

**THE EFFECT OF USING MACROMEDIA FLASH 8
ON VOCABULARY MASTERY OF GRADE X STUDENTS
OF SMK MUHAMMADIYAH 1 MOYUDAN IN THE
ACADEMIC YEAR OF 2011/2012**

A THESIS

Presented as Partial Fulfilment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Education



By:

Mayu Mila Luthfiana

07202244097

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2012

APPROVAL SHEET

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Mayu Mila Luthfiana

07202244097

Approved by the Consultants on May 07th, 2012

First Consultant,



Drs. A. Ghani Johan, M.Ed.

NIP. 19480722 197603 1 001

Second Consultant,



Nur Hidayanto, S.Pd., M.Pd.

NIP. 19821122 200604 1 001

RATIFICATION

THE EFFECT OF USING MACROMEDIA FLASH 8 ON VOCABULARY
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MOYUDAN IN THE ACADEMIC YEAR OF 2011/2012

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By

Mayu Mila Luthfiana

07202244097

Accepted by the Board of Examiners of the Faculty of Languages and Arts State
University of Yogyakarta on June, 2012 and
Declared to have Fulfilled the Requirement for the
Attainment of *Sarjana Pendidikan* Degree in English Education

Board of Examiners

Chairperson : Dra. Jamilah, M.Pd.
Secretary : Nur Hidayanto, S.Pd., M.Pd.
Examiner 1 : Dr. Agus Widyantoro, M.Pd.
Examiner 2 : Drs. A. Ghani Johan, M.Ed.

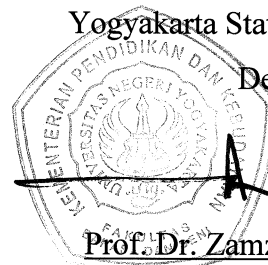
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Yogyakarta, June 18th, 2012

Faculty of Languages and Arts

Yogyakarta State University

Dean,



Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1 001

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : **Mayu Mila Luthfiana**
NIM : 07202244097
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : The Effect of Using Macromedia Flash 8 on
Vocabulary Mastery of Grade X Students of SMK
Muhammadiyah 1 Moyudan in the Academic Year
of 2011/2012

Menyatakan bahwa skripsi tersebut adalah hasil pekerjaan saya sendiri dan sepanjang pengetahuan saya, skripsi ini tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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Yogyakarta, 7 Mei 2012

Peneliti



Mayu Mila Luthfiana
NIM. 07202244097

MOTTOS

The best way to predict your future is to create it.

(Peter Ducker)

Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence.

(Helen Keller)

If you can dream it, you can do it.

(Walt Disney)

Give thanks for what you are now, and keep fighting for what you want to be tomorrow.

(Fernando Miramontes-Landeros)

DEDICATIONS

This thesis is dedicated to:

♥My beloved parents♥

Solikhin, S.Pd and Siti Maria Ulfah, S.Pd

Throughout this entire process, you're the great people of my life who have been a tremendous source of inspiration and encouragement ceaselessly.

Thanks and love you so much...

♥My dear sister and brother♥

Meita Nur H. and A.Syaifudin M.

Thanks for your spirit. You always remind me to do and finish the thesis

♥My lovely boyfriend♥

Thanks for your great caring and support to finish the thesis

♥My lectures of English Education Department of UNY♥

Thanks for the spirit, deep sense of caring for your students in gaining the knowledge

♥All of my friends especially 'chibiers'♥

You are the best friends I have. You always make me happy

ACKNOWLEDGMENTS

First of all, I would like to praise Allah SWT for the blessing and mercy given to me during my studies and finally I could finish this final project.

I really realize that this thesis project is finished with the help of many people around me. Therefore, in this opportunity I would like to thank those who have given their ideas, times, and everything to me during the writing of this thesis. They are:

1. My first consultant, Drs. A. Ghani Johan, M. Ed and my second consultant, Nur Hidayanto, S.Pd., M. Pd. I would like to express my gratitude for their invaluable time, patience, encouragement, and suggestion in guiding me during the process of writing this thesis.
2. My Academic Consultant, Nunik Sugesti, M. Hum. and all lecturers of English Education Department of Yogyakarta State University. I thank them for the guidance, support, and knowledge that they give to me.
3. The Principal of SMK Muhammadiyah 1 Moyudan, Drs. H. Wahyu Prihatmaka, M.M and the staff for their permission and help during my research in SMK Muhammadiyah 1 Moyudan.
4. The English teacher of SMP N 1 Prambanan, Tri Astuti, S. Pd. I give my most sincere gratitude for her guidance, helping, and cooperation.
5. The students of class X Automotive Technique A and E for their participations and cooperation during my research in their class
6. My beloved parents (Solikhin, S.Pd and Siti Maria Ulfah, S. Pd), sister and brother (dek Mita and Udin) who always believed in me and prayed for me. Once again, I really thank them for supporting me in various ways during my study.
7. My classmates in English Education Program (Block K '07), Nunuh, Sulis, Ambar, Yoko, Intan, Valent, Mudita, Fatih, Endah, April, Ardian, Rio, and

especially to ‘chibiers’ (Cib Na/Nana, Cib Ika/jengkel, Cib pur/niken, cib sapi/safitri, cib rani). I thank them for the togetherness and happiness.

8. My boyfriend, Adi. I thank him for his love, support, and prayers. He always reminds me to finish this thesis and gives me much advice.
9. All of my friends who have supported me in everything. I thank Dana and Mas Anang for giving me many inspirations in learning media. I thank ‘penghuni Argulo 1A kos’ (Nana, Eva, Vita, Narum, Mb Desty, Lia, Rista) for their togetherness during I stayed there with them.

Finally, I really realize that this thesis is far from being perfect. Therefore, I welcome all criticisms and suggestions from those interested in the similar topic. By looking at the other side of these imperfections, I do expect this thesis will be useful for whoever reads this thesis, particularly the students of English Education Department of Yogyakarta State University.

Yogyakarta, May 07th, 2012

Author,



Mayu Mila Luthfiana

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**By: Mayu Mila Luthfiana
NIM 07202244097**

ABSTRACT

The objective of the study was to find out the effect of using Macromedia Flash 8 on vocabulary mastery of grade X students of SMK Muhammadiyah 1 Moyudan in the academic year of 2011/2012.

The research was quasi experimental. It was conducted at SMK Muhammadiyah 1 Moyudan in the second semester in the academic year of 2011/2012. This study involved seventy-two students as the sample of the study from the two classes, Class XA Automotive Technique (35 students) as the experimental class and Class XE Automotive Technique (37 students) as the control class. The researcher selected the sample using random sampling. The experimental class was taught using Macromedia Flash 8 in the vocabulary learning process, whereas the control class was taught using conventional teaching. The data were collected with the use of vocabulary tests. They were administered to the two classes as the pre- and post-tests. The data were analyzed with SPSS 16.00 for Windows computer program by means of descriptive and inferential statistics. After the data were tested and found to be homogeneous and normal, the hypothesis was tested using t-test.

The results show that there is a significant difference in the vocabulary mastery between the students who are taught using Macromedia Flash 8 and those who are taught using conventional teaching. It can be seen in the result of the t-test in which the p value of 0.000 is less than the significance level of 0.05 ($0.000 < 0.05$), which means that the hypothesis of this study is accepted. In conclusion, there is a significant difference in vocabulary mastery between the grade X students of SMK Muhammadiyah 1 Moyudan who are taught using Macromedia Flash 8 and those who are taught using conventional teaching in the academic year of 2011/2012.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Considering the importance of English in the globalization era, vocabulary mastery is an important aspect to help us to communicate with other people in the world either in oral or written communication. We use the language for all aspects of communication such as sending messages, sharing information, and expressing ideas to interact with other people. The effective communication requires the ability to use the language appropriately in social interaction by mastering a number of words and how to use them accurately. That is why everybody who learns English should know the knowledge of the words appropriately to express his or her thoughts.

Learning vocabulary is an important aspect in learning a foreign language. Vocabulary mastery is very important for the students who learn English as a foreign language. By improving sufficient vocabulary, they can apply all of the competences as well as in the oral and written forms. Kweldju (2004: 180) says that no language acquisition is possible without understanding the vocabulary either in the first or second language. The students have to learn sufficient vocabulary of English as the first or second language to express their minds and get some information in any meaningful ways. In short, sufficient vocabulary takes an important role in the learning English language to communicate with other people appropriately.

According to Permendiknas No.22 Tahun 2006 and Permendiknas No.23 Tahun 2006, the aim of English teaching and learning is to make the students able to communicate in English both oral and written in order to face the development of science and technology in the global era. The students are expected to master five competences: linguistic competence (vocabulary, grammar, punctuation, intonation, etc.), socio-cultural competence (the way to communicate such as language style, politeness, etc.), discourse competence (contexts), strategic competence (the competence to overcome problems or difficulties in communication), and functional competence (listening, speaking, reading, and writing). The reason for emphasizing the vocabulary mastery is because of the role of vocabulary as a linguistic competence which influences the other language skills to communicate in English both oral and written forms in the global era.

However, related to the importance of vocabulary mastery, there are many problems that are found during a vocabulary teaching and learning process. Commonly, the vocabulary mastery of the students is far from being sufficient. Calderon et al (2005:51) state that poor vocabulary is a serious issue for the students. Without having sufficient vocabularies, the students will find it difficult to express their ideas and use language appropriately. They also find it difficult to comprehend the learning materials. Generally, the researcher finds that most of the students do not know the meaning of some common words that are used in the English teaching and learning process such as connotation, synonym and antonym of the words. They also find it some difficulties in translating some sentences, making some sentences that they want to write, and producing what they want to

express. In fact, the problems influence the process of English teaching and learning.

Thornbury (2002:27) states that the words that are difficult to pronounce are more difficult to learn. It means that in the learning vocabulary, the students do not only learn about what the meaning of the new words but also how to pronounce and use them correctly. It does not mean that the students who learn the written form of the words well can pronounce and spell them correctly. Furthermore, most of them find it difficult in pronouncing the words and spelling the letter of the words correctly. In fact, an error pronunciation and spelling of the words can influence the students' speaking ability. So, it is important to teach how the words pronounced and spelled correctly.

The next problem is concerned with the use of media. Generally, the vocabulary is taught in formal classes with conventional methods. Furthermore, the media used by the teachers are hardly varied. They seldom apply interactive multimedia to keep the students' motivation. The common media used are textbooks, LKS or other printed materials. They teach their students in a conventional way by asking them to listen to the teachers, imitate the pronounced words, and then follow the teachers' instruction to do some written exercises from the textbook. It makes the students have low motivation and attention.

Therefore, it is necessary to apply interesting and interactive multimedia to present the learning materials in the vocabulary teaching and learning process. The interesting multimedia should increase the students' attention, motivation and stimulation in the learning process. So, this research is important to find out an

alternative solution in the teaching vocabulary to improve the students' vocabulary mastery by applying the interesting and interactive multimedia in the English teaching and learning process.

B. Identification of the Problem

The success of the English teaching and learning process is influenced by many factors; internal and external factors. The internal factors come from the aspects that should be learned in the learning vocabulary itself such as spelling and pronunciation, words meaning, antonym, and synonym. Then, the external factors come from the students, teachers, material, methods, and media. In the process of English teaching and learning, all language components should be well-presented and interestingly-presented because they will have direct influence to the effectiveness of the teaching and learning process in the classroom.

There are some internal factors that influence the learning vocabulary itself. Nation in Hiebert and Kamil (2005:70) identifies some aspects of word knowledge that influence the learning vocabulary including the knowledge of spoken and written forms, the conceptual meaning of the words, and the words categories. From the statement above, there are some internal aspects that should be learned by the students in the learning vocabulary such as learning the words in spoken and written forms in order to know how the words are written, pronounced and spelled correctly. Besides, they should know the words classes, synonym and antonym of the words to help them understand in identifying the correct meanings based on the context.

In addition, Thornbury (2002:27-28) states that there are some aspects that should be learned in learning vocabulary; pronunciation, spelling, length, grammar, meaning, connotation, and idiomatic. The aspects are important in the learning vocabulary because we cannot know the meaning of the words without knowing the words' spelling and pronunciation. The aspects are related to each other.

Instead of the internal factors, there are some external factors which influence the vocabulary teaching and learning process such as media, method, materials, teacher, and students.

The first factor is media. Media are the resources and available equipments that are used in the classroom. The use of media will facilitate the teacher to transfer or present the learning materials. Media also can be used to encourage the students' interest and enthusiasm in the teaching-learning process by considering the students' characteristics, the teaching-learning purpose, and the type of media which can be used in any forms, from a simple to a high technology like computer unit. It is impossible that the teaching and learning process can run well without media. It is difficult for students to comprehend the learning materials without media. The selection of media must be appropriate and suitable for the lesson. Unfortunately, a teacher rarely uses computer technology as a media in the teaching and learning process. In order to support the process of English teaching and learning, the teachers have to use effective teaching media to get many advantages and new experiences in their learning process. So, the process inferred more effective in improving the students' motivation and attention.

The next is method. A method is a set of procedures that involves the use of specific technique in the teaching-learning process. A method may be appropriate for many activities. Therefore, it is necessary for the teachers to try out some methods in order to achieve the goal of the English teaching-learning process in the class. The appropriateness of the method with the students, material, and the teachers will improve the students' motivation in joining the learning process in the class.

The third factor is material. Learning material is one of the important parts which influenced the students' motivation. Since the material affected the content, quality, and general efficiency of the instructional program, the teachers should be careful in choosing, developing, and changing it. Teaching materials also have an important role in increasing the students learning achievement. They should know some factors which must be developed in choosing the learning materials in order to make the students more interesting and easily to learn. In short, the materials can influence the quality of the students' learning achievement.

Next, a teacher also influences the teaching and learning process. Teacher's attitude, behavior, and also style on managing the class influence the classroom environment and students' learning activities. A teacher who gives some supports to the students by emphasizing their attitude, behavior and style on managing class can make them become successful in the learning process. Furthermore, the teacher is also expected to equip some various sources of materials and interactive media so that they can attract the students' attention.

Shortly, the teacher had an important role in the learning success and greatly influences the quality of the learning process as a whole.

The last factor comes from the students. The students have an important role in the teaching and learning process. The process cannot run well without the students' participation itself. Their motivation, attention, and interest in joining the learning process can influence the success of the teaching-learning process and students' achievement. They are not only the object of the learning but also the subject of the learning. So, it is important to build their motivation, attention, and interest in joining the teaching-learning process.

From the statements above, there were some internal and external factors that influenced the vocabulary teaching and learning. So, it was not easy to learn vocabulary without considering the aspects of word knowledge and the external factors such as teacher, students, material, method and media.

C. Delimitation of the Problem

Having identified the problems in the vocabulary teaching and learning process, the researcher tries to limit the problem. Here, she focuses on the media, especially focusing on the use of Macromedia Flash 8 on the vocabulary mastery because it implies interactive animations and pictures which allow the students to see the learning material as something attractive. Besides, the researcher believes that it can increase the students' motivation and attention in joining the learning process, and make them easier in identifying the meaning of the words and understanding the learning materials. Macromedia Flash 8 is included as an

interactive multimedia that can be applied easily in the teaching and learning process without spending expensive cost. Therefore, it is important to find out the effectiveness of Macromedia Flash 8 in the teaching and learning process.

This study is limited to the use of Macromedia Flash 8 as the teaching-learning media to improve students' vocabulary mastery of grade X Automotive Technique students of SMK Muhammadiyah 1 Moyudan. Based on the observation conducted by the researcher, the vocabulary teaching and learning process in the school still uses the conventional teaching and rarely uses technology. Therefore, the researcher selected the grade X Automotive Technique students of SMK Muhammadiyah 1 Moyudan as the object of the research.

D. Formulation of the Problem

On the basis of what has been limited above, the problem of the study can be formulated as follows:

1. What is the vocabulary mastery of the students who are taught using Macromedia Flash 8?
2. What is the vocabulary mastery of the students who are taught using conventional teaching?
3. Is there any significant difference in vocabulary mastery between the grade X Automotive Technique students of SMK Muhammadiyah 1 Moyudan who are taught using Macromedia Flash 8 and those who are taught using conventional teaching in the academic year of 2011/2012?

E. Objective of the Research

1. To describe the vocabulary mastery of the students who are taught using Macromedia Flash 8.
2. To describe the vocabulary mastery of the students who are taught using conventional teaching
3. To find out whether there is a significant difference in mastering vocabulary between the grade X Automotive Technique students of SMK Muhammadiyah 1 Moyudan who are taught using Macromedia Flash 8 and those who are taught using conventional teaching in the academic year of 2011/2012.

F. Significance of the Research

This study is expected to produce outcomes that will be useful for the development of the English teaching-learning process. There are some expected advantages of the study, as follows:

- a. Scientific Significance: to give more insight or find out new ideas in the teaching vocabulary and support the educational issue that the use of Macromedia Flash 8 is beneficial to improve the students' vocabulary mastery.
- b. Practical Significance
 - 1) For the school:

The results of this study as an input for the school's improvement of SMK Muhammadiyah 1 Moyudan

2) For the English teachers of SMK Muhammadiyah 1 Moyudan:

This study will provide the appropriate information on how to create media for the students. It also assists the teachers in presenting complicated materials to the students and motivates them to use computer as one of the instructional media in teaching vocabulary.

3) For the students:

The result of this study can help and motivate the students to learn and improve their English vocabularies.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This second chapter consists of three parts. The first part concerns with the review of the related theories (literature review). In the literature review, the researcher discusses some theories which are relevant with the topic. The second part emphasizes on the conceptual framework and the last part proposes the hypothesis.

A. Literature Review

This sub-chapter discusses some relevant theories which are related to the study. They are divided into two parts, vocabulary teaching-learning and multimedia. The discussion of each part will be presented below.

