3.57	69	1.67	1.99	2.38	2.65	3.44
8	1.86	2.31	2.90	3.36	5.04	39	1.68	2.02	2.43	2.71	3.56	70	1.67	1.99	2.38	2.65	3.43
9	1.83	2.26	2.82	3.25	4.78	40	1.68	2.02	2.42	2.70	3.55	71	1.67	1.99	2.38	2.65	3.43
10	1.81	2.23	2.76	3.17	4.59	41	1.68	2.02	2.42	2.70	3.54	72	1.67	1.99	2.38	2.65	3.43
11	1.80	2.20	2.72	3.11	4.44	42	1.68	2.02	2.42	2.70	3.54	73	1.67	1.99	2.38	2.64	3.43
12	1.78	2.18	2.68	3.05	4.32	43	1.68	2.02	2.42	2.70	3.53	74	1.67	1.99	2.38	2.64	3.43
13	1.77	2.16	2.65	3.01	4.22	44	1.68	2.02	2.41	2.69	3.53	75	1.67	1.99	2.38	2.64	3.42
14	1.76	2.14	2.62	2.98	4.14	45	1.68	2.01	2.41	2.69	3.52	76	1.67	1.99	2.38	2.64	3.42
15	1.75	2.13	2.60	2.95	4.07	46	1.68	2.01	2.41	2.69	3.51	77	1.66	1.99	2.38	2.64	3.42
16	1.75	2.12	2.58	2.92	4.01	47	1.68	2.01	2.41	2.68	3.51	78	1.66	1.99	2.38	2.64	3.42
17	1.74	2.11	2.57	2.90	3.97	48	1.68	2.01	2.41	2.68	3.50	79	1.66	1.99	2.37	2.64	3.42
18	1.73	2.10	2.55	2.88	3.92	49	1.68	2.01	2.40	2.68	3.50	80	1.66	1.99	2.37	2.64	3.42
19	1.73	2.09	2.54	2.86	3.88	50	1.68	2.01	2.40	2.68	3.50	81	1.66	1.99	2.37	2.64	3.41
20	1.72	2.09	2.53	2.85	3.85	51	1.68	2.01	2.40	2.68	3.49	82	1.66	1.99	2.37	2.64	3.41
21	1.72	2.08	2.52	2.83	3.82	52	1.67	2.01	2.40	2.67	3.49	83	1.66	1.99	2.37	2.64	3.41
22	1.72	2.07	2.51	2.82	3.79	53	1.67	2.01	2.40	2.67	3.48	84	1.66	1.99	2.37	2.64	3.41
23	1.71	2.07	2.50	2.81	3.77	54	1.67	2.00	2.40	2.67	3.48	85	1.66	1.99	2.37	2.63	3.41
24	1.71	2.06	2.49	2.80	3.75	55	1.67	2.00	2.40	2.67	3.48						
25	1.71	2.06	2.49	2.79	3.73	56	1.67	2.00	2.39	2.67	3.47	90	1.66	1.99	2.37	2.63	3.40
26	1.71	2.06	2.48	2.78	3.71	57	1.67	2.00	2.39	2.66	3.47	100	1.66	1.98	2.36	2.63	3.39
27	1.70	2.05	2.47	2.77	3.69	58	1.67	2.00	2.39	2.66	3.47	120	1.66	1.98	2.36	2.62	3.37
28	1.70	2.05	2.47	2.76	3.67	59	1.67	2.00	2.39	2.66	3.46	140	1.66	1.98	2.35	2.61	3.36
29	1.70	2.05	2.46	2.76	3.66	60	1.67	2.00	2.39	2.66	3.46	160	1.65	1.97	2.35	2.61	3.35
30	1.70	2.04	2.46	2.75	3.65	61	1.67	2.00	2.39	2.66	3.46	200	1.65	1.97	2.35	2.60	3.34
31	1.70	2.04	2.45	2.74	3.63	62	1.67	2.00	2.39	2.66	3.45	220	1.65	1.97	2.34	2.60	3.34

(Hatch and Lazaraton, 1991:595)

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

APPENDIX 5

Research Documentation

5.1 Picture Documentation of Research

5.2 Letters



PERINGATAN !!!