1. Vocabulary Teaching and Learning

a. The Nature of Vocabulary

Vocabulary is one of the important aspects in second language teaching and learning. It cannot be separated from the other language elements in teaching and learning process because it influences the students' abilities in speaking, listening, reading, and writing. Richards and Renandya (2002: 255) state that vocabulary is a core component of language proficiency. It is the basis for the students to speak, listen, read, and write well. It means that in learning a language, vocabulary has an important role. Mastering sufficient vocabulary can improve the abilities in reading, writing, speaking, and listening.

Learning vocabulary is not only about the meaning of the words but also about many aspects such as synonym, antonym, idiom, chunk, etc. Thornbury (2002: 14) states that vocabulary means a large collection of items. He also adds that learning vocabulary is important because it enriches someone's knowledge of the words. In other words, learning vocabulary is not only about identifying the meaning of the words but also about the word collocation, grammatical feature and the other aspects which can emphasize the students to use the words correctly in expressing and communicating their ideas either in spoken and written forms.

Furthermore, Singleton in Cameron (2001: 73) says that vocabulary development is learning about words and the other aspects which related to the words such as learning phrase formulation and chunks, and even about those words meanings themselves. Here, learning vocabulary means knowing a lot of words which content of idioms, collocations, lexical items, and formulaic items. The students can learn the form of word combinations (chunks), the word associations (collocations), the word classes, and many others.

Broadly defined, vocabulary is the knowledge of words and word meanings. Hiebert and Kamil (2005:3) state that words consist of two forms: oral and printed forms. The form of oral vocabulary is produced when the students are listening and speaking. It means that the words that they use in listening and speaking are categorized into oral form whereas the words that they produce and use in reading and writing are included into printed form. Besides, the word knowledge is divided in two forms, receptive and productive vocabularies. The words that are find out from hearing or seeing are called receptive vocabulary

whereas productive vocabulary includes the words that are produce when they speak or write. Both of them are related to each others as word knowledge.

Richards (2000:4) adds that we have to understand and recognize a word in different degrees: receptive and productive word knowledge. Receptive knowledge is a word that is commonly connected with listening and reading whereas productive knowledge is a word that is produced by speaking and writing. So, receptive knowledge of the words is obtained when the students listen or read some information whereas productive knowledge of words is acquired when they speak or write something. For assumption, the students should learn the words receptively before they learn them productively.

Besides, the classes of words can be divided into eight: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determiners. Thornbury (2002:3) mentioned that there are two divisions of words classes. They are content words (lexical words) and function words (grammatical words). Content words analyze about word information such as nouns, verbs, adjectives, and adverbs. Meanwhile, function words are words that mainly contribute to the grammatical sentences such as prepositions, conjunctions, determiners, and pronouns. Both of them are regarded as the important vocabulary items that should be learned by the students for various applied purposes such as to define the meaning of the words, to find the grammatical structure, and also to do vocabulary test.

So, vocabulary has an important role in the English teaching and learning. It cannot be separated from the other language aspects in the teaching and learning process. By mastering sufficient vocabulary, the students can use the language to

get information and communicate with other people well. In the learning vocabulary, they can learn the word form and word knowledge to know the meaning and the use of the words in speaking, listening, reading, and writing correctly.

b. Teaching of Vocabulary

Nation (in Cameron, 2001) lists some basic techniques that are used by teacher to explain the meanings of new words. First, the teacher should explain the meanings of the new words by giving a demonstration with some pictures. In this technique, it is better for her to use some objects, pictures, figures, gestures, photographs, drawings or diagrams on the board to teach the new words. Second, she should explain the meaning of the new words by verbal explanation. This technique is not only about analytical definition or analyzing the meanings of the words but also about translating the words into mother language.

Schmitt (2000: 146-148) states that there are two kinds of approaches that are applied in the vocabulary teaching and learning.

1) Explicit Approach

In explicit approach, the teacher gives variety of vocabulary exercises, appropriate multimedia for language practice, repetition and recycling of the learning materials which have been taught in the vocabulary teaching and learning process. Sokmen in Schmitt (2000: 147) surveyed the explicit approach of the teaching vocabulary. They are:

- a. Build a large vocabulary
- b. Provide a number of words
- c. Facilitate imaging
- d. Make new words “real” by connecting them to the students’ world
- e. Use variety of techniques in teaching vocabulary

2) Incidental Approach

In incidental approach, the teacher must be sure that the students can get maximum knowledge of language. Here, she finds a technique to increase the students’ desire to learn the language knowledge by reading extensively. Because of reading extensively can improve the students’ vocabulary.

Hunt and Beglar in Richards and Renandya (2002:259) also explain three approaches that are used in the vocabulary teaching and learning:

1) Incidental learning

Teaching vocabulary through incidental learning approach requires the teacher to provide the students’ opportunities with reading and listening extensively. This approach is included as learning receptive knowledge of the word by listening information or reading a book extensively because the students can find some unknown words and improve their vocabularies.

2) Explicit instruction

Explicit instruction approach involves the analysis of the words that the students need to know, the words that should be learned, the knowledge of the words such as synonym, antonym, idiom, etc, and the fluency of the words pronunciation that they have learned. In this approach, the teacher focuses on

identifying and explaining some aspects of vocabulary that will be given for the learning targets.

3) Independent strategy development

In Independent strategy development approach, the teacher teaches vocabulary by asking the students to guess the meanings of the words based on the context and training them to use a dictionary to find some unfamiliar words.

Furthermore, they also recommended some principles related to the approaches in the vocabulary teaching and learning. The principles provide some opportunities for the incidental and intentional learning of vocabulary, elaborating the knowledge of the words, and diagnosing 3,000 common words which are required by the students.

Besides, Mc. Carthy (2007: 25) adds some principles in helping the students to learn vocabulary effectively:

1) Focusing on vocabulary

In focusing vocabulary, the teacher asks the students to list the words that they do not know in the learning process and identify the meaning of the words that they do not understand. So, the teacher can know the students' capability in vocabulary mastery and estimate what vocabularies that should be learned by them.

2) Offering variety

In the teaching vocabulary, the teacher can apply interesting media to present the vocabulary including pictures, sounds, videos, animations and

different text types which the students choose to be identified in the learning vocabulary.

3) Repeating and recycling

Repeating and recycling are the important activities that are used in the vocabulary teaching and learning process. The teacher can review the vocabularies that have been taught as often as possible in the learning activities. Besides, she asks them to produce the words into some sentences rather than just hear the teacher pronounced.

4) Organizing vocabulary

The teachers can help the students to organize some vocabularies and make them easier to learn. She explains how to organize the words clearly into some sentences until they produce the appropriate meanings.

5) Making vocabulary as autonomous learning

The students should be motivated to improve some vocabularies that they want to learn and use meaningfully. Besides, the teacher can command them to use some vocabularies that are often used in their daily communication in order to make them more attracted to learn and practice the vocabularies.

So, the learning vocabulary can be done effectively through many ways and approaches to increase the students' vocabularies. Some of them use incidental approach by reading and listening extensively to obtain the sufficient vocabularies and the meanings of them. Besides, explicit approach can also be applied in the teaching vocabulary by repetition and recycling to know the appropriate vocabularies that should be taught for the students.

c. The Technique of Teaching Vocabulary

Vocabulary is very important in English language learning. However, the vocabulary teaching and learning may face some problems. So, the teacher should hard works to solve the problems and improve the learners' vocabulary by using many techniques and activities.

Schmitt (2000: 135) states some techniques or strategies that are used in teaching vocabulary:

1) Determination Strategy (DET)

The technique that is used in determination strategy is discovering the meaning of the words by guessing the meaning based on the context, structural knowledge of language, and using reference materials.

2) Social Strategy (SOC)

It is done by doing interaction with other people to improve the language learning. The students can ask the teacher about the information of the new words that they do not know.

3) Memory Strategy (MEM)

In this strategy, the teacher can use some forms of imagery and images to help the learners in recalling the word knowledge existing.

4) Cognitive Strategy (COG)

The teacher can use a repetition and vocabulary notebook to memorize the vocabulary knowledge that the students have learned in the learning vocabulary.

5) Meta-cognitive Strategy (MET)

In this strategy, the teacher involves an overview of learning process and makes a planning, monitoring, and evaluating in the teaching vocabulary.

According to Thornbury (2002: 145), there are at least eight techniques in teaching vocabulary. They are as follows:

1) Students training

Students training are training the students to learn effectively. As good language learners, there are many things that they have to do. They should pay attention to the word forms (spelling, pronunciation, stress) and word meanings (word connotations and associations).

2) Using Mnemonics

In this technique, the students do not only learn about how to read or write the words but they also have to memorize those words in long term memory.

3) Word Cards

Word cards can be used by the students who find it some difficulties in identifying the meaning of the words. They can choose which words that they want to learn in the word cards. So, they can learn and remember them easily.

4) Guessing from context

Guessing meaning from the context is probably one of the useful techniques that can help the students to acquire some unknown words based on the context and apply them both inside and outside the class.

5) Using dictionaries

By using dictionaries, the students can find the meanings of the unknown words and check the spelling of them when they are listening to a conversation.

6) Spelling rules

The teacher teaches how to spell and pronounce the words correctly because the incorrect words can influence the meaning of them.

7) Keeping records

The teacher suggests that the students should record the results of the study which provide a useful reference for a later study because there is limited time to review and repeat all of the words which have been learned.

d. Teaching Vocabulary in the School-Based Curriculum

In Curriculum 2006, the School-Based Curriculum that is developed and implemented by each school is ready and able to develop based on Law number 20 year 2003 about National Education System in Indonesia (Mulyasa, 2006: 12). The implementation of the School-Based Curriculum in the English teaching-learning process means the implementation of the School-Based Curriculum principles into the English teaching and learning process.

The aim of the English teaching and learning process based on the School-Based Curriculum is to achieve the students' communicative competence. To achieve it, the students are expected to master five competences: linguistic competences (vocabulary, grammar, punctuation and intonation), socio cultural competence (the way to communicate such as language style, politeness, etc), discourse competence (context), strategic competence (competence to overcome

the problems or difficulties in communication), and action competence (listening, speaking, reading, and writing).

Moreover, the vocabulary knowledge is taught to develop the language skills: oral and written. There are three aspects that should be considered. The first aspect is cognitive. It is an aspect that is related to the learners' knowledge about the language system, vocabulary, and structure of language. The second aspect is psychomotor. It is an aspect that is related to the students' English skills. Here, the students need to produce the sound of language and pronounce it correctly. The third aspect is affective. It is an aspect that is related to the students' attitude in the learning language. They need to understand the culture of language. They also need to use the language appropriately in a social interaction.

It can be concluded that it is important for the students to master sufficient vocabulary in order to achieve the communicative competence. That is why the teacher should teach vocabulary as part of the English teaching-learning process.

2. Multimedia

a. The Nature of Multimedia

Nowadays, a multimedia computer is often used in the teaching and learning process in the school. The use of multimedia learning can improve the teaching and learning experiences. Torrisi Stelle in Mishra and Sharma (2005: 26) defines multimedia as content presentation in using a combination of media (e.g. sounds, images). It means that multimedia computer can be an interesting tool to make a presentation by combining sounds, images, videos, and animations to

deliver the visual learning materials in the teaching and learning process. So, the students can comprehend the materials which have learned easily.

Roblyer and Schwier (2003: 329) state the definition of multimedia as a computer system that includes texts, sounds, pictures, graphics, and audios. Besides, they add that the multimedia computer implies the purpose of communication. By using multimedia, people can share information easily. Besides, multimedia which contains text, sound, picture, graphic, and audio in presenting the learning materials support the students in the teaching and learning process and help them to get information in their learning.

Reddi and Mishra (2003: 9) add that multimedia can be defined as a combination of multiple media elements (audio, video, graphic, text, animation, etc). So, multimedia offers some advantages to educational field in delivering the learning materials by combining many media elements such as audio, video, image, animation, etc. The process of learning vocabulary can be more attractive and innovative by applying interactive multimedia which is combined with pictures, sounds, animation, texts, etc.

Furthermore, Mayer (2001:2) states that multimedia as technology device is used to present the visual and verbal materials. Recently, multimedia is known in the education program to develop the learning method and strategy in the teaching and learning process. By applying multimedia, the learning materials can be presented effectively by visual and verbal ways in the form of animations, videos, or pictures. So, the students become more interested and motivated to join the vocabulary teaching and learning process.

So, multimedia as a computer system which is combined with many media elements such as video, audio, image, animation, etc has great influences in representing the learning materials and information in the teaching and learning process. It can improve the students' attention and motivation in the vocabulary teaching and learning process.

b. Multimedia in Language Teaching

The use of multimedia technologies in educational institution is necessary for keeping the education in 21st century (Selwyn & Gordard in Mishra and Sharma 2005: 27). Multimedia as a part of the teaching and learning tools has been adjusted to the curriculum content and teaching-learning context to support the learning success. In the teaching and learning process, multimedia can be defined as a content of presentation using combination of some media elements such as sounds, images, animations, videos, and texts which are presented on a slide show.

The students of the vocational high school are interested in the use of multimedia computer that gives them some information, knowledge, and attractiveness. Recently, multimedia is applied in the education program to develop the learning technique and strategy in the teaching and learning process. Mayer (2001: 2) states that multimedia is a PowerPoint presentation in which someone presents some slides from a computer and projects them into a larger screen. The case for multimedia is concerned with the multimedia learning. Multimedia learning should be designed as a human mind works. Both of the

students and teacher have to improve their ability in technology, as usually called the instructional technology.

The education development tries to get closer to the technology which supports the students to learn the materials effectively, especially in vocabulary mastery. Computer technology has created the availability of visual ways in presenting the learning materials including large libraries of images in the form of animations and videos. The students' learning process can be seen from their activities in reading and guessing the meanings of the words to gain knowledge and new information. It will give them some advantages in learning process and improving their language skill including vocabulary mastery.

Neo and Neo in Mishra and Sharma (2005: 61) state that multimedia brings a few changes in the educational system and affects the teachers' method in presenting the learning materials. It means that by using multimedia, the students can utilize the information that is presented by them. Besides, the learning materials can be more meaningful and easily to understand. It is also available for them to create an innovative and interactive style in presenting the learning materials. So, the teaching and learning process can be more interesting and innovative.

Mishra and Reddi (2003: 3) state that multimedia is a term which can support the teaching and learning process in today's education. The educational media are used to make the communication and interaction between the teacher and students in the teaching and learning process effectively. It can provide the interesting facilities and materials in the teaching and learning process.

So, multimedia has great contribution in the teaching and learning process. It will give some advantages and improve the students' English skills including vocabulary mastery. The teacher can deliver the learning materials well and effectively by utilizing multimedia as an interactive tool which is combined with video, audio, animation, picture, etc. Besides, multimedia can affect the learners' attention in understanding information and learning materials in the teaching and learning process.

c. Definition of Macromedia Flash

Macromedia Flash is an authoring tool that is used to create presentations, applications, and other contents that enable the users to interact with the computer. Macromedia Flash projects include simple animations, video contents, complex presentations, applications. In general, the contents that are made within the Macromedia Flash are called application. They do not only consist of basic animation but also pictures, sounds, videos, and special effects.

According to Waryanto (2006: 2), Macromedia Flash 8 is the new version of Macromedia Flash MX software. He explains that Macromedia Flash 8 is the software that is mostly used to present interactive multimedia which is combined with sound, image, graphic, and animation. Macromedia Flash 8 as a professional application tool can be used in making animation to produce web animation, presentation, game, film, or even interactive learning CD.

Suyanto (2003: 16) states that Macromedia Flash is a kind of multimedia programs that is used to make a simple interactive media which emphasizes on the visual and audio effect. This application is supported by great animation and

graphic to produce an interactive multimedia and make video animation on the web, interactive CD, teaching-learning tools and simple games. It can also be added by sounds, images, or picture effects.

Philips in Winarno (2009:9) adds that the presence of text, picture, sound, animation, video, and all of which are organized into some coherent program is called multimedia. The programs which can be added with the objects, animations, and movements are called interactive multimedia. There are many programs that are categorized as multimedia. One of them is Macromedia Flash 8. It is an authoring tool that is used by the designers and developers to create presentations, applications or other contents that enable the users to interact with computer.

Gitonga (2008) defines Macromedia Flash 8 as a multimedia software that is used to create interactive web animation and application. It means that Macromedia Flash 8 is originally created to realize colorful animations and attractive applications for the web so it can produce an attractive presentation. The supported formats that include in this application are *flv* and *fla*.

Furthermore, Chun (2002: 7) states that Macromedia Flash 8 is the presently new technology on the web which provides streamlines graphics, motion pictures, and flash animations for the users. It becomes an attractive application for the designer or animator to create and modify interesting texts, shapes, and symbols.

Macromedia Flash is an application which is used by the animators to produce many attractive animations. There are many kinds of Macromedia Flash

software, but Macromedia Flash 8 is the new version of Macromedia Flash MX software that is the most flexible multimedia in making interactive animation, game company profile, interactive learning CD, attractive presentation, movie, and many others. So, it is useful to support the vocabulary teaching and learning process in a class.

d. The Components of Macromedia Flash

Hadi Sutopo (2003: 8) defines some objects that can be included in macromedia flash as follows:

1) Texts

A text is a kind of macromedia flash data that is easy to save and control. It can be in the forms of words, letters, or narrations and can be combined to make an interactive and dynamic instruction.

2) Graphics

Graphics are a written or printed symbol and an image. The reason of implementing some graphics in the multimedia presentation is that the graphics have more interesting images. They will attract the students' attention and motivation.

3) Pictures

Pictures are visual symbols that are used to explain data or information. Pictures give the students' visualization of the instruction materials.

4) Animations

Animations are a series of moving pictures in a layer that makes a visual effect on the screen. The presence of animation can improve the students' interest in the teaching and learning process.

Waryanto (2006: 3) explains that there are six main components in Macromedia Flash 8:

1) Menu

It consists of some instructions which are used in making animation in macromedia flash 8 such as file, edit, view, insert, text, control, window, and help.

2) Stage

Stage is a layer (the document in word) that will be used to take some objects in a flash.

3) Timeline

Timeline has some contents of frames that are used to control the object which will be made to become some animations in the layer or stage.

4) Toolbox

Toolbox consists of some tools which are used to make, draw, write, choose, and manipulate the objects in the layer and timeline. There are some tools in the toolbox such as arrow tool, line tool, pen tool, pencil tool, text tool, oval tool, brush tool, rectangle tool, etc.

5) Action Panel

It consists of function control which is used in a flash to make and modify some objects or animations correctly.

6) Properties Panel

It has the same function as the action panel. Properties panel is the combining or simplifying of the action panel to modify and change the animations directly.

In making animation in Macromedia Flash 8, it is important to know many tools and draw the objects. We should know the functions of toolbox or drawing tool that able to draw, give colors, and choose the object modifications. Fadli Ari (2003: 3) describes the part of toolbox or drawing tools in Macromedia Flash 8:

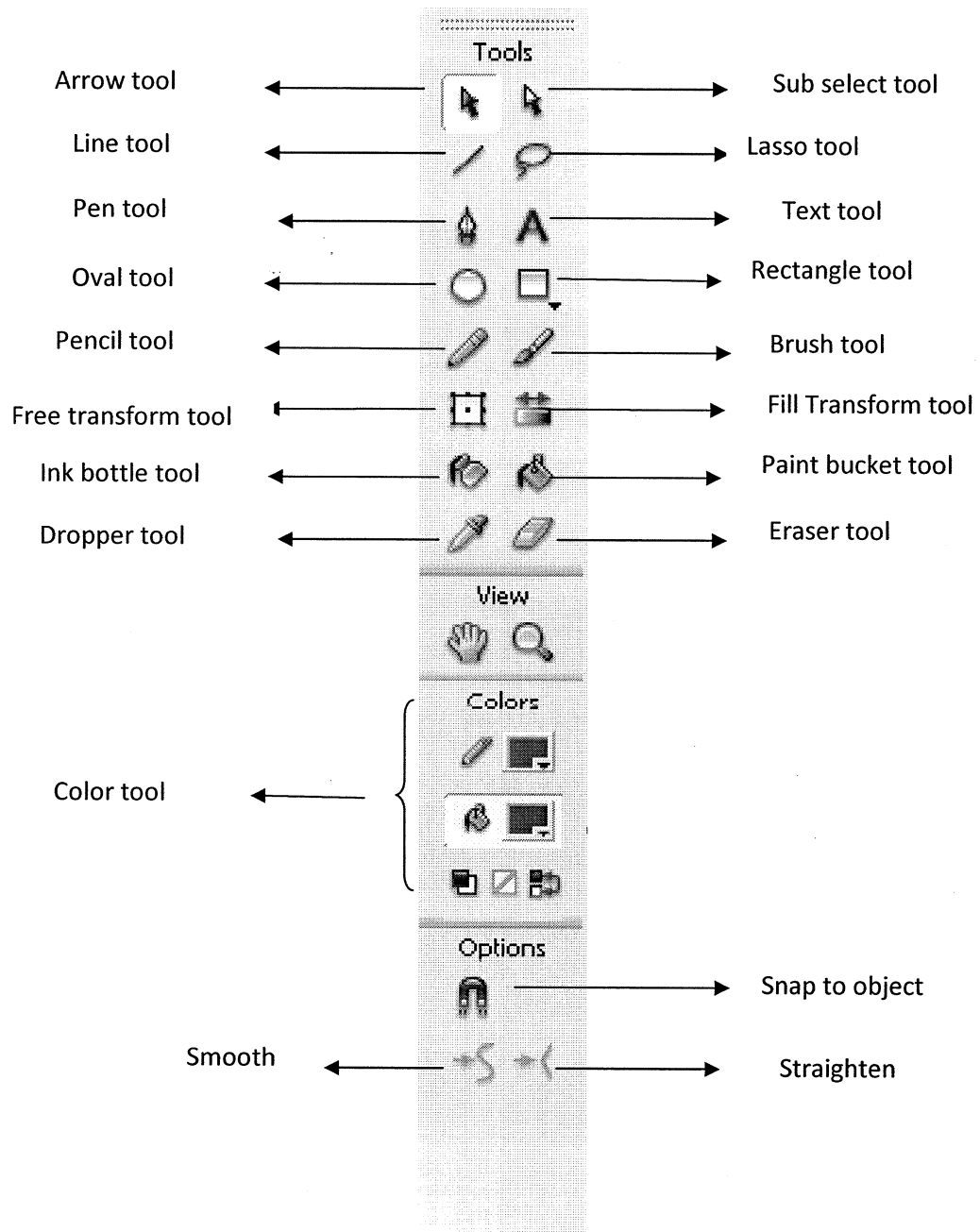


Figure 1: Drawing tools

- Arrow tool : to choose and move the objects
- Subselect tool : to choose the points in an object or line
- Line tool : to make a line

- Lasso tool : to choose the particular part of the objects
- Pen tool : to draw straight lines or curve lines
- Text tool : to write texts
- Oval tool : to make a circle
- Rectangle tool : to make a square
- Pencil tool : to draw free lines as using a pencil
- Brush tool : to paint an object
- Fill Transform : to arrange a size and direction of an object
gradation
- Free Transform : to change and modify the shape of the objects
- Ink Bottle tool : to add, give and change the color of the line in the
side of object
- Paint Bucket tool: to add, give, and change the color in object area
- Dropper tool : to identify the color or line of an object
- Eraser tool : to erase the area that usefulness

e. The Benefits of Macromedia Flash in Teaching Vocabulary

In recent years, educational technology especially computer programs provide many advantages for the teaching and learning process. It is commonly called computer assisted instruction that uses computer technology as a media for the classroom activities. Warschaver and Halley as quoted by Brown (2001: 145) mention the benefits of using computer technology in language instruction:

- 1) Multimodal practice with feedback
- 2) Individualization in a large class
- 3) The fun factor
- 4) Variety in the available resources and learning style
- 5) Exploratory learning with large amounts of language data
- 6) Real life skill building in computer

Tozcu and Coady (2004: 473) conducted a case study that examined the achievement in vocabulary mastery when the use of interactive computer-based texts as opposed to the traditional materials. The aim is to determine the effect between the teaching vocabularies with computer assisted learning and the traditional vocabulary teaching. The result suggests positive implications of applying technology in the vocabulary teaching-learning process in the classroom.

The use of media in the teaching and learning process is important to support the success of the teaching and learning process. Heinich et al. in Newby (2000) state that Macromedia Flash as the media instruction can deliver the information to the learners. The use of media in the teaching and learning process makes the instruction and learning materials can be more interesting and easily to understand.

Andi (2005:1) argues that there are some strengths of Macromedia Flash 8. It can make interactive applications which are combined with movies or even other objects to make it become more interesting. The color of the screen can be changed as you want. Besides, Macromedia Flash 8 can make a simple form become more interactive from the objects and animation movements which can be

made as you want to attract the students' attention. It is not difficult to use the media because it can be conversed and published to the other types such as *smf*, *html*, *gif*, *jpg*, *exe*.

Besides, there are some advantages in developing the learning process using Macromedia Flash (Sutopo: 2003):

- 1) The use of the file is small, so it helps in distributing the media
- 2) It does not need a high technology of computers' specification in its operation
- 3) It can make interactive buttons with a movie or another object
- 4) The animation can be changed from one shape to another
- 5) It can be published in several types, for example *swf*, *html*, *gif*, *fla*, *flv*, *exe*.

Furthermore, Macromedia Flash 8 is commonly used to create animations and various web page components to integrate videos into web pages, more recently to develop internet application and also make an interactive and attractive presentation of the learning materials in the language teaching and learning process.

f. Effective Media for Teaching Vocabulary

Media certainly have great contribution in the teaching and learning process. In the teaching vocabulary, media also has an important role to support the teaching and learning process and increase the students' motivation. Clark and Mayer (2001: 56-58) state some principles in developing interactive multimedia by selecting words, graphics, images which support the learning process. The students become more interesting and attracting in their learning. So, the teaching and learning process will be more effective and efficient.

Multimedia implementation in the teaching and learning process is evaluated by considering the effectiveness and efficiencies. If the multimedia gives some positive effects to the success of the teaching and learning process, it will be said that the multimedia implementation is effective and efficient. It can be concluded that the indicators of effective and efficient multimedia are:

- 1) Making materials become more clearly to achieve the learning purpose well
- 2) Sources of learning; it means that multimedia contain the learning materials that must be learned by the students
- 3) Making the teaching-learning process become more interesting to learn
- 4) Stimulating the students' motivation
- 5) Applying multimedia is not only verbal communication through teachers' saying but also visually and auditory performance so that students will not be bored
- 6) Making students become more active; not only listen to the teachers but also demonstrate or present the materials

Mayer (2001: 172) adds five useful principles to design the effective multimedia: students can learn better if the teaching and learning process does not only present the words but also the pictures; the words and pictures should be presented near rather than far from the screen so the students can look at the materials clearly; the words, pictures, and sounds should be presented relevantly to them. Besides, applying animation in the learning presentation can motivate the students' attention. It is better if multimedia that is used in presentation is combined with sounds, pictures, and animations so it can be an interactive

presentation and the design of the application should be related to the learners' knowledge.

Bates and Poole (2003: 61) add some categories of well-designed interactive multimedia as follows:

- 1) Enabling students to understand more quickly rather than through conventional verbal/textual media
- 2) Helping students to understand an image construction through verbal understanding
- 3) Helping students to develop and practice English skills
- 4) Enabling students to move from concrete and specific examples to more general abstractions

g. The Teaching of Vocabulary at SMK Muhammadiyah 1 Moyudan

English teaching and learning in the control class refers to the conventional teaching. The conventional teaching in this research is specified as the technique which is used by the teacher in the school where the research was conducted. It is a method where the teachers have a full authority in conducting the teaching and learning process (Miller, 2006). He also states that lecturing, note-taking, and reading will be the main activities in the conventional teaching method. In this case, the teacher is a single director in many cases. So, the students will be passive during the teaching-learning process

Furthermore, Garcia (2006:203) also explains some characteristics of the traditional or conventional teaching method; the teacher monopolizes the teaching and learning process, the teaching process focuses on memorization technique,

and focus on the acquisition of the knowledge where the instruction becomes the main point of the language teaching-learning activity.

The conditions happened in the vocabulary teaching and learning process of grade X students at SMK Muhammadiyah 1 Moyudan. In the research, the teacher used conventional teaching which focused on the textbook to the control class. Most of the students had some difficulties in using English to communicate either in oral and written forms and express their ideas because their vocabulary mastery was far from being sufficient. The teacher just taught the learning material based on the textbook without using interactive and attractive media. The students were focused to work individually without given opportunity to work together with others. In each meeting, the teacher taught the vocabularies by translating the materials at the beginning of the lesson and giving the meaning of sentences which contain some new words during the learning process. She did not give certain situation or real objects such as pictures or animations to help the students in identifying and understanding the meaning of the words.

In every meeting, the teacher only used a textbook as media for the students' activities. She explained the materials and let them to sit and listen to her. She asked them to do some exercises on the textbook and write the answer on their workbook without any other media which supported the teaching-learning process to be effective. After that, the teacher reviewed the answer and translated it from English to Indonesia. She also rarely taught them how to pronounce the words correctly.

From the observation, it looked that the students' motivation and attention in joining the learning process were low because the teacher just explained the materials from the textbook without using other media which can support their learning process. So, most of them did not pay attention to the teacher and found it some difficulties to understand and comprehend the learning materials. It could influence the students' achievement in vocabulary mastery.

B. Conceptual Framework

Vocabulary is a basic competence in English learning so it is important to master sufficient vocabularies to achieve the communicative competence. The students of vocational school should have the language skills; speaking, listening, reading, and writing to prepare themselves in the fieldwork. However, most students of SMK Muhammadiyah 1 Moyudan had not mastered sufficient vocabularies yet. It was reflected in their difficulties in understanding or comprehending the learning materials because they found it difficult to express their ideas. So, it influenced the students' learning achievement.

Based on the observation at SMK Muhammadiyah 1 Moyudan, there were many factors that caused some problems in English teaching and learning process such as the technique used in the teaching and learning process, the learning materials, the media, and etc. The use of media in the vocabulary teaching and learning at SMK Muhammadiyah 1 Moyudan was still far from being sufficient. The teacher just gave the instructions and materials from the textbook that was used as the media. Then, the students just sat on the chair and listened to the

used as the media. Then, the students just sat on the chair and listened to the teacher' explanation during the teaching-learning process. The teacher also taught using Grammar Translation Method by giving the meaning of the words that the students did not know without giving the clues or pictures to make them easier in guessing, identifying, and understanding the meanings. Besides, she seldom gave interactive or group activities which could improve the students' motivation and participation. The students are bored to join the learning process. Therefore, they are not motivated and interested in the teaching and learning process.

From the observation, it was concluded that the conventional teaching used in the teaching and learning process at SMK Muhammadiyah 1 Moyudan had not been effective yet. There are some characteristics of the effective media that is suitable to be used in the teaching and learning process. First, applying interactive multimedia should contain words, pictures, sounds, animations, and graphics which support the teaching and learning process. The students became more interested and motivated in their learning process. Next, multimedia as sources of learning should contain the materials that must be learned by the students, helped them more understand in comprehending the materials, and stimulated the students' motivation, attention, and involvement in joining the learning process. The last, effective media can give an attractive performance in presenting the learning materials with pictures, images, sounds, animations so that they can be delivered easily and clearly.

Compared to the characteristics of the effective media, the conventional vocabulary teaching at SMK Muhammadiyah 1 Moyudan which only used the

textbook and teacher' instruction was not appropriate to support the students' learning in vocabulary mastery.

Here, Macromedia Flash 8 as one of the media can solve the problems in the vocabulary teaching and learning at SMK Muhammadiyah 1 Moyudan. It can create colorful animations and attractive applications with pictures, videos, texts, audios, images in presenting the learning materials. Waryanto (2006:2) states that Macromedia Flash 8 is the new version of Macromedia Flash MX software. It is the software that is mostly used to present interactive multimedia which is combined with sound, image, graphic, and animation. Suyanto (2003: 16) adds that Macromedia Flash 8 is a kind of multimedia programs that is used to make a simple interactive media which emphasizes on the visual and audio effect. This application is supported by great animation and graphic to produce an interactive multimedia and make video animation on the web, interactive CD, teaching-learning tools and simple games. Besides, by applying Macromedia Flash 8, the teacher can make many interactive and interesting activities to the students in order to improve their motivation in joining the learning process. It is expected to help and support the students of SMK Muhammadiyah 1 Moyudan in mastering sufficient vocabularies and improving their learning achievement.

C. Hypothesis

There is a significant difference in the vocabulary mastery between the students who are taught using Macromedia Flash 8 and those who are taught using conventional teaching.

CHAPTER III

RESEARCH METHOD

This chapter presents the method which has been used in this research. The chapter consists of the research type, subject of study, research design, instruments of the research, procedure of the research, and data analysis. Each of them will be presented in the following discussion.

A. Research Type

This research was classified into quasi-experimental. It refers to quasi-experimental situations as ‘compromise designs’, an apt description when applied to much educational research where the random selection or random assignment of schools and classrooms is quite impracticable (Cohen, Manion, and Morrison: 2000). In this research, the researcher selected the sample of the research using random sampling based on the available classes; one as the experimental class and the other one as the control class. Both of them were given a different treatment.

B. Subjects of the Study

The subjects of the study were grade X students of SMK Muhammadiyah 1 Moyudan in the academic year of 2011/2012. There were seven classes of grade X; five classes of Automotive Technique (TO), two classes of Technological Information (TKJ), and a class of Culinary (TB). The English teacher recommended the Automotive Technique class grade X as the sample of the

the research because they had the same characteristics. The researcher selected two of them as the sample of the research; one as the experimental class and the other one as the control class by random sampling. First, she wrote each of the classes' names on a separate piece of paper. Then, she selected one slip as the experimental class and another slip as the control class. The result was that XA Automotive Technique class as the experimental group consisted of 35 students and XE Automotive Technique class as the control class consisted of 37 students. The table below showed the distribution of the sample.

Table 1: The Distribution of Sample

No	Group	Quantity
1.	XA OT (Experimental Class)	35 students
2.	XE OT (Control Class)	37 students
TOTAL		72 students

C. Research Design

In this research, the subjects were classified into two classes, experimental and control classes. Both of the classes were given a different treatment. The experimental class received a 'treatment' using Macromedia Flash 8 while the control class used conventional teaching. Both of the classes received a pre-test before the treatment was given and a post-test after the treatment had been given. The design of the research was visualized in the table.

Table 2: **Design of the Research**

<i>Experimental Class</i>	Pre-test	Treatment (Macromedia Flash 8)	Post-test
<i>Control Class</i>	Pre-test	Treatment (Conventional teaching)	Post-test

From the table above, it could be seen that the pre-test was given to the both of the classes before the treatment. They gave a different treatment in which the experimental used Macromedia Flash 8 while the control class used conventional teaching. After that, the post-test was given to the both of them.

D. Instrument of the Research

1. Research Instrument

Instrument is the most important thing in an experiment in which the reliability of the instrument automatically affects the reliability of the data obtained. In this study, the instrument that was used to collect the data was a vocabulary test in the form of multiple choices. The test consisted of fifty multiple-choice questions which were taken from some resources. There were two tests; a pre-test (before the treatment) and a post-test (after the treatment), that were used to find the students' vocabulary mastery scores of the both experimental and control classes. Before implementing the instruments to the sample of the research, the validity and reliability of the instruments of the pre and post tests were calculated.

The researcher designed the same instruments for the pre- and post-tests. Both of the tests were developed based on the materials of vocabulary mastery

which referred to the standard of competency and basic competencies of the school-based curriculum of vocational high school of grade X in the second semester of English subject.