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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

PRE-TEST IN EXPERIMENTAL CLASS AND CONTROL CLASS



These photo were taken at **The first meeting**, the researcher conducted the pre-test in experimental class (VII A) and control class (VII B) on Tuesday, November 21st 2017. Experimental class treated by YouTube video. This class consisted of 32 students. It was conducted to know students' score before they got the treatments. The pre test was consisted of 20 items test and form of pre test was essay.

PERINGATAN !!!

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2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

POST-TEST IN EXPERIMENTAL AND CONTROL CLASS



These photo were taken at **The second meeting and the third meeting**, the researcher conducted the post-test in experimental class (VII A) on Tuesday, November 25th 2017 and control class (VII B) on Thursday, November 28th 2017. Experimental class treated by YouTube video. This class consisted of 32 students. It was conducted to know students' score before they got the treatments. The post test was consisted of 20 items test and form of pre test was essay.

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

TREATMENT IN EXPERIMENTAL AND CONTROL CLASS



These photo were taken when the researcher gave treatments for Experimental class (VII A) and control class (VII B) on Tuesday, November 23rd 2017. The materials that the researcher gave are about animals and things.

PERINGATAN !!!

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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.



KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SULTAN AGENG TIRTAYASA

Nomor : 0216 /UN43.2/PP/SK/2018

Tentang

PENGANGKATAN PEMBIMBING PENYUSUNAN SKRIPSI
JURUSAN PENDIDIKAN BAHASA INGGRIS

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Sultan Ageng Tirtayasa,

- Menimbang : a. Bahwa untuk pelayanan Bimbingan Penyusunan Skripsi mahasiswa, dipandang perlu diangkat Pembimbing Penyusunan Skripsi;
- b. Bahwa pengangkatan Pembimbing Penyusunan Skripsi tersebut perlu ditetapkan dalam keputusan Dekan.
- Mengingat : a. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
- b. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
- c. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- d. Keputusan Presiden RI Nomor 32 Tahun 2001 tentang Pengerian Universitas Sultan Ageng Tirtayasa;
- e. Peraturan Menteri Riset, Teknologi dan Pendidikan Tinggi Republik Indonesia Nomor: 17 tahun 2015 tentang Statuta Universitas Sultan Ageng Tirtayasa;
- f. Keputusan Menteri Riset, Teknologi dan Pendidikan Tinggi RI Nomor 291/M/KP/VIII/2015 tentang Pengangkatan Prof. Dr. H. Sholeh Hidayat, M.Pd. sebagai Rektor Universitas Sultan Ageng Tirtayasa Periode 2015-2019;
- g. SK Rektor Untirta Nomor: 818/UN43/KP/SK/2015 tentang pengangkatan Dekan FKIP Untirta;
- h. Pedoman Akademik Universitas Sultan Ageng Tirtayasa Tahun 2018.
- Memperhatikan : Surat usulan Ketua Jurusan Pendidikan Bahasa Inggris Nomor : 239/UN43.2.03/PP/2018 tanggal 31 Agustus 2018 tentang Permohonan SK Dosen Pembimbing Skripsi

MEMUTUSKAN

- Menetapkan :
Pertama : Mengangkat saudara yang tercantum dalam lampiran Surat Keputusan ini sebagai Pembimbing Skripsi.
- Kedua : Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan apabila di kemudian hari terdapat kekeliruan, akan diadakan perubahan dan perbaikan sebagaimana mestinya.

Ditetapkan di : Serang
Pada tanggal : 04 September 2018
Dekan,

Dr. H. Aceng Hasani, M. Pd.
NIP 19670820 199802 1 003

Tembusan disampaikan kepada Yth :

1. Rektor Untirta.
2. Wakil Dekan di lingkungan FKIP Untirta
3. Ketua Jurusan Pendidikan Bahasa Inggris
4. Yang bersangkutan.

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Lampiran Surat Keputusan Dekan
 Nomor : 0216/UN43.2/PP/SK/2018
 Tanggal : 04 September 2018
 Perihal : Daftar mahasiswa dan Dosen Pembimbing TA/Skripsi
 Jurusan Pendidikan Bahasa Inggris
 Fakultas Keguruan dan Ilmu Pendidikan
 Semester Ganjil Tahun Akademik 2018/2019

DAFTAR MAHASISWA DAN DOSEN PEMBIMBING TA/SKRIPSI
 Semester : Ganjil Tahun Akademik 2018/2019

No	NIM	Nama	Judul	Dosen Pembimbing
1	2223120757	Restu Ismayanti	The Influence of Using Word Wall Media Toward Students' Vocabulary Mastery at the Seventh Grade of SMPN 6 Kota Serang	Pembimbing 1: Dr. Syafrizal, M.Pd. Pembimbing 2: Wieka Barathayomi, M.Hum.
2	2223130284	Intan Belinda	The Effectiveness of Using Offline Youtube Video toward Students' Vocabulary Mastery at the Seventh Grade of SMPN 14 Tangerang	Pembimbing 1: Sutrisno Sadjji Evendy, M.Pd. Pembimbing 2: Delsa Miranty, M. Pd.
3	2223141089	Denina Nuraina	An Analysis of Teacher's Strategies in Teaching Reading Comprehension at the Second Grade Student's of SMPN 8 Kota Serang Academic Year 2017/2018	Pembimbing 1: Dr. Yudi Juniardi, M.Pd. Pembimbing 2: Rahman Hakim, M.Pd.
4	2223141590	Pitria	The Influence of Using SSS (Start with Simple Stories) Method Towards Students' Reading Comprehension on Narrative Text at the Eight Grade in SMPN 3 Teluknaga	Pembimbing 1: Ledy Nurlely, S.Pd., M.Pd. Pembimbing 2: Weliam Hamer, M.Pd.

Ditetapkan di : Serang
 Pada tanggal : 04 September 2018
 Dekan,

Dr. H. Aceng Hasani, M.Pd.
 NIP 196708201998021003

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KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
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Alamat: Kampus I Jalan Raya Jakarta Km. 04 Pakupatan Kota Serang
Kampus II Jalan Raya Ciwuru No. 25 Kota Serang
Tlp. (0254) 280330, Ext. 111, 7910005/7910008 Fax. (0254) 281254
Website: www.fkip.untirta.ac.id email: surat.fkip@untirta.ac.id

Nomor : *DS* /UN.43.2/KK/ 2018 12 Juli 2018
Lampiran : -
Hal : Permohonan Penelitian Tugas Akhir / Skripsi

Kepada Yth,
Kepala SMPN 14 Kota Serang

Di
Tangerang

Sehubungan dengan rencana Penyusunan Tugas Akhir/Skripsi bagi mahasiswa kami, dengan ini mengajukan permohonan tempat penelitian di Perusahaan/Lembaga yang Bapak/Ibu pimpin.

Adapun data mahasiswa yang bersangkutan adalah sebagai berikut.

Nama : Intan Belinda
NIM : 2223130284
Fakultas : FKIP
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Semester : Genap
Telepon / HP : 087774553961
Durasi (Lama Penelitian) : 2 Minggu
Rencana Topik : "The effectiveness of using offline youtube video toward students' vocabulary mastery "

Demikian permohonan kami sampaikan atas kerjasamanya dan perhatian Bapak/Ibu kami ucapkan terima kasih.

Wakil Dekan Bidang Akademik



Dr. Suroso Mukti Leksono, M.Si.
NIP. 197202262005011002

Tembusan :

- Ketua Program Studi Pendidikan Bahasa Inggris

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PEMERINTAH KOTA TANGERANG
DINAS PENDIDIKAN
UPT SATUAN PENDIDIKAN
SMP NEGERI 14 TANGERANG

Jl. Perum Sekneg RI No. 33 Cikokol Tangerang Tlp. 021-5545847 Fax. 021-55750621
Website : www.smpn14tangerang.sch.id Email smpnegeri14tng@yahoo.com NPSN : 20606737 NSS : 201026403098
TANGERANG