In this study, the try-out was conducted before the instrument was used to collect the data. It was used to find out the validity and reliability of the instrument. The try-out was done twelve days ago before the realization of the study. It was given to XD Automotive Technique class as the try-out class who had the similar characteristics to the sample of the research.

2. Validity of the Instrument

A valid instrument is an instrument which is used to test what should be tested in order to make the test becomes valid and reliable. Gronlund in Brown (2004:22) states that validity is the extent to which inferences made from assessment results which are appropriate, meaningful, and useful in terms of purpose of the assessment. Here, the researcher analyzed the validity of the tests using content and construct validity, and item characteristics.

a. Content validity

The test that was developed covered all materials were given in the second semester. Content validity is measured to know whether the topics that are used in the pre and post tests are appropriate or not to the second semester.

In this study, the vocabulary test was developed in reference to the Standard of Competency and Basic Competencies of School-Based Curriculum of

grade X students of SMK Muhammadiyah 1 Moyudan in the second semester.

The curriculum that is used in this study was explained as in the following table.

Table 3: The Curriculum Used in this Study

Standard of Competency	Basic Competence
Berkomunikasi dengan Bahasa Inggris setara Level <i>Novice</i>	1.5.Menjelaskan secara sederhana kegiatan yang sedang terjadi 1.6. Memahami menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas

Based on the curriculum above, there were five topics that were decided to be used in this study. They were present activities, prepositions, traffic signs, menu, and itinerary. Those topics were covered on the test and the teaching-learning materials which were done during the study.

b. Construct validity

Construct validity can be understood as “the nature of the psychological construct or characteristic being measured by the instrument” (Fraenkel and Walen: 2008). It is the determination of the extent to which the instrument actually reflects the abstract concept being examined.

In assessing the vocabulary test, there are some aspects that should be considered. In this study, there are eight aspects that should be assessed in the students’ vocabulary mastery; synonym, antonym, adjective, adverb, verb, preposition, conjunction, and picture clued.

Table 4: Description of the Test Items before the Try-out

No	Topics	Aspects	Item Numbers	Total
1.	Present	- Synonym	11, 15, 16, 20, 26, 47, 53, 58	8
	activities	- Antonym	10, 21, 27, 31, 34, 42, 52, 60	8
2.	Prepositions	- Adjective	6, 8, 12, 13, 25, 28, 51, 55, 59	9
3.	Traffic signs &	- Adverb	7, 23, 36, 41, 45, 49	6
	symbols	- Verb	1, 2, 3, 9, 29, 38, 50	7
4.	Menu	- Preposition	4, 5, 17, 19, 32, 33, 37, 44,	10
5.	Itinerary		54, 56	
		- Conjunction	18, 24, 30, 35, 39, 46, 57	7
		- Picture clued	14, 22, 40, 43, 48	5
				60

Table 5: Description of the Test Items after the Try-out

No	Topics	Aspects	Item Numbers	Total
1.	Present activities	- Synonym	11, 15, 16, 20, 26, 36, 43	7
2.	Prepositions	- Antonym	10, 21, 30, 34, 44, 49	6
3.	Traffic signs &	- Adjective	6, 8, 12, 13, 25, 28, 45, 47	8
	symbols	- Adverb	7, 23, 27, 38, 40	5
4.	Menu	- Verb	1, 2, 9, 24, 29, 41	6
5.	Itinerary	- Preposition	4, 5, 17, 31, 32, 33, 37, 46	8
		- Conjunction	3, 18, 35, 39, 50	5
		- Picture clued	14, 19, 22, 42, 48	5
				50

c. Item Characteristics

Item characteristics are used to know the validity of the multiple choice test whether the test items are good or not. The test was tried-out to the respondents outside the sample of the research to check the item characteristics. The scores were analyzed using Iteman program with the criterion of the multiple choices selection were presented in the table below.

Table 6: The Criterion of Multiple Choices Selection

Criteria	Coefficient	Statement
Difficulty level	0.00 – 0.30	Difficult
	0.31 – 0.70	Medium
	0.71 – 1.00	Easy
Discrimination index	0.00 – 0.20	Poor
	0.21 – 0.40	Fair
	0.41 – 0.70	Good
	0.71 – 1.00	Very good
Proportion endorsing	> 0.05	Good function

(Suharsimi Arikunto, 2008:184)

From the formula above, the valid and invalid items of the test were found. The computation results showed that there were 10 invalid items out of 60 items in the test while the valid items were 50. The invalid items were the item number 2, 25, 26, 44, 48, 50, 52, 54, 56, and 60. Then 50 valid items were used to collect the data on the students' vocabulary mastery in the actual research while the invalid items were revised and dropped. The computer print-out can be seen in Appendix C.

3. Reliability of the Instrument

The researcher found out the reliability of the instrument first before it was used to collect the data in the research. It was found by conducting a try-out test of

the instrument to the students outside the sample. The test was given before the research started.

To get the reliability of the vocabulary test, the researcher used SPSS 16.00 for Windows using Iteman Formula. The reliability of the vocabulary test was known by its reliability coefficient. Because the value of the reliability coefficients is laid between 0.600 – 0.799, it can be said that the test has the *high* category of reliability.

To determine the level of the instrument reliability, the norm of categorizing the correlation coefficient was employed. The following practical rule below is the norm proposed by Suharto (2006: 84).

Table 7: Value of the Reliability Coefficient

No	Reliability Coefficient	Category
1	0.800 - 1.000	very high
2	0.600 – 0.799	High
3	0.400 – 0.599	Fair
4	0.200 – 0.399	Low
5	0.000 – 0.199	very low

E. Procedure of the Research

In this research, the data were collected from the vocabulary tests. Therefore, a try-out was conducted first to test the validity and reliability of the instruments. Besides conducting the try-out, the researcher carried out the pre and post tests to the sample of the research as well. The try-out was given to the students outside the sample who had the same ability as the sample classes. Then,

the researcher gave the pre and post tests to the control and experimental classes before and after the treatment was given.

1. Pre-test

The pre-test was done at the beginning of the study before the students were given a treatment. The test that was given to the control and experimental classes was the same. In this case, the test consisted of 50 multiple choice questions that had been valid and reliable. The researcher gave the pre-test to the control and experimental classes on January 18, 2012 at the different time.

First, the researcher came to the experimental class at 07.00 a.m. to give the pre-test. She introduced herself to the class, explained to the students about what they were going to do, and asked them to do the pre-test in 90 minutes. Then, the English teacher and researcher monitored the students' activity during doing the test conducted.

After giving the pre-test in the experimental class, the researcher gave the same test to the control class at 09.00 a.m. in 90 minutes. In the control class, the researcher did the same activities as in the experimental class.

2. The treatment

a. Experimental class

The treatment that was given to the experimental and control classes was different. In the experimental class (XA OT), the researcher gave the treatment with Macromedia Flash 8 on the students' vocabulary mastery. The experiment started on January 31, 2012 and ended on February 17, 2012. In every meeting, she taught during 90 minutes in twice a week on Tuesday and Friday. Here, the

English teacher as the teacher who gave the treatment on the class whereas the researcher as the partner and observer during the teaching and learning process. Before the treatment was conducted, the researcher gave some explanations to the teacher until she had understood what she would do. In the experimental class, the teacher used Macromedia Flash 8 which is completed with the pictures, sounds, and images in presenting the materials to make the students become more understand about the meaning of the words clearly.

In this research, the teacher taught the students in the experimental class using Macromedia Flash 8 while the researcher observed the students' activities during the teaching and learning process in the class in every meeting. Before the teaching-learning process started, the researcher prepared and checked the media which were required such as a laptop, a speaker, and a LCD. After all of them were ready, the teacher started the teaching and learning process by greeting the students, checking the students' attendance, and asking the captain of the class to lead a prayer. After that, she gave some questions related to the topic that would be discussed. In the first and second meetings, she taught the topic 'present activities' with grammar focus on present continuous tense. The topic 'prepositions of place' was taught in the third meeting. Then, the topic in the next meeting is traffic signs and symbols. The topic 'itinerary and menu' was taught in last two meetings. She stimulated the students to master vocabularies by presenting the pictures and sounds related to the vocabularies. For example, in the first meeting, she presented some pictures of people activities and asked them to identify what the people were doing in the pictures. In every meeting, she

presented the materials on the slide using Macromedia Flash 8 application completed with the pictures, animations, sounds, for example she showed a picture of people activities on the slide and asked the students to identify what the people were doing. They identified the pictures which were supported by the clear pictures and situations to illustrate what the people were doing in the picture easily. After that, the teacher highlighted the verb and asked them the meaning of the words. She also gave the synonym and antonym of some words to make them easier to comprehend and understand the meaning.

From the activities, the students identified the vocabularies and verbs in the sentence easily by illustrating the picture or image using Macromedia Flash 8 as the media. She also asked them listen to the correct pronunciation of the sentences from the native speaker sound and repeated them together. Besides, she also gave some activities such as matching tasks, describing pictures, etc that were presented in Macromedia Flash 8 to encourage their motivation and attention in joining the learning process.

Based on the observation of the teaching and learning process in the experimental class, the students' motivation has increased. By applying Macromedia Flash 8 as the media in the teaching and learning process, they looked more active in the group participation and some activities that the teacher gave. The students who were previously inactive in the class became more active in this meeting, for example, when the teacher gave an activity and asked some of them to go forward in front of the class to describe the pictures of people' activities on the slide using Macromedia Flash 8 and matched them with the

correct sentences by dragging the pictures and then dropping to the correct sentences, most of them raised their hand and wanted to try it so they were motivated to know the vocabularies that they did not know before. The teacher also gave some group and pair activities that involved the students in the learning process such as identifying the location of the objects on the picture that was showed on the slide, and then they identified it and answered the questions based on the picture to their partner. They looked more enthusiastic to do it than just seated on the chair and listened to their teacher's explanation.

Besides, the students' interest in joining the teaching and learning process also inferred more increased. The students who generally made a noise in the class looked more interested in taking part in the learning process when the teacher applied Macromedia Flash 8 as the learning media. The teacher delivered the learning materials which were modified with pictures, sounds, and animations effectively so the students comprehend the materials easily especially in vocabulary mastery. They were interested to use Macromedia Media Flash 8 which provided many kinds of interactive activities to understand the material and master sufficient vocabulary easily. In the learning process, the teacher gave some situations which were completed with attractive pictures, sounds, and animations to present the vocabularies. In the third meeting, she explained the meaning of some traffic signs and symbols by giving some situations, for example, she presented a situation in which a police cautioned someone who parked a car in that place because there was a symbol of 'no parking area'. It meant that people were prohibited to park a car in that place. From the situation, the students

identified what the symbol means easily. Besides, they were also more interested and easily to comprehend the vocabulary rather than just explained it from the textbook.

In the experimental class, the teacher involved all of the students to participate in the learning process. The use of Macromedia Flash 8 as attractive and communicative media improved the students' motivation, interest, and also involvement to join the lesson. The teacher did not only give some individual activities to evaluate the students' capability but also give some groups and in pairs activities to evaluate the students' participation in the class.

The teacher should manage the class condition effectively because all of the students in the class were male. She has to speak aloud to give some explanations and instructions to the students who often make so much noise in the class. Most of them did not pay attention to their teacher who was explaining the materials in front of the class but they just talked and disturbed to each other. However, the atmosphere in the class was more conducive when the teacher used Macromedia Flash 8 as the media in the teaching and learning process to present the learning materials. The students focused on identifying the learning materials which were presented with Macromedia Flash 8 in front of the class. In every meeting, the teacher gave many kinds of activities to manage the condition of the class. She gave individual, pair, and group work tasks. The instruction of the tasks used native speaker clearly. The teacher just gave some explanations if there were some students who had not understood yet. She also monitored the students'

participation in the class. Here, the teacher managed the classroom during the teaching and learning process easily.

b. Control class

The researcher started the activities in the control class (XE OT) on January 31, 2012 and ended on February 17, 2012. The teacher had 90 minutes of duration in two meetings a week, on Tuesday and Friday too. Here, the English teacher used the conventional teaching without using Macromedia Flash 8. She taught the students using conventional teaching as the daily teaching in the class with the same topic as the experimental class.

In every meeting, the teacher only used English textbook as the media in the teaching and learning process. She presented the materials based on the textbook and gave some activities from it, for example she asked the students to look at the picture of people activities on the textbook then asked them what the people were doing. After that the teacher reviewed the answer and translated it from English to Indonesia. She gave some activities from the textbook, for example, she gave a text and asked them to answer the questions based on the text. Then, she asked some of them to answer the questions. Here, the teacher rarely gave a group or pair activity to the students to evaluate their participations and involvements in the learning process.

From the observation, it looked that the students' motivation in joining the learning process were poor. Moreover, most of them did not pay attention to the teacher. They talked to the other friends and did not do the activities that the teacher gave but they just imitated their friends' answer. Sometimes, they even

did not do the home assignment that the teacher gave. Only some of them had higher motivation in joining the teaching-learning process.

In the learning process, the students looked bored because they just seated and listened to the teacher's explanations. Most of them did not have an interest and attention to the English learning process so that it influenced their vocabulary mastery. They found some difficulties to identify the meaning of the words and understand the learning materials. So, they judged that an English lesson was difficult for them.

Besides, the teacher found it difficult to manage the class. She has to speak a loud to give instruction in order to make the students became more attention. She conditioned the class by giving some questions to them who often made a noise and asked them to answer. Besides, the teacher also gave them to do some exercises to know what vocabularies that they had not understood yet.

3. Post-test

The researcher gave the post-test to measure the result of the students' vocabulary mastery after the treatment was given. The students from the both experimental and control classes were given the same post-test on February 21, 2012 in 90 minutes. The post-test was the same as the test used in the pre-test. Then the result of the post-test was compared with the result of the pre-test to find out the information needed in this study. Here, the English teacher and the researcher monitored the students' activity during doing the test. The following table presented the schedule of the test and the implementation of the research.

(Continued)

No	Date	Activities	Time Allocation	Material
		5 th meeting of Experimental Class	08.30-10.00	Menu & Itinerary
8.	February17,2012	6 th meeting of Experimental Class	07.00-08.30	Menu & Itinerary
		6 th meeting of Control Class	08.30-10.00	Menu & Itinerary
9.	February21,2012	Post-test of Control group	07.00-08.30	Vocabulary test
		Post-test of Experimental group	08.30-10.00	Vocabulary test

F. Data Analysis Technique

There were two techniques of analyzing the data used in this study, namely descriptive and inferential analysis. In this study, the program of SPSS 16.00 computer program for Windows was used to analyses all of the data gained from the inferential analysis.

1. Descriptive Analysis

The descriptive analysis in this research was aimed at presenting the variables of this study, namely, treatment and score of the vocabulary test. It employed the result of the Mean and the Standard Deviation of the scores. The mean is the total of all scores or sum of all scores divided by the number of the scores. It was used to know the position of the group, whether the group was in high or low position. The Standard Deviation is the square root of the sum average of the squared deviation score.

To make the categorization of the scores of students' vocabulary mastery, the ideal Mean Score (\bar{x}_i) and the ideal Standard Deviation Score (SD_i) were found first. The ideal Mean Score is sixty percent of the ideal maximum score, and the ideal Standard Deviation Score is one fourth of ideal Mean Score (Nurgiyantoro, 2001:401). Then the data were categorized by the conversion criterion by five scales as follow:

Table 9: The Conversion Criterion by Five Scales

Scale Number	Category
(Mean + 1.5 SD) - (above)	—————→ Very high
(Mean + 0.5 SD) – (mean + 1.5 SD)	—————→ High
(Mean – 0.5 SD) - (mean + 0.5 SD)	—————→ Average
(Mean – 1.5 SD) - (mean – 0.5 SD)	—————→ Low
(Below) - (mean – 1.5 SD)	—————→ Very low

There were 50 items in the test. The values of the scores are 2 for the correct and 0 for the false answer. So, the highest score for the test was 100. The Ideal Mean was $60\% \times 100 = 60$. The Ideal Standard Deviation was 25% of 60 equal to 15. The category of the students' vocabulary mastery can be seen in Table 10.

Table 10: Score Categorization of the Pre and Post Test Instruments

Score class	Category
82.5 – 100	Very high
67.5 – 82.4	High
52.5 – 67.4	Average
37.5 – 52.4	Low
0 – 37.4	Very low

2. Inferential Analysis

The inferential analysis was employed to make inferences about the population based on the data obtained from the sample. It was used to test the hypothesis whether there was significant difference between the students who were taught using Macromedia Flash 8 on their vocabulary class and those who were taught using conventional teaching. In this computation, there were test of normality, test of homogeneity, and test of hypothesis.

In the analysis of inferential statistics, the researcher also used SPSS 16.00 computer program for Windows to obtain the result of normality, homogeneity, and T-test.

a. Normality Test

The normality test is used to analyze whether the distribution of the responses to the instrument is normal or not. Therefore, the Kolmogorov-Smirnov Z test was used. Theoretically, if the value of p is greater than 0.05, the data distribution is normal. If it is below 0.05, the data distribution significantly deviates a normal distribution.

b. Homogeneity Test

A homogeneity test is used to analyze whether or not the sample variance is homogenous or not. The homogeneity test was calculated by using SPSS 16.00 computer program for Windows. Levene's-test would be used as the analysis technique in this context.

c. Hypothesis testing

The hypothesis testing is used to investigate whether the score of both experimental and control classes have homogeneous variance among each other or not. In this study, the t-test that was used is independent-sample t-test. The independent-sample t-test is used to find out the difference mean of two samples which had no relation, e.g. the difference mean of the post-test of the experimental and control groups (Wijaya, 2009:64). In this case, the data were analyzed using the SPSS 16.00 computer program by following a rule that the hypothesis is accepted if t-observed (t_o) is higher than t-table (t_t). It is considered as having a significant difference when the p value is lower than 0.05.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the data description, inferential analysis, interpretation, and discussion. The data description describes the scores of the vocabulary test. The inferential analysis presents pre-testing and post-testing analyses. Then, the interpretation deals with the descriptive and inferential analyses, while the discussion describes the result of the hypothesis testing.

A. Data Description

The data description explained the results of the students' vocabulary tests. As mentioned earlier, there were two kinds of tests in this research, pre and post tests. In this research, the researcher used multiple choice tests to examine the students' vocabulary mastery. The tests were given to the control and experimental classes before and after the treatment were given. Before implementing the instrument to the sample of the research, the validity and reliability of the tests were calculated from the result of the test given to the class outside the sample. The complete analysis of the try-out can be seen in Appendix C. The results of those tests were described below.

1. Pre-test

The pre-test was given to the control and experimental classes before the different treatment were given. The experimental class was taught using Macromedia Flash 8 while the control class was taught using conventional

teaching. The instrument of the pre-test in the control class was the same as the instrument of pre-test in the experimental class. The pre-test scores of the control class were compared with the pre-test scores of the experimental class.

a. The Pre-test Scores of the Control Class

In this part, the pre-test scores of the control class were described based on the score criteria. There were five categories to classify the scores such as very high, high, average, low, and very low.

In reference to the pre-test scores of the control class, the categorization of the students' vocabulary mastery which was calculated by using SPSS 16.00 computer program for Windows was presented in the following table.

Table 11: Frequency Distribution of the Pre-test Scores in the Control Class

Score Class	Number of Students	Percentage %	Category
82.5 - 100	0	0,0	Very high
67.5 – 82.4	3	8,1	High
52.5 – 67.4	16	43,2	Average
37.5 – 52.4	12	32,4	Low
0 – 37.4	6	16,2	Very low
Total	37	100	-

Table 11 showed that no respondent classified into the very high category. Three respondents (8.1%) were categorized into the high category, sixteen respondents (43.2%) were categorized into the average category, twelve respondents (32.4%) were categorized into the low category, and six respondents (16.2%) were categorized into the very low category. From the table of frequency distribution above, it was concluded that most of the students' capabilities of the control class tended to be classified into the average category.

In addition, the data obtained from the pre-test of vocabulary test that was given to the control class showed that the minimum score was 26.00, and the maximum score was 74.00. Moreover, the mean was 50.11, and the standard deviation was 11.65. The results of the data analysis were presented in the table below.

Table 12: Descriptive Analysis of the Control Class in the Pre-test

N	Mean	SD	Minimum	Maximum
37	50.11	11.65	26.00	74.00

Based on the table, the mean of the pre-test scores of the control class was 50.11. According to the table of frequency distribution, the students' vocabulary mastery was in the low category because it lied between 37.5 - 52.4. So, it was concluded that the mean of the pre-test scores of the control class could be classified into the low category.

b. The Pre-test Scores of the Experimental Class

The pre-test scores of the experimental class were described based on the score criteria. There were also five categories to classify the scores such as very high, high, average, low, and very low.

In reference to the pre-test scores of the experimental class, the categorization of the students' vocabulary mastery which was calculated by using SPSS 16.00 for Windows computer program was presented in the following table.

Table 13: Frequency Distribution of the Pre-test Scores in the Experimental Class

Score Class	Number of Students	Percentage %	Category
82.5 - 100	0	0.0	Very high
67.5 – 82.4	3	8.6	High
52.5 – 67.4	18	51.4	Average
37.5 – 52.4	13	37.1	Low
0 – 37.4	1	2.9	Very low
Total	35	100	-

Table 13 showed that no respondent classified into the very high category. Three respondents (8.6%) were categorized into the high category, eight teen respondents (51.4%) were categorized into the average category, three teen respondents (37.1%) were categorized into the low category, and one respondent (2.9%) was categorized into the very low category. From the table of frequency distribution above, it was concluded that most of the students' capabilities of the experimental class tended to be classified into the average category.

In addition, the data obtained from the pre-test of the vocabulary test that was given to the experimental class showed that the minimum score was 32.00, and the maximum score was 82.00. Moreover, the mean was 55.03, and the standard deviation was 10.40. The results of the data analysis were presented in the table below.

Table 14: Descriptive Analysis of the Experimental Class in the Pre-test

N	Mean	SD	Minimum	Maximum
35	55.03	10.40	32.00	82.00

Based on the table, the mean of the pre-test scores of the experimental class was 55.03. According to the table of frequency distribution, the students' vocabulary mastery was in the average category because it lied between 52.5 - 67.4. So, it was concluded that the mean of the pre-test scores of the experimental was classified into the average category.

c. The Comparison of the Pre-test Scores between the Control and Experimental Classes

The table below described the statistical data of the pre-test scores of the both classes. They were compared to examine the level of the students' initial capability on vocabulary mastery of the both classes before the treatment was conducted by using t-sample test. Table 15 displayed the statistical data that showed the comparison between the pre-test scores on vocabulary mastery of the control and experimental classes.

Table 15: The Comparison of the Pre-test Scores between the Control and Experimental Classes

Data	N	M	SD
Pre-Test Scores on Vocabulary Mastery of the Control Class	37	50.11	11.65
Pre-Test Scores on Vocabulary Mastery of the Experimental Class	35	55.03	10.40

N = the total of the students

M = the mean

SD = standard deviation

The comparison of the pre-test scores showed that the standard deviation of the control class was 11.65 while the experimental class was 10.40. The mean of the control class which consisted of 37 students was 50.11 while the mean of

the experimental class which consisted of 35 students was 55.03. It meant that the mean of the experimental class was little bit higher than the mean of the control class but the most frequency of the students' pre-test scores in the control class was in the same category as the experimental class. The students' capability of the both classes tended to be classified into the average category.

Before giving the treatment to the respondents outside the sample, the mean of the pre-test of the both classes was compared and calculated using t-sample test. In this case, the researcher used SPSS 16.00 computer program. The students of the both classes would have the equal capability on vocabulary mastery before the treatment given if p value was greater than 0.05. The result of the calculation was showed in the table below.

Table 16: The Result of the T-sample Test

Test	Class	Mean	t	$t_{0.05}(70)$	P
Pre-test	Control Class	50.11	1.887	1.994	0.063
	Experimental Class	55.03			

From the table above, it indicated that the p value was greater than 0.05 i.e. $(0.063) > (0.05)$. It was concluded that the students' vocabulary mastery of the both classes before the treatment given had the same capability.

2. Post- test

The post-test was conducted to the control and experimental classes after the different treatment was completely given to the both classes. The students in the experimental class were treated using Macromedia Flash 8 while the students in the control class were taught using conventional teaching. In the post-test, the

students from the both classes were asked to answer the same test as given in the pre-test. The descriptions of the post-test of the both classes were explained as follows.

a. The Post-test Scores of the Control Class

The post-test scores of the control class were described based on the score criteria. There were also five categories to classify the post-test scores as the same as the pre-test scores such as very high, high, average, low, and very low.

In reference to the post-test scores of the control class, the categorization of the students' vocabulary mastery which was calculated by using SPSS 16.00 for Windows computer program was presented in the following table.

Table 17: Frequency Distribution of the Post-test Scores in the Control Class

Score Class	Number of Students	Percentage %	Category
82.5 - 100	0	0.0	Very high
67.5 – 82.4	3	8.1	High
52.5 – 67.4	24	64.0	Average
37.5 – 52.4	10	27.0	Low
0 – 37.4	0	0.0	Very low
Total	37	100	-

Table 17 showed that no respondent classified into the very high and very low categories. Three respondents (8.1%) were categorized into the high category, twenty four respondents (64.0%) were categorized into the average category, and ten respondents (27.0%) were categorized into the low category. Based on the table above, it meant that most of the students' capabilities in the control class after the treatment tended to be classified into the average category.

The result of the calculation using SPSS 16.00 computer program showed that the mean of the control class in the post-test was 57.78, meanwhile the SD

was 6.81. The maximum score in the test was 70.00 and the minimum score was 42.00. They were presented on the table below.

Table 18: Descriptive Analysis of the Control Class in the Post-test

N	Mean	SD	Minimum	Maximum
37	57.78	6.81	42.00	70.00

Based on the table above, the mean of the post-test scores in the control class was 57.78. According to the table 17, the students' vocabulary mastery was in the average category because it lied between 52.5 - 67.4. So, it was concluded that the mean of the post-test of the control class was classified into the average category after they were treated using conventional teaching. There was an improvement score of the students' vocabulary mastery of the control class from the mean of pre-test (50.11) to the mean of post-test (57.78).

b. The Post-test Scores of the Experimental Class

The post-test scores of the experimental class were described based on the score criteria. There were also five categories to classify the post-test scores as the same as the pre-test scores such as very high, high, average, low, and very low.

In reference to the post-test scores of the experimental class, the categorization of the students' vocabulary mastery which was calculated by using SPSS 16.00 for Windows computer program was presented in the following table.

Table 19: Frequency Distribution of the Post-test Scores in the Experimental Class

Score Class	Number of Students	Percentage %	Category
82.5 - 100	1	2.9	Very high
67.5 – 82.4	25	72.4	High
52.5 – 67.4	8	22.9	Average
37.5 – 52.4	1	2.9	Low
0 – 37.4	0	0.0	Very low
Total	35	100	-

Table 19 showed that one respondent (2.9%) was classified into the very high category, twenty five respondents (72.4%) were categorized into the high category, eight respondents (22.9%) were categorized into the average category, one respondent (2.9%) was categorized into the low category, and no respondent classified into the very low category. Based on table above, it was concluded that most of the students' capabilities of the experimental class after the treatment tended to be classified into the high category.

The result of the calculation using SPSS 16.00 for Windows computer program showed that the mean of the experimental class in the post-test was 70.34, meanwhile the SD was 7.27. The maximum score in the test was 94.00 and the minimum score was 50.00. They were presented in the table below.

Table 20: Descriptive Analysis of the Experimental Class in the Post-test

N	Mean	SD	Minimum	Maximum
35	70.34	7.27	50.00	94.00

Based on the table above, the mean of the post-test scores in the experimental class was 70.34. According to the table 19, the students' vocabulary

mastery was in the high category because it lied between 67.5 - 82.4. So, it was concluded that the mean of the post-test scores of the experimental class was classified into the high category. There was an improvement score of the students' vocabulary mastery in the experimental class from the mean of pre-test (55.03) to the mean of post-test (70.34). The score categorization also increased from the average to the high category.

c. The Comparison of the Post-test Scores between the Control and Experimental Classes

The result of the post-test scores of the both classes was compared to find out the difference between the student's vocabulary mastery of the both classes after the treatment was conducted. Table 21 displayed the statistical data that showed the comparison between the post-test scores on vocabulary mastery of the control and experimental classes.

Table 21: The Comparison of the Post-test Scores between the Control and Experimental Classes

Data	N	M	SD
Post-Test Scores on Vocabulary Mastery of the Control Class	37	57.78	6.81
Post-Test Scores on Vocabulary Mastery of the Experimental Class	35	70.34	7.27

N = the total of the students

M = the mean

SD = standard deviation

The comparison of the post-test scores showed that the mean of the control class was 57.78 while the mean of the experimental class was 70.34. It meant that

the mean of the experimental class after the treatment given was higher than the mean of the control class. Meanwhile, the standard deviation of the control class was 6.81 while the experimental class was 7.27. It was concluded the students of the experimental class who were taught with Macromedia Flash 8 had higher ability than that of the control class who were taught with conventional teaching. When it was consulted to the table of score categorization, the score categorization of the post-test in the experimental class was higher than that of the post-test in the control class. The post-test scores of the experimental class were classified into the high category while that of the control class were classified into the average category. It meant that after the treatment was given, the students' capability of the experimental class tended to be classified into the higher category than that of the control class.

B. Inferential Analysis

The inferential analysis describes pre-testing analysis and hypothesis testing as presented below.

1. Pre-Testing Analysis

Before the hypothesis testing was calculated, pre-testing analysis was conducted first. Pre-testing analysis consisted of two tests, the normality and homogeneity tests. The normality test was employed to know whether the distribution of the scores was normal, and the homogeneity test was used to test whether the sample's variance was homogeneous or not. The results were presented as follows.

a. Normality Test

The test of normality was calculated to find out whether the data of the scores showed normal distribution. The test of normality was applied to the pre and post tests of the two classes. The data were tested using One-Sample Kolmogorov-Sminorv. Theoretically, the data are considered normal if the score of the probability value (p value) is greater than 0.05. In contrast, if it is less than 0.05, the data deviates from normal distribution. The following table was the results of the normality test of the students' vocabulary mastery in the pre- and post-tests of the both classes.

Table 22: The Result of the Normality Test of the Students' Vocabulary Mastery

Test	Class	KS-Z	P	α	Statement
Pre-test	Control Class	0.878	0.424	0.05	Normal
	Experimental Class	0.474	0.978	0.05	Normal
Post-test	Control Class	0.836	0.487	0.05	Normal
	Experimental Class	0.974	0.929	0.05	Normal

KS-Z = Kolmogorov-Sminorv Z

p = probability

α = the significance level of 0.05

Table 22 showed that the p value of the pre-test data for the control and experimental classes were greater than α (0.05), i.e., $0.424 > 0.05$ and $0.978 > 0.05$. It meant that the pre-test data of the both classes had normal distribution. Meanwhile, the p value of the post-test data of the control and the experimental classes were also greater than α (0.05), i.e., $0.487 > 0.05$ and $0.929 > 0.05$. So, the

post-test data of the both classes also had normal distribution. Since all these p values were greater than 0.05, it was concluded that all of the data of the students' vocabulary mastery had normal distribution.

b. Homogeneity Test

The homogeneity test was used to find out whether the sample variance was homogenous or not. In this case, the Lavene's-Test computation program of SPSS 16.00 for Windows was employed on vocabulary mastery for the data of the pre and post tests of the both classes.

The hypothesis that is used in the homogeneity test of the two tests (pre- and post tests) in the both of the experimental and control classes are:

H_0 = the sample variance of the both tests are homogeneous

H_a = the sample variance of the both tests are heterogeneous

The sample variance of the pre- and post tests in the experimental and control classes can be considered homogeneous if the p value (Sig.) is greater than 0.05 and the H_0 is accepted. The results of the homogeneity test were presented in Table 23. The complete computation was enclosed in Appendix C.

Table 23: The Result of the Homogeneity Test in the Pre- and Post-Tests

	Levene Statistic	df1	df2	Sig.	Interpretation
Pre-test	0.976	1	70	.327	Homogeneous
Post-test	0.307	1	70	.582	Homogeneous

df = degree of freedom

Sig. = Significant value

The result of the calculation showed that the p value (*Sig.*) of the pre and post tests were greater than the significant level of 0.05, i.e. p value (0.327) > (0.05) for the pre-test and p value (0.582) > (0.05) for the post-test. So, H_0 was accepted and H_a was rejected. It meant that the sample variance in the pre- and post-tests were homogeneous.

2. Hypothesis Testing

The t-test was used to test the difference and the significance of the result scores. In this case, the researcher used SPSS 16.00 computer program for Windows by applying Independent Samples t-test because there was no relation between the two samples (control and experimental classes) that would be tested. The first was to find the mean difference of the post-test scores of the both control and experimental classes. It is considered as having a significant difference when the value of t -observed (t_o) is higher than the value of t -table (t_t). If t_o is higher than t_t , it means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

The hypothesis testing between the experimental and control classes could be seen from Null Hypothesis (H_0) and Alternative Hypothesis (H_a). Muijs (2004) said that the alternative hypothesis is the one that the researcher wants to be true, while the null hypothesis is the opposite. The hypothesis testing could be seen from the following explanation:

- a. Null Hypothesis (H_0): The students who are taught using Macromedia Flash 8 in their vocabulary class have no significant difference in

vocabulary mastery between the students who are taught using conventional teaching.

- b. Alternative Hypothesis (H_a): The students who are taught using Macromedia Flash 8 in their vocabulary class will have significant difference in vocabulary mastery between the students who are taught using conventional teaching.

Theoretically, the hypothesis was accepted if the p value is lower than 0.05. Table 24 presented the result of the hypothesis testing.

Table 24: **Test of Hypothesis**

Test	Class	M	t_o	t_t	Sig.(2-tailed)	Statement
Post-test	Control Class	57.78	7.569	1.994	0.000	Significant
	Experimental Class	70.34				

M = Mean

t_o = t value observed

t_t = t value of the table at the significance level of 5%

Sig.(2-tailed) = probability value

From Table 24, it was evident that the mean of the post-test in the control and experimental classes was different. In the post-test, the mean of the experimental class was higher than the mean of the control class, ($70.34 > 57.78$). Besides, the value of the t- obtained (t_o) was higher than the value of t- table (t_t) and the probability value was lower than 0.05. Based on the result of computation, it was found that the value of t_o (7.569) was higher than that of t_t (1.994). The

Sign. (2-tailed) or the probability value was 0.00. It was lower than 0.05 ($0.00 < 0.05$), then H_a was accepted and H_o was rejected.

It meant that the use of Macromedia Flash 8 showed a significant difference on the vocabulary mastery that could be seen from the result of the post-test. It was concluded that the use of Macromedia Flash 8 had an influence on students' vocabulary mastery. At last, the result implied that the hypothesis of "There is a significant difference in the vocabulary mastery between the students who were taught using Macromedia Flash 8 and those who were taught using conventional teaching" was accepted.

C. Interpretation

In this part, the interpretation of the findings was presented. The interpretation was concerned with the descriptive and inferential interpretations.

In this study, the pre and post tests had been administered to the both experimental and control classes to find out the students' vocabulary mastery before and after the treatment. The data of pre- and post-tests were gathered from the vocabulary test. Then, the treatment of using Macromedia Flash 8 was only given to the experimental class. Therefore, the effect of using Macromedia Flash 8 on the students' vocabulary mastery could be identified through the result of t-test.

Based on the descriptive analysis, it was found that the mean of the post-test of the both classes were higher than the mean of the pre-test. It meant that the both classes had an improvement in the mean on the students' vocabulary mastery. The improvement of the mean in the control class was (7.67).