SURAT KETERANGAN
Nomor : 400/1006 / SMPN.14/2017

Yang bertanda tangan dibawah ini :

Nama : HJ. ENDAH SUSANTI, M.Pd
NIP : 19630704 198503 2007
Pangkat/ Gol. Ruang : Pembina Tk.I, IV/b
Jabatan : Kepala Sekolah
Instansi : UPT Satuan Pendidikan SMP Negeri 14 Tangerang

Menerangkan Bahwa :

Nama : INTAN BELINDA
NIM : 2223130284
Program Studi : Pendidikan Bahasa Inggris
Jenjang Pendidikan : (S1) Strata Satu
Judul Riset /Penelitian : *"The Effectiveness of using offline youtube video toward students' vocabulary mastery"*.

Nama Tersebut diatas telah Melaksanakan Riset/Penelitian dalam Rangka Penyelesaian
Penyusunan Tugas Akhir / Skripsi di UPT Satuan Pendidikan SMP Negeri 14 Tangerang
Prov. Banten.

Demikian surat Keterangan Ini kami buat untuk dipergunakan sebagaimana mestinya.

Tangerang, 30 November 2017
Kepala Sekolah



ENDAH SUSANTI, M.Pd
NIP. 19630704 198503 2007

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**BUKU
BIMBINGAN SKRIPSI
KETERANGAN TENTANG MAHASISWA**

Nama : Intan Belinda

NIM : 2223130284

Program Studi : Pendidikan Bhs. Inggris

Jenjang Pendidikan : S1

Tahun Masuk : 2013

Tempat Tanggal Lahir : Jakarta, 14-07-1996

Alamat : Buaran Betung, Cikokol
Tangerang.

Email : Intanbelinda14@gmail.com

No. HP : 087774553961

Pembimbing Akademik : Dr. Nurhaeda Gailea, M. Hum.

Pembimbing Skripsi I : Sutrisno Sadjji Evenddy, M.Pd.

Pembimbing Skripsi II : Delsa Miranty, M.Pd.

Judul Skripsi : The Effectiveness of using
Offline YouTube video toward
Students' Vocabulary Mastery.

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Tanggal	Catatan Pembimbing	Paraf Pembimbing I	Paraf Pembimbing II
08-11-16	Research Outline		<i>Jelis</i>
16-01-17	Revisi BAB I		<i>Jelis</i>
08-02-17	Revisi BAB I		<i>Jelis</i>
08-11-16	Revisi BAB I	<i>Assandj</i>	
15-11-16	Ganti Judul	<i>Assandj</i>	
08-02-17	Revisi BAB I	<i>Assandj</i>	
01-3-17	Revisi BAB II & III		<i>Jelis</i>
07-3-17	Instrument of the research - Revisi instrument		<i>Jelis</i>
08-3-17	Revisi Chapter 2	<i>Assandj</i>	
12-9-17	Revisi Chapter 2 " Chapter 3	<i>Assandj</i>	
19-9-17	- Revisi Bab 3		<i>Jelis</i>
20-9-17	- Revisi Bab 3 & Instrumen		<i>Jelis</i>
3-10-17	write lesson plan Method, Table of Content	<i>Assandj</i>	

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CURRICULUM VITAE



The researcher's full name is Intan Belinda. She was born in Jakarta, on July 14th 1995. She is the first daughter of Mr. Suharto and Mrs. Susi Indrayani. She has one brother named Irfan Saputro. She already married with Mr. Reza Purbayana, S.Kom. She has one children named Muhammad Raffasya Putro. She lives at Jl. Irmas, Buaran Betung No. 30 Rt. 03/13 Cikokol Tangerang, Banten 15117.

The researcher graduated from Kindergarten at TK Sekneg Tangerang in 2001, Elementary school at SDN Cikokol 4 Tangerang in 2007. Then, she continued to Junior High School at SMPN 14 Kota Tangerang in 2009. After that, she continued her study to Senior High School at SMAN 7 Kota Tangerang in 2013.

Then, she continued his study to University of Sultan Ageng Tirtayasa (UNTIRTA) – Banten. She takes English Department at Teacher Training and Education Faculty in 2013–2018.

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