Meanwhile, the improvement of the mean in the experimental class was (15.31). It could be seen that the improvement of the mean in the experimental class was higher than that of the control class.

The improvement of the mean of the vocabulary tests of the control and experimental classes was presented in Table 25.

Table 25: The Improvement of the Mean of Vocabulary Tests of the Control and Experimental Classes

Variable		Mean	The improvement
Control Class	Pre-test	50.11	7.67
	Post-test	57.78	
Experimental Class	Pre-test	55.03	15.31
	Post-test	70.34	

Based on the result of the table 16, it indicated that the students of the control and experimental classes had the same capability on vocabulary mastery before the treatment given. The researcher calculated the initial capability of the students using t-sample test. The result showed that the p value was greater than 0.05 i.e. $(0.063) > (0.05)$. Besides, it could be seen from the score categorization of the pre-test scores in the both classes. It indicated that the students' pre-test scores in the both classes tended to be classified into the average category. Then, after the control and experimental classes were given a different treatment, the improvement of the mean in the experimental class was higher than the control class. It also could be seen from the post-test scores categorization of the both classes that the post-test scores of the experimental class were classified into the high category while the post-test scores of the control class were classified into the average category.

The inferential analysis result indicated that all of the data had normal distribution and the sample variances were homogeneous. It could be seen from the result of the normality test of the both classes that the probability value of the pre-test data of the control and the experimental group was higher than 0.05, i.e., $0.424 > 0.05$ and $0.978 > 0.05$. So, the pre-test data of the groups had normal distribution. Meanwhile, the probability values of the post-test data of the control and experimental classes were also higher than 0.05, i.e., $0.487 > 0.05$ and $0.929 > 0.05$. So, the post-test data of the both classes were also normal. It was concluded that all of the data had normal distribution.

The result of the homogeneity testing also indicated that the p value was greater than the significance level of 0.05 for the both pre- and post-tests. So, it was stated that the sample variance in the pre- and post-tests were homogeneous.

From the t-test result, it could be seen that t_o was higher than the t value at the significance level of 5% i.e., $7.569 > 1.994$. The p value (Sig.) was lower than 0.05, i.e., $0.000 < 0.05$. Thus, the null hypothesis of no treatment effect was rejected and the proposed hypothesis which stated that “there is a significant difference in vocabulary mastery between students of SMK Muhammadiyah 1 Moyudan who are taught using Macromedia Flash 8 and those who are taught using conventional teaching” was accepted.

D. Discussion

The findings of the research proved that there was a significant difference between the vocabulary mastery of the students who were taught using

Macromedia Flash 8 and those who were taught using conventional teaching. These findings supported the theories about the usefulness of multimedia technology in the language teaching included Macromedia Flash 8.

It had been discussed in Chapter II that multimedia technology had many advantages to the students' teaching and learning. Neo and Neo in Mishra and Sharma (2005: 61) state that multimedia technology has important changes in the educational system and affect the way of teachers to deliver information or learning materials to the students. It is available for the teacher to create innovative and interactive styles in presenting the learning materials so the teaching and learning process become more interesting.

Besides, media certainly had great contribution in the teaching and learning process. In the teaching vocabulary, media also had an important role to support the technique of the teaching and learning process and acquired the new words by illustrating the images or pictures. Mc. Carthy (2007: 25) adds some key principles in helping students to learn vocabulary more effectively. They are focusing on vocabulary, offering variety, repeating and recycling, and organizing vocabulary. The offering variety is one of the techniques to learn vocabulary that used variety of media to encourage the students' vocabulary mastery. In the teaching vocabulary, the teacher applied interesting method and media to present vocabulary including pictures, images, sounds, videos, interactive animations, and different text types which were chosen by the students to be identified in vocabulary learning. Here, Macromedia Flash 8 as the appropriate multimedia

technology programs which consisted of some elements of the media supported the vocabulary teaching and learning such as image, animation, sound, graphic.

Suyanto (2003: 16) states that Macromedia Flash is a kind of multimedia programs that is used to make simple interactive media and emphasize to the visual and audio effect. This application was supported by animation, sound, image, and graphics to produce an interactive multimedia and it was also used to make CD interactive, teaching-learning tools, and simple games.

From the explanation above, it was concluded that Macromedia Flash 8 as the media in the vocabulary teaching is appropriate to be applied as a good media and technique in the teaching vocabulary. The students looked more interesting to comprehend the learning materials, guess and master the meaning of the words more easily and understand them by illustrating or visualizing the pictures, images, or animation. It also increased the students' motivation in vocabulary learning and created new atmosphere in the class.

After the treatment, the students' vocabulary mastery of the experimental class who were treated with Macromedia Flash 8 was more increased than the students in the control class. The teacher stimulated the students to master sufficient vocabularies by presenting the pictures and sounds related to the vocabularies. So, they identified some new words and the meanings easily by illustrating the pictures that were presented with Macromedia Flash 8. By applying Macromedia Flash 8 as the media in the teaching and learning process, it stimulated the students' motivation. They looked more active in expressing their ideas and contributions to the group participation and some activities that the

teacher gave. Besides, the students' interest in joining the teaching and learning process looked on the students of the experimental class. The students who previously made a noise in the class looked more interested in joining the learning process. Most of them involved in the activities that the teacher gave. She also managed and monitored the students' participation in the class easily.

Meanwhile, the conventional teaching as a daily teaching that was used in the control class had not improved well. The teacher only used a textbook as a media in the teaching and learning process, explained the material from it. The students just seated and listened to the teacher's explanation. So, the students' motivation and attention in joining the learning process were poor. Most of them did not pay attention to the teacher's explanation but they talked to the other friends. The teacher found it difficult to manage the class because she has to speak a loud to give some instructions in the class.

From that, Andi (2005:1) argues that there are some strengths of Macromedia Flash 8. It can make an interactive application which was combined with movies or even other objects to make the media become more interesting. The color of the screen could be changed as the users want. Besides, Macromedia Flash 8 could make a simple become more interactive form from the objects and the animation movements to attract the students' attention. From that, it was concluded that Macromedia Flash 8 as the media in the teaching and learning process improved the students' attention and motivation in joining the learning process in the class. The use of Macromedia Flash 8 enhanced the quality of the teaching and learning practices which were combined with graphics, images,

audio, and etc. Besides improving the students' motivation and attention, the elements of the media could affect the students in guessing and reminding the vocabularies.

The use of Macromedia Flash 8 also improved the students' interest in the learning vocabulary because it was supported with animation and image to produce an interactive multimedia in the teaching and learning process. They became more easily to identify and understand the meaning of the words which were presented on the slide rather than just identified the meaning of the words from the textbook.

Besides, the teacher gave many kinds of interesting activities including individual, group, and pair activities to the students using Macromedia Flash 8. It made interactive activities and attractive interactions in the learning process. So the students could participate in the learning activities and the teacher could manage the class and monitored the students' participation easily.

In addition, the advantages of the use of Macromedia Flash 8 on vocabulary mastery could be seen from the students' pre- and post-tests scores of the both experimental and control classes before and after the treatment given. From the most frequency of the pre-test of the both classes, it indicated that the students' vocabulary mastery of the both classes before the treatment tended to be equal because they were classified into the average category. Besides, it was proved from the result of t-sample test of the pre-test scores in the both classes. The p value was greater than 0.05 i.e. $(0.063) > (0.05)$. It was concluded that the students' vocabulary mastery of the both classes before the treatment had the

same capability or there was no significant difference between the students' achievement scores of the experimental and control classes. Then, the both classes were given the post-test after the different treatment was given.

The mean of the post-test of the experimental class was higher than that of the control class, i.e. $70.34 > 57.78$. There was the improvement of the mean of the both classes. However, the improvement mean of the post-test in experimental class was higher than that of the control class, i.e. $15.31 > 7.67$. When it was consulted to the table of score categorization, the score categorization of the post-test in the experimental class was higher than that of the post-test in the control class. The post-test scores of the experimental class were classified into the high category while that of the control class were classified into the average category. It meant that after the treatment was given, the students' capability of the experimental class tended to be classified into higher category than that of the control class. Moreover, the result of t-test showed that the significance value was lower than 0.05, i.e. $0.000 < 0.05$. It meant that there was a significant difference in the vocabulary mastery of the students who were taught using Macromedia Flash 8 and those who were taught using conventional teaching. Here, the null hypothesis of no treatment effect was rejected and the alternative hypothesis was accepted.

Finally, the hypothesis proposed in this research which said "The students who are taught using Macromedia Flash 8 on their vocabulary mastery will be more increased than those who were taught using conventional teaching" was accepted.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

There are mainly three parts that will be discussed in this chapter. They are the conclusions of the objective of the study, implications, and suggestions from the researcher to the related parties based on the study that has been conducted. Below is the further explanation about those parts.

A. Conclusions

As mentioned in the formulation of the problem in Chapter I, the researcher proposes some items of conclusion. They are as follows:

1. The students of XA Automotive Technique class as the experimental class have a good achievement after they were taught using Macromedia Flash 8 in the vocabulary mastery. They are also more motivated and interested in joining the lesson. It can be seen from the improvement of the mean of the pre and post tests in the vocabulary test (15.31) from the average to the high category. It indicates that the students' vocabulary mastery of the experimental class improve well after the treatment using Macromedia Flash 8 was treated.
2. The students of XE Automotive Technique class as the control class who were taught using conventional teaching have an increase of the achievement but the increase is not significant. They still have low motivation and attention in joining the vocabulary teaching and learning process. The improvement of the mean of the pre and post tests in the vocabulary test is 7.67. It can be concluded

that the improvement of the mean of the control class is lower than that of the experimental class. It indicates that the students' vocabulary mastery of the control class had not improved well after they were taught using conventional teaching.

3. There was a significant difference in vocabulary mastery between the students who were taught using Macromedia Flash 8 and those who were taught using conventional teaching. It is indicated by the different mean of the both classes. The mean of the post-test scores in the experimental class which was categorized into high category was higher than that of the control class which was classified into average category, i.e., $(70.34) > (57.78)$. It can be concluded that using Macromedia Flash 8 as the media in the teaching vocabulary was more effective than the using of conventional teaching. Besides, the significant difference also can be seen from the result of T-test. It show that the value of significance was lower than 0.05, i.e. $0.000 < 0.05$. It means that the hypothesis of "There was a significant difference on students' vocabulary mastery who were taught using Macromedia Flash 8 and those who were taught using conventional teaching" was accepted.

B. Implications

It was obvious that using Macromedia Flash 8 improved the students' vocabulary mastery in the English teaching and learning process. The students became more interested and easily understand to the learning materials. Besides, using Macromedia Flash 8 as the media in the teaching and learning process did

not make them bored. This implied that the English teacher should apply Macromedia Flash 8 as one of the media for some following reasons. First, it improves the students' vocabulary mastery. Second, it attracts the students' attention and makes them feel happy and enthusiastic in joining the lesson. Finally, all these positive effects make the students' learning motivation and achievement become well.

C. Suggestions

Based on the conclusion above, the researcher proposes some suggestions. They are as follows:

1. For English Teachers

It is essential for the teacher to improve the quality of the teaching-learning process especially in teaching vocabulary to vocational high school students. Teachers should be more creative in selecting and using interactive and interesting media to present the learning materials in the teaching-learning process. Macromedia Flash 8 as the kinds of media could be an alternative media in teaching vocabulary that can encourage the students' attention and motivation in the learning process.

2. For other researchers

The researcher realizes that this study is far from being perfect. It still has many weaknesses in some parts. Therefore, the researcher hopes that other researchers will conduct more exploration about the use of Macromedia Flash 8

on the other specific language skills. Macromedia Flash has many aspects that can be applied in the teaching- learning processes in the classroom.

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APPENDIX A

(STUDENTS' SCORES)

PRE AND POST TESTS SCORES OF EXPERIMENTAL CLASS

No	Name	Pre-test Score	Post-test Score
1.	Aan Prasetyo	56	70
2.	Ade Indita Nugroho	60	74
3.	Afrizal Yusuf Putranta	70	72
4.	Agung Tri Setio	66	74
5.	Agung Yulianto	62	80
6.	Agus Dwi Susanto	54	78
7.	Ari Febrianto	58	66
8.	Dadang Ismunandar	56	60
9.	Dana Eka Prasetya	64	66
10.	Danang Kiswanto	44	62
11.	Danang Wahyu D.	44	58
12.	Dedy Nur Setiawan	56	70
13.	Erlambang	32	58
14.	Erwin Budianto	38	50
15.	Erwin Zanuar Ferdianto	52	64
16.	Freshana Faturhman	56	74
17.	Friggi Yustial	50	62
18.	Haris Suhendar	44	66
19.	Hartanto Dwi Anggoro	40	58
20.	Ikhwal Ramadhan	82	94
21.	Iman Nugroho	50	66
22.	Krisna Aditira	40	70
23.	Muhammad Salamun	50	66
24.	Muhammad Sulthon	46	70
25.	Purwa Setyo Nugrahanto	62	78
26.	Rotib Ristinda S.	56	68
27.	Rozally	64	74
28.	Rudianto Susilo	72	68
29.	Rudi Haryanto	62	68
30.	Syumianto	62	72
31.	Tito Wahyu Tri Laksono	52	58
32.	Tri Hartanto	48	68
33.	Wisnu Didik Setyadi	60	56
34.	Wuri Widodo	60	68
35.	Zakaria Ashari	54	62

PRE AND POST TESTS SCORES OF CONTROL CLASS

No	Name	Pre-test	Post-test
1.	Arief Setyo Prayogi	56	62
2.	Arif Cahyo Saputro	54	58
3.	Asep Yulianto	44	56
4.	Atmaja Eddy K.	56	62
5.	Azis Kurniawan	58	62
6.	Azwar Nur Fauzan	54	52
7.	Bayu Saputro	64	70
8.	Dwi Martanto	60	64
9.	Dwi Riyan Sejati	34	50
10.	Edy Nugroho	46	58
11.	Efendy Wahyujati	40	60
12.	Eka Apriyanto	46	50
13.	Fajar Chayadi	68	56
14.	Fajar Nugroho	34	46
15.	Fauzi Santoso	58	58
16.	Galih Putra Rinaldy	34	56
17.	Hendro Prasetyo	70	68
18.	Jajang Nugroho	62	68
19.	Kusnan Budi P.	50	54
20.	Latif Zain	56	62
21.	Ma'rufi Amal	42	56
22.	Marwan Cahyo N.	58	60
23.	Nova Apriyanto	54	62
24.	Pamungkas Sulistyo	56	60
25.	Prakas Yudi P.	66	64
26.	Rahmad Riyadi	48	44
27.	Restu Widodo	50	50
28.	Ricky Aditya	26	46
29.	Ridwan Nur Fauzan	56	60
30.	Riyan Veri	52	56
31.	Saguh Alamnur	66	68
32.	Satria Fajar P. K.	74	70
33.	Tapa Sudana	48	60
34.	Wahyu Eko	40	64
35.	Wahyu Setyawan	30	46
36.	Yanuari	50	58
37.	Yasi Madya	56	58

APPENDIX B

(LESSON PLANS)

LESSON PLAN I (Control Class)

Sekolah : SMK Muhammadiyah 1 Moyudan
 Mata Pelajaran : English
 Kelas/semester : X/2
 Tema : What are you doing?
 Keterampilan : Reading
 Alokasi Waktu : 4x45 minutes

- A. Standar Kompetensi : Berkomunikasi dengan bahasa Inggris setara Level Novice
- B. Kompetensi Dasar : Menjelaskan secara sederhana kegiatan yang sedang terjadi
- C. Tujuan Pembelajaran : Siswa dapat mengidentifikasi peristiwa yang sedang terjadi dengan tepat dan memahami Present Continuous Tense
- D. Indikator :
- Siswa mampu mengidentifikasi kegiatan/peristiwa berdasarkan gambar
 - Siswa mampu mengidentifikasi peristiwa/kegiatan yang terjadi saat itu
 - Siswa mampu memahami arti kata yang berkaitan dengan topic tersebut
 - Siswa mampu mengidentifikasi dan menggunakan 'Present Continuous Tense di dalam kalimat
 - Siswa mampu melafalkan kata-kata yang digunakan secara benar
- E. Materi Pembelajaran : - Present activities
- Present Continuous Tense
- F. Metode Pembelajaran : Text-Based (BKOF, MOT, JOT, and ICOT)
- G. Tahap-tahap Pembelajaran :
1. Pembukaan
 - Langkah awal:
 - Guru memberi salam kepada siswa
 - Guru memimpin doa
 - Guru memeriksa kehadiran siswa

2. Kegiatan inti

- Building Knowledge of Field (BKOF)
 - Guru mengenalkan topik yang akan dipelajari
 - Guru melakukan tanya jawab kepada siswa tentang berbagai hal berkaitan dengan topik
Guru bertanya kepada salah satu siswa tentang apa yang sedang dia lakukan
“What are you doing?, Are you sleeping in the class?”
- Modeling of Text (MOT)
 - Guru mengenalkan beberapa gambar aktifitas yang ada di buku pelajaran
 - Guru memberikan penjelasan tentang gambar kegiatan/aktifitas tersebut
 - Guru memberikan contoh teks yang berkaitan dengan topik
 - Guru memperkenalkan Present Continuous Tense
 - Guru memberikan contoh penggunaan Present Continuous Tense
- Joint Construct of Text (JCOT)
 - Guru memberikan latihan kepada siswa untuk mendiskripsikan suatu gambar kegiatan dan membuat short dialogue berdasarkan gambar sesuai contoh yang ada (soal terlampir)
 - Beberapa siswa mempraktekkan dengan pasangannya
- Independent Construction Text (ICOT)
 - Guru memberikan sebuah teks dan meminta siswa menjawab beberapa pertanyaan berdasarkan teks tersebut (soal terlampir)
 - Siswa diminta untuk melengkapi kalimat dan mengubah kata kerja yang disajikan dalam bentuk V-ing (soal terlampir)
 - Guru memberikan sebuah dialog dan meminta siswa menjawab beberapa pertanyaan berdasarkan dialog tersebut (soal terlampir)

3. Kegiatan akhir

- Guru melakukan evaluasi
- Guru memberikan tugas (home assignment)
- Guru menutup pelajaran

H. Sumber belajar dan media:

- English books:
Sutinah, Entin dkk. 2006. *Get Along with English*. Jakarta: Erlangga.
- Purwati, M. 2009. *Multi-Purpose English Novice Level*. Klaten: PT. Macanan Jaya Cemerlang

Pramesti, M. D. 2008. *English for SMK 1*. Jakarta: Departemen Pendidikan Nasional

- Printed media

I. Penilaian : Tes tertulis

Sleman, 31 Januari, 2012

Disetujui oleh,
Guru

Peneliti

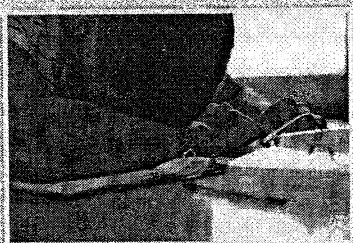
Tri Astuti, S.Pd.
NIP:

Mayu Mila Luthfiana
NIM: 07202244097

ACTIVITY 1

Activity 10

Look at the pictures and create a short dialog for each picture.



Source: www.clipart.com

Example:

Hendry/study/sleep.

Fadya : What is Hendry doing?

Halim : Is he studying?

Niko : No, he isn't studying. He is sleeping.

1. The man/stop his car on the sidewalk/repair his car.



Source: www.clipart.com

3. The cat/eat a fish/drink some milk.



Source: www.clipart.com

2. He/roller-skate/ride a bicycle.



Source: www.clipart.com

4. They/study/play chess.



Source: www.clipart.com

ACTIVITY 2

C. READING

Answer the following questions before you start studying.

- What is one of the most interesting moments in your life?
- Can you describe it?

Activity 6

Read the following text carefully, then answer the questions.

Today is Sunday. Each family member in Wijaya's house is busy with their activities. Mr. Wijaya is reading a newspaper in front of the house. In the kitchen, Mrs. Wijaya is cooking lunch. The maid, Inah, is cleaning the house.

The eldest son, Bima, is washing his motorcycle in the yard. Bima's sister, Ratih, is in her bedroom. She is listening to her favorite songs. Rian, the youngest son, is playing with a toy car in the living room. In the garden, the Wijaya's other daughter, Maya, is watering the plants. Mimi, their little cat, is in the backyard drinking a bowl of milk, and Bobi, their parakeet, is singing beautifully in its cage. Suddenly there was a loud noise. Mr. Hadi, the neighbor, is cutting the grass using a lawn mower.

Surf the Site

In the movies, cats love a bowl of milk. In the real world, giving a cat milk can do more harm than good. Cow's milk offers no nutritional value for cats, and it can cause digestive problems in many.

For more information about cats and milk, go to <http://www.buzzle.com/articles/should-cats-drink-milk.html>

1. What is Mr. Wijaya reading?
2. What is Mrs. Wijaya doing in the kitchen?
3. Is Inah cooking?
4. Is Rian playing with a doll in the living room?
5. Is Bima washing his motorcycle?
6. What is Ratih doing in her bedroom?
7. Is Maya cutting or watering the plants in the garden?
8. What is Mimi doing in the backyard?
9. Is Bobi singing beautifully?
10. What is Mr. Hadi doing?

ACTIVITY 3

Activity 8

Change the verbs in the brackets into the correct form of *V-ing*.

Example: The waiter **is serving** (*serve*) a guest now.

1. The reporter _____ (*interview*) the artist now.
2. The boys _____ (*ride*) their motorcycle wildly.
3. Nina _____ (*type*) some the letters at the moment.
4. My little sister _____ (*wrap*) a present for her friend's birthday party.
5. The receptionist _____ (*ask*) the guest to fill in the registration card.
6. Mr. Robert _____ (*work*) in his office now.
7. The director _____ (*have*) a meeting with a foreign client.
8. The mechanics _____ (*repair*) some cars at the moment.
9. The architect _____ (*design*) a skyscraper.
10. The students _____ (*learn*) how to design a website.

Free Practice

Write a short paragraph about something that is happening in your class now. What are your friends doing? Describe it using the correct tenses.

ACTIVITY 4

Activity 9

Read the following dialog, then answer the questions.

Tedy : It's a great party, isn't it?

Mala : Yeah. It's wonderful. The food is delicious.

Would you like to dance with me?

Tedy : Well, I'd love to. But sorry, I can't. I'm waiting for my friends here.

Mala : That's OK. Where are they now?

Tedy : They're upstairs.

Mala : Where? I can't see them.

Teddy : Look over there! The one with spiky hair, he's wearing blue jeans. He's dancing with his friend. That's Rendy. And the other one, Rina, is talking to her friends.

Mala : I see.

Tedy : By the way, are you alone? Where are your friends?

Mala : Well, actually I'm alone. Because my friends, Rudy and Ridwan, are busy. They are studying for the exams.

Tedy : Look! My friends are coming. Sorry, I've got to go. Bye.

Mala : See you.

1. Where does the dialog take place?
2. Are they enjoying the party?
3. Who are the people in the dialog?
4. Are they dancing?
5. Who is talking to her friend?
6. What is Rendy doing?
7. What is he wearing?
8. Did Mala go to the party alone? Why?
9. Who are Rudy and Ridwan?
10. What are they doing?

TRY THIS!

Choose the correct answer.

Lula : Excuse me. May I see Mr. Suroyo?

Kamal : I'm sorry, Madam. He is a client at present.

- A. can contact
- B. was visiting
- C. is talking to
- D. had a chat with

(Taken from Ujian Nasional 2009)

Answer : C

The phrase 'at present' indicates the time information. Therefore we should use the present continuous tense. Then, the correct answer is 'is talking to'.

LESSON PLAN II (Control Class)

Sekolah	: SMK Muhammadiyah 1 Moyudan
Mata Pelajaran	: English
Kelas/semester	: X/2
Tema	: What are you doing?
Keterampilan	: Reading
Alokasi Waktu	: 2x45 minutes

- A. Standar Kompetensi : Berkomunikasi dengan bahasa Inggris setara Level Novice
- B. Kompetensi Dasar : 1.5. Menjelaskan secara sederhana kegiatan yang sedang terjadi
- C. Tujuan Pembelajaran : Siswa mampu mengidentifikasi dan menggunakan kata depan secara tepat
- D. Indikator :
- Siswa mampu mengenali beberapa kata depan beserta meaningnya
 - Siswa mampu memahami dan mengidentifikasi letak benda secara tepat
 - Siswa mampu mendiskripsikan letak benda menggunakan 'there is.../ there are...'
 - Siswa mampu memahami arti kata yang digunakan
 - Siswa mampu melafalkan kata-kata yang digunakan secara benar
- E. Materi Pembelajaran : Materi yang disampaikan dari buku Bahasa Inggris
- F. Metode Pembelajaran : Text-Based (BKOF, MOT, JOT, and ICOT)
- G. Tahap-tahap Pembelajaran :
1. Pembukaan
 - Langkah awal:
 - Guru memberi salam kepada siswa
 - Guru memimpin doa
 - Guru memeriksa kehadiran siswa
 2. Kegiatan inti
 - Building Knowledge of Field (BKOF)
 - Guru mengenalkan topik yang akan dibahas
 - Guru melakukan tanya jawab tentang berbagai hal berkaitan dengan topik
Benda apa saja yang ada di dalam ruangan kelas?
Apakah ada tempat sampah? Dimana letaknya?
 - Modeling of Text (MOT)
 - Guru memberikan contoh gambar letak benda
 - Siswa mencoba mengidentifikasi gambar tersebut

- Guru memperkenalkan dan menjelaskan beberapa kata depan beserta artinya
 - Guru mendeskripsikan letak benda menggunakan 'there is.../there are...'
 - Guru memperkenalkan penggunaan Countable and Uncountable Noun (plural dan singular)
 - Joint Construct of Text (JCOT)
 - Guru memberikan suatu dialog
 - Siswa melengkapi dialog tersebut dengan menggunakan 'there is/there are/there isn't/there aren't/is there/are there/' dan mempraktekan dengan partnernya (soal terlampir)
 - Guru memberikan suatu gambar ruangan dan meminta siswa mendeskripsikannya
 - Guru memantau aktifitas siswa
 - Independent Construction Text (ICOT)
 - Guru meminta siswa untuk mendiskripsikan letak benda pada beberapa gambar (soal terlampir)
 - Guru memberikan suatu teks dan meminta siswa menjawab beberapa pertanyaan berdasarkan teks tersebut (soal terlampir)
3. Kegiatan akhir
- Guru melakukan evaluasi
 - Guru memberikan umpan balik
 - Guru memberikan tugas (home assignment)
 - Guru menutup pelajaran

H. Sumber belajar dan media:

- English books:
 - Sutinah, Entin dkk. 2006. *Get Along with English*. Jakarta: Erlangga.
 - Purwati, M. 2009. *Multi-Purpose English Novice Level*. Klaten: PT. Macanan Jaya Cemerlang
 - Pramesti, M. D. 2008. *English for SMK 1*. Jakarta: Departemen Pendidikan Nasional
- Printed media

I. Penilaian : Tes tertulis

Sleman, 3 Februari, 2012

Disetujui oleh,
Guru

Peneliti

Tri Astuti, S.Pd.
NIP:

Mayu Mila Luthfiana
NIM: 07202244097

ACTIVITY 1

Put there is / there are / there isn't / there aren't / is there / are there to complete the conversation below.

Yossi is a friend of Tunggul. He is telling Tunggul about his new job in Jakarta.

Yossi : Jakarta is a long way away, of course, but the job is really very good. (1) ... many people like it in Semarang. In fact, I don't think (2) ... any at all.

Tunggul: Yes, but Jakarta! What (3) ... in Jakarta? Nothing!

Yossi : You forget that (4) ... a lot of money there.

Tunggul: (5) ... more in life than just money.

Yossi : (6) ... ? What, for example?

Tunggul: Well...uh..uh...

Yossi : Besides, what you say simply isn't true! (7) ... a lot of things besides money. (8) ... a lot of entertainments.

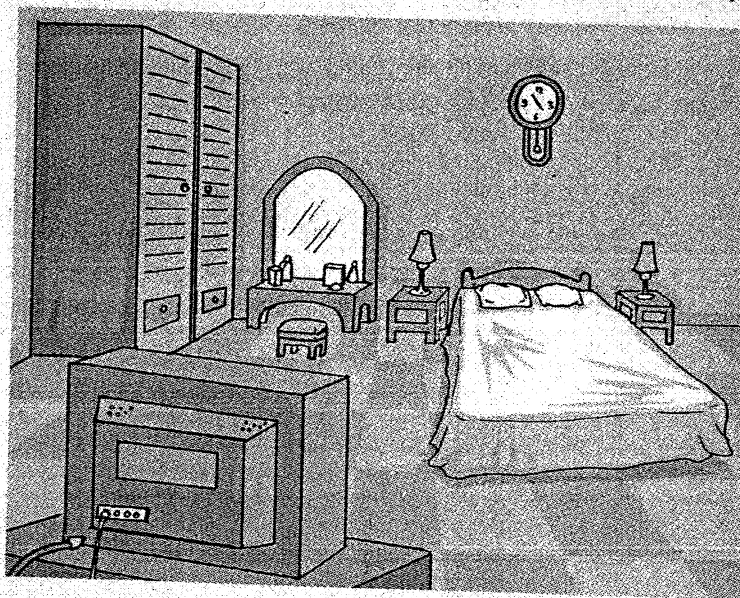
Tunggul: But, I think Semarang is much better than Jakarta to live.

ACTIVITY 2

Task

9

The following is a picture of a hotel room.
Describe the things in it using the correct prepositions.



Example:

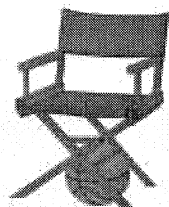
The pillows are on the bed.

bankal.

ACTIVITY 3

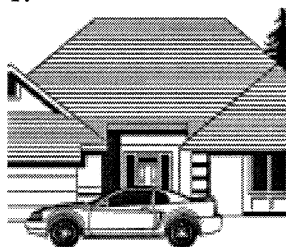
Describe the pictures below.

Example:



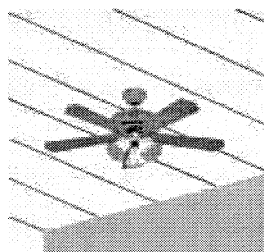
(ball/chair) There is a ball under the chair.

1.



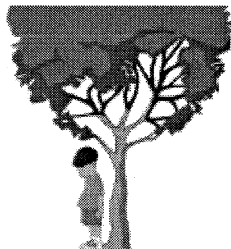
(car/house)

2.



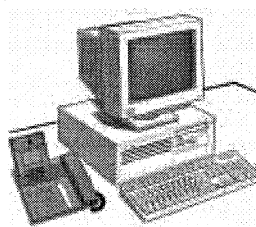
(fan/roof)

3.



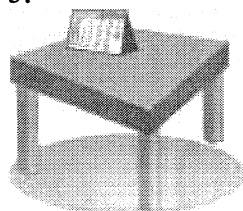
(son/tree)

4.



(telephone/computer)

5.



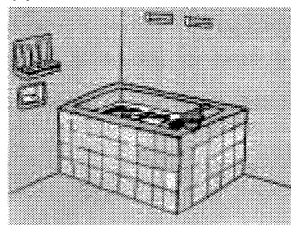
(calendar/ table)

6.



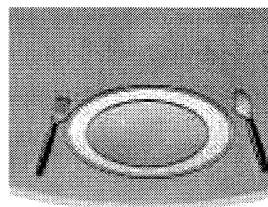
(biscuits/plate)

7.



(water/bath tub)

8.



(plate/fork and spoon)

ACTIVITY 4

Read the text carefully and answer the questions!

SPORTS

Sport is very useful for our health. There are a lot of sports we can do. The popular sports in our country are badminton, football, boxing, volleyball, swimming, tennis, etc. Sometimes we need money to do sports, but sometimes we do not need money to do them. Not all people have enough money to spend for sports. There are some cheap sports such as jogging, running, and walking. All people can do jogging, running, or walking without spending money. These sports are very good for young and old people. Moreover people can do them everywhere and every time they like. If we do jogging, running, or walking regularly, we will be fresh and healthy all the time. There are some sports we can do in a team, such as football, volleyball, basketball, etc. While swimming, high jumping, long jumping is done individually.

(Taken from Communicative and Meaningful English)

Questions:

1. Are sports necessary for our body? Why?
2. Is jogging good for old people?
3. Do sports always need money?
4. Give examples of cheap sports.
5. Give examples of expensive sports.
6. When can we do jogging, running, or walking?
7. Where can we do jogging, running, or walking?
8. What sports are done in a team?
9. What sports are done individually?
10. What are the advantages of sports?

LESSON PLAN III (Control Class)

Sekolah : SMK Muhammadiyah 1 Moyudan
 Mata Pelajaran : English
 Kelas/semester : X/2
 Tema : What do the sign mean?
 Keterampilan : Reading
 Alokasi Waktu : 2x45 minutes

- A. Standar Kompetensi : Berkomunikasi dengan bahasa Inggris setara Level Novice
- B. Kompetensi Dasar : 1.6. Memahami menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas
- C. Tujuan Pembelajaran : Siswa mampu mengidentifikasi dan menjelaskan simbol-simbol lalu lintas dengan benar
- D. Indikator :
- Siswa mampu mengenali beberapa simbol lalu lintas
 - Siswa mampu memahami arti dari berbagai simbol lalu lintas
 - Siswa mampu memahami arti kata yang berkaitan dengan topik tersebut
 - Siswa mampu mengenali sinonim dan antonym dari beberapa kata yang digunakan dalam topik
 - Siswa mampu melafalkan kata-kata yang digunakan secara benar
- E. Materi Pembelajaran : Materi yang disampaikan dari buku Bahasa Inggris
- F. Metode Pembelajaran : Text-Based (BKOF, MOT, JOT, and ICOT)
- G. Tahap-tahap Pembelajaran :
1. Pembukaan
 - Langkah awal:
 - Guru memberi salam kepada siswa
 - Guru memimpin doa
 - Guru memeriksa kehadiran siswa
 2. Kegiatan inti
 - Building Knowledge of Field (BKOF)
 - Guru mengenalkan topik yang akan dibahas

- Guru melakukan tanya jawab tentang berbagai hal berkaitan dengan topik
Pernahkah kamu melihat simbol-simbol lalu lintas?
Dimana kamu menjumpainya?
Apakah kamu tahu arti dari simbol tersebut?
 - Modeling of Text (MOT)
 - Guru memberikan beberapa gambar simbol lalu lintas dari buku
 - Siswa mencoba mengidentifikasi simbol tersebut
 - Guru menjelaskan arti/makna dari simbol tersebut
 - Guru memberikan sinonim dan antonym dari beberapa kata yang dipakai
 - Guru memberikan contoh pengucapan yang benar
 - Joint Construct of Text (JCOT)
 - Guru memberikan contoh suatu dialog tentang simbol lalu lintas
 - Guru meminta siswa untuk mengidentifikasi beberapa simbol yang ada di English book dan membuat dialog pendek sesuai contoh yang diberikan (soal terlampir)
 - Siswa diminta untuk mengerjakan dengan pasangan-nya
 - Independent Construction Text (ICOT)
 - Siswa menjodohkan beberapa gambar simbol lalu lintas sesuai dengan arti/makna-nya (soal terlampir)
 - Siswa memilih kalimat perintah yang tepat sesuai gambar simbol (soal terlampir)
3. Kegiatan akhir
- Guru melakukan evaluasi
 - Guru memberikan umpan balik
 - Guru memberikan tugas (home assignment)
 - Guru menutup pelajaran

H. Sumber belajar dan media:

- English books:
 - Sutinah, Entin dkk. 2006. *Get Along with English*. Jakarta: Erlangga.
 - Purwati, M. 2009. *Multi-Purpose English Novice Level*. Klaten: PT. Macanan Jaya Cemerlang
 - Pramesti, M. D. 2008. *English for SMK 1*. Jakarta: Departemen Pendidikan Nasional
- Printed media

I. Penilaian : Tes tertulis

Sleman, 7 Februari, 2012

Disetujui oleh,
Guru

Peneliti

Tri Astuti, S.Pd.
NIP:

Mayu Mila Luthfiana
NIM: 07202244097

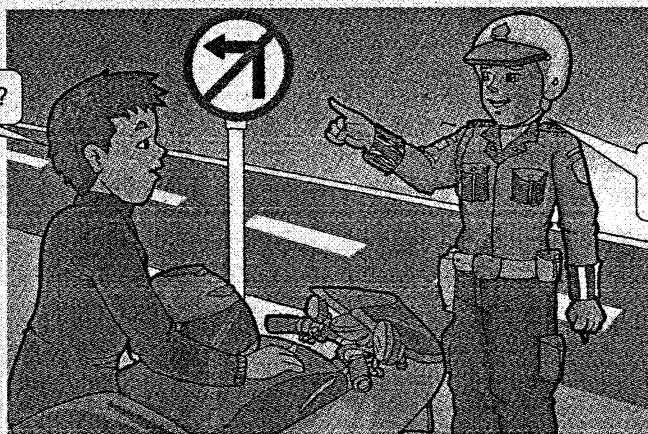
ACTIVITY 1

Task 25**Speaking**

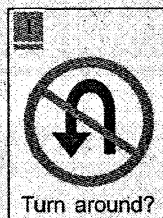
*Work in pairs.
Look at the signs.
Create dialogs based on the signs.
Perform the dialogs in front of the class.*

Example:

Excuse me, can I turn left?



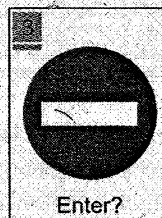
No, you can't. Don't turn left!



Turn around?



Turn right?



Enter?



Park here?



Smoke?

ACTIVITY 2

Task 6**Road signs**

Look at the signs.
Match the signs and their meanings.

1.



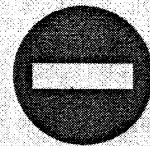
2.



3.



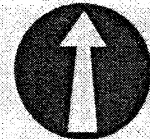
4.



5.



6.



7.



One-way traffic

Directions to be followed

No entry

Stop at intersection

Closed to pedestrians

Falling rocks

Slippery road

LESSON PLAN IV (Control Class)

- | | |
|----------------|------------------------------|
| Sekolah | : SMK Muhammadiyah 1 Moyudan |
| Mata Pelajaran | : English |
| Kelas/semester | : X/2 |
| Tema | : What do the sign mean? |
| Keterampilan | : Reading |
| Alokasi Waktu | : 4x45 minutes |
-
- | | |
|-------------------------------|--|
| A. Standar Kompetensi | : Berkomunikasi dengan bahasa Inggris setara Level Novice |
| B. Kompetensi Dasar | : 1.6. Memahami menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas |
| C. Tujuan Pembelajaran | : Siswa dapat mengenali dan menjelaskan menu sederhana dan jadwal perjalanan kendaraan umum |
| D. Indikator | : <ul style="list-style-type: none"> • Siswa mampu mengidentifikasi dan memperoleh informasi dari sebuah menu • Siswa mampu mengidentifikasi dan memperoleh informasi dari sebuah jadwal perjalanan kendaraan umum • Siswa mampu mengenali dan mengaplikasikan 'Comparative Degree' form • Siswa mampu menggunakan 'Personal Pronoun' • Siswa mampu memahami arti kata yang berkaitan dengan topic tersebut |
| E. Materi Pembelajaran | : Materi yang disampaikan dari buku Bahasa Inggris |
| F. Metode Pembelajaran | : Text-Based (BKOF, MOT, JOT, and ICOT) |
| G. Tahap-tahap Pembelajaran : | |
| 1. Pembukaan | |
| • Langkah awal: | |
| - | Guru memberi salam kepada siswa |
| - | Guru memimpin doa |
| - | Guru memeriksa kehadiran siswa |

2. Kegiatan inti

- Building Knowledge of Field (BKOF)
 - Guru mengenalkan topik yang akan dibahas
 - Guru melakukan tanya jawab tentang berbagai hal berkaitan dengan topik

Pernahkah kamu makan di restaurant? Menu apa yang paling kamu sukai?

Makanan apa yang harganya paling mahal di restaurant tersebut?

Pernahkah kamu naik kereta api? Kemana kamu pergi?
- Modeling of Text (MOT)
 - Guru memberikan contoh menu sederhana
 - Siswa mencoba mengidentifikasi
 - Guru memberikan pertanyaan secara umum dari menu sederhana tersebut
 - Guru memberikan penjelasan dan arti kata yang berkaitan
 - Guru memberikan contoh jadwal perjalanan sederhana
 - Siswa mencoba mengidentifikasi
 - Guru memberikan pertanyaan secara umum dari jadwal perjalanan sederhana tersebut
 - Guru memberikan penjelasan dan arti kata yang berkaitan
 - Guru menjelaskan dan memberikan contoh penggunaan 'Degree of Comparison'
 - Guru menjelaskan dan memberikan contoh penggunaan 'Personal Pronoun'
- Joint Construct of Text (JCOT)
 - Guru meminta siswa untuk menulis bentuk 'comparative' dan 'superlative' dari beberapa kata (soal terlampir)
 - Guru memberikan sebuah jadwal perjalanan dan meminta siswa menjawab pertanyaan berdasarkan informasi yang didapat (soal terlampir)
 - Guru memantau aktifitas siswa
 - Beberapa siswa diminta untuk menjawab exercise tersebut
- Independent Construction Text (ICOT)
 - Guru mengulas materi yang telah diberikan
 - Guru memberikan sebuah menu dan meminta siswa untuk menjawab beberapa pertanyaan berdasarkan menu tersebut secara individu (soal terlampir)
 - Guru meminta siswa untuk melengkapi kalimat dengan kata-kata yang sudah tersedia sesuai bentuk 'Degree of Comparison' (soal terlampir)

3. Kegiatan akhir

- Guru melakukan evaluasi
- Guru memberikan umpan balik
- Guru memberikan tugas (home assignment)
- Guru menutup pelajaran

H. Sumber belajar dan media:

- English books:
 - Sutinah, Entin dkk. 2006. *Get Along with English*. Jakarta: Erlangga.
 - Purwati, M. 2009. *Multi-Purpose English Novice Level*. Klaten: PT. Macanan Jaya Cemerlang
 - Pramesti, M. D. 2008. *English for SMK 1*. Jakarta: Departemen Pendidikan Nasional
- Printed media

I. Penilaian : Tes tertulis

Sleman, 10 Februari, 2012

Disetujui oleh,
Guru

Peneliti

Tri Astuti, S.Pd.
NIP:

Mayu Mila Luthfiana
NIM: 07202244097

ACTIVITY 1

c. The following are irregular comparatives and superlatives of adjectives and adverbs.

Positive	Comparative	Superlative
• good (adj)	• better	• the best
• well (adv)	• better	• the best
• bad (adj)	• worse	• the worst
• badly (adv)	• worse	• the worst
• little (adj/adv)	• less	• the least
• many (adj)	• more	• the most
• much (adj/adv)	• more	• the most
• far (adj/adv)	• farther; further	• the farthest; the furthest
• late (adv)	• later	• the latest
• old (adj)	• older; elder	• the oldest; the eldest

Activity 10

Write the comparative and superlative forms of the following words.

No.	Positive	Comparative	Superlative
1.	big		
2.	comfortable		
3.	smart		
4.	handsome		
5.	much		
6.	busy		
7.	delicious		
8.	easy		
9.	interesting		
10.	diligent		
11.	slowly		
12.	gently		
13.	beautifully		
14.	carelessly		
15.	patiently		

ACTIVITY 2

Activity 13

Study the following train schedule and answer the questions below.

Train Schedule Bandung (Bandung Train Station) – Jakarta (Gambir Train Station)			
Train Name	Class	Departure Time	Arrival Time
Argo Gede	Executive	6:00 a.m.	8:52 a.m.
Argo Gede	Executive	7:35 a.m.	10:26 a.m.
Argo Gede	Executive	10:30 a.m.	1:27 p.m.
Argo Gede	Executive	2:30 p.m.	5:24 p.m.
Argo Gede	Executive	4:15 p.m.	7:10 p.m.
Argo Parahyangan	Executive, Business	5:00 a.m.	8:05 a.m.
Argo Parahyangan	Executive, Business	6:35 a.m.	9:45 a.m.
Argo Parahyangan	Executive, Business	8:45 a.m.	11:53 a.m.
Argo Parahyangan	Executive, Business	12:45 p.m.	3:56 p.m.
Argo Parahyangan	Executive, Business	3:05 p.m.	6:05 p.m.
Argo Parahyangan	Executive, Business	5:05 p.m.	8:08 p.m.

1. How many different trains can you take from Bandung to Jakarta?
2. What train has two alternative classes?
3. What train will arrive in Jakarta at 7:10 p.m.?
4. What train will leave Bandung at 6:35 a.m.?
5. What time will you arrive in Jakarta if you take the 12.45 p.m. train?

ACTIVITY 3

Activity 9

Study the following menu then answer the questions.

FLAMINGO RESTAURANT	
DINNER MENU	
APPETIZERS	
Chicken Soup	15,000
Shrimp Cocktail	25,000
Vegetable Soup	12,500
ENTRÉES	
Roast Rib of Beef	75,000
Broiled Fish Fillet	67,500
Fried Chicken	59,500
Sirloin Steak	75,000
Baked Stuffed Shrimp	72,500
<i>(All entrées are served with tossed green salad, choice of vegetables, and bread)</i>	
DESSERTS	
Apple Pie	12,500
Carrot Cake	11,000
Ice Cream	10,000
Chocolate Mousse	13,500
BEVERAGES	
Tomato Juice	7,500
Coffee	6,500
Tea	6,500
Milk	7,500

1. What is the name of the restaurant?
2. Is it a dinner or lunch menu?
3. Mention some appetizers based on the menu.
4. How much does the shrimp cocktail cost?
5. How much does the fried chicken cost?
6. Is the roast rib of beef as expensive as the sirloin steak?
7. Is the tossed green salad sold separately?
8. How many desserts are there?
9. Which dessert is the cheapest one?
10. Is the coffee as cheap as the tomato juice?

Surf the Site

In a restaurant, a menu is a printed brochure or public display on a poster or chalkboard that shows the list of options to select.

A menu may be *a la carte*, in which guests choose from a list of options, or *table d'hôte*, in which case a pre-established sequence of courses is served.

More information about menus can be seen at <http://en.wikipedia.org/wiki/Menu>.

ACTIVITY 4

Activity 11

Complete the following sentences by using the word in the brackets. Remember to use the correct form of the degrees of comparison.

1. She travels by train _____ (*often*) than by plane.
2. Traveling by plane is _____ (*fast*) than by train.
3. Traveling by plane is also _____ (*convenient*) than by train, but it is _____ (*expensive*).
4. When your bus passes the town, you will see a tall tower. It is _____ (*tall*) in the area.
5. The prices of food in the restaurant on the executive train are _____ (*expensive*) than those in the restaurant downtown.
6. It is the first time I travel by plane. It is _____ (*happy*) day in my life.

Argo Lawu Resto			
Foods	Price (Rp)	Drinks	Price (Rp)
Fried Rice	15,000	Hot tea	5,000
Steamed Rice	12,000	Ice tea	6,000
Chicken Porridge	10,000	Coffee	6,000
Sandwich	8,000	Orange Juice	8,000

7. The cost of steamed rice is _____ (*little*) expensive than the cost of fried rice.
8. The cost of steamed rice is _____ (*expensive*) than the cost of chicken porridge.
9. _____ (*expensive*) food served in the Argo Lawu Resto is fried rice.
10. _____ (*expensive*) drink served in the Argo Lawu Resto is orange juice.

LESSON PLAN I (Experimental Class)

School : SMK Muhammadiyah 1 Moyudan
 Subject : English
 Grade/ Semester : X/2
 Theme : What are you doing?
 Time Allocation : 4x45 minutes

- A. Standard Competence : Communicating using English equal to Novice Level
 B. Basic competence : Identifying simple activities that are happening
 C. Learning Objective : At the end of the lesson, the students are able to identify present activities based on the situation and understand Present Continuous Tense
 D. Indicators :
- Students are able to identify the activities based on the pictures
 - Students are able to describe the actions/activities at present moment
 - Students are able to understand the meaning of the words related to the topic
 - Students are able to identify and use Present Continuous Tense in the sentences
 - Students are able to pronounce the words correctly
- E. Learning Material : Present activities and Present Continuous Tense. The vocabularies that related to the topic are: spending, doing, dishing up, sitting, cleaning, crying, knocking, opening, asking, taking, buying, choosing, standing, looking at, reading, riding, sewing, ironing, combing, skiing, playing, carrying, fishing, swimming, surfing, drinking, laying on, lifting, sweeping.

- Input text

Greens Family



It is a holiday. *The Green family is just **spending** the holiday in a beautiful cottage. They are **doing** their activities each others. Mrs. Green is **dishing up** a plate of cake to her family. The grandmother is **sitting** on the sofa while watching TV. The grandfather is **cleaning** the Compact Disk. Unfortunately, the baby is **crying** when the cat is taking his ball. It's very noisy. In a few minutes, Mr. Green's guests are **knocking** the door while Mr. Green is **opening** the door. Jane and her brother are **asking** a permission to Mr.Green to play badminton. Mr. Green's family welcomes the guests happily.*

- Vocabulary lists:

- spend = menghabiskan
- do = melakukan
- dish up = menyajikan
- sit = duduk
- clean = membersihkan
- cry = menangis

- knock = mengetuk
- open = membuka
- asking = bertanya



Today is Saturday and we are at the shopping centre. *My mother is **inviting** me* shopping with her. *We are **buying** some beautiful clothes.* *She is **choosing** some skirts with many beautiful colors.* *I am **not standing** beside her because I am **looking at** some lovely trousers at the corner.*

***Vocabulary lists:**

- invite = mengajak
- buy = membeli
- choose = memilih

- stand = berdiri
- look at = memandang

***Grammar Focus 'Present Continuous Tense'**

She is choosing some skirts (+)

I am standing beside her (+)

Positive (+) → **S + to be + V_{ing} + O**

She is not choosing some skirts (-)

I am not standing beside her (-)

Negative (-) → **S + to be + not + V_{ing} + O**

Is she choosing some skirts? (?)

Are you standing beside her?

Interrogative (?) → **To be + S + V_{ing} + O?**

F. Learning Method : Text-Based (BKOF, MOT, JCOT, and ICOT)

- Building Knowledge of Field (BKOF) → The teacher leads in the topic
- Modeling of Text (MOT) → The teacher gives a model of the materials
- Joint Construction of Text (JCOT) → The teacher gives some group or partner activities for the students
- Independent Construction of Text (ICOT) → The teacher gives an individual activity

G. Learning Sequences :

1. Introduction

- Pre-teaching :
 - The teacher greets the students
 - The teacher leads a prayer
 - The teacher checks the attendance of the students

2. Main Activities

- Building Knowledge of Field (BKOF)
 - The teacher leads the students to the topic that will be discussed
 - The teacher introduces the topic using some questions:
What are you doing now?
What is Rio doing in the class? Is he studying Mathematics?
- Modeling of Text (MOT)
 - The teacher shows some examples of activities on the slide using Macromedia Flash 8.
 - The teacher asks them to identify what the people are doing by illustrating the pictures
 - The teacher explains what the people are doing by identifying the highlight word.
The sample of the slide is as follows:

Learning English
For year X student of Vocational High School
Semester

WHAT ARE YOU DOING?


Material ☐ Actify ☐

Look at the pictures!


WHAT ARE THE PEOPLE DOING?



click
They are reading a newspaper
['ri:dn]



click
He is riding a horse
['raɪdn]



click
She is sewing a cloth
['soʊdn]

Home

Exit

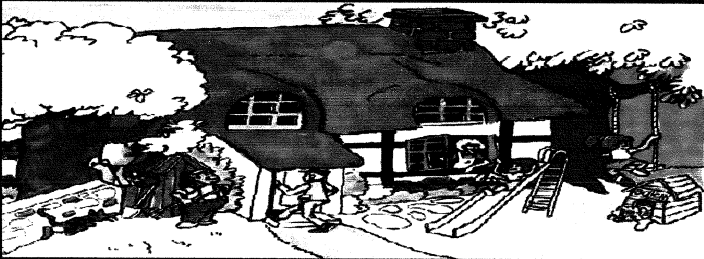
- The teacher explains the meaning of the sentence based on the situation on the picture
- The teacher asks the students to listen and repeat the correct pronunciation
- The teacher asks the students whether any questions or not
- The teacher and students make a simple discussion to identify the tense
- The teacher gives a text 'Greens Family' and asks the students to identify the meanings of the highlight verbs in the text based on the picture

Learning English
For year X student of Vocational High School
Semester

WHAT ARE YOU DOING?

Material ☐ Actify ☐

Read this passage. Identify the meaning of the bold words and answer the questions below.



The greens live in a very beautiful cottage. Mrs Green is **looking out** of the sitting room window. Mr Green is **going** through the front door into the cottage. There are some children **playing** in the garden. Bill is **climbing up** the tree and Jane is **sliding down** a slide. Next to the kennel, Ann is **climbing** onto a swing. Timmy, the cat is **walking** along by the wall towards the garden shed. Then Grandpa is **standing** at the shed door.

Home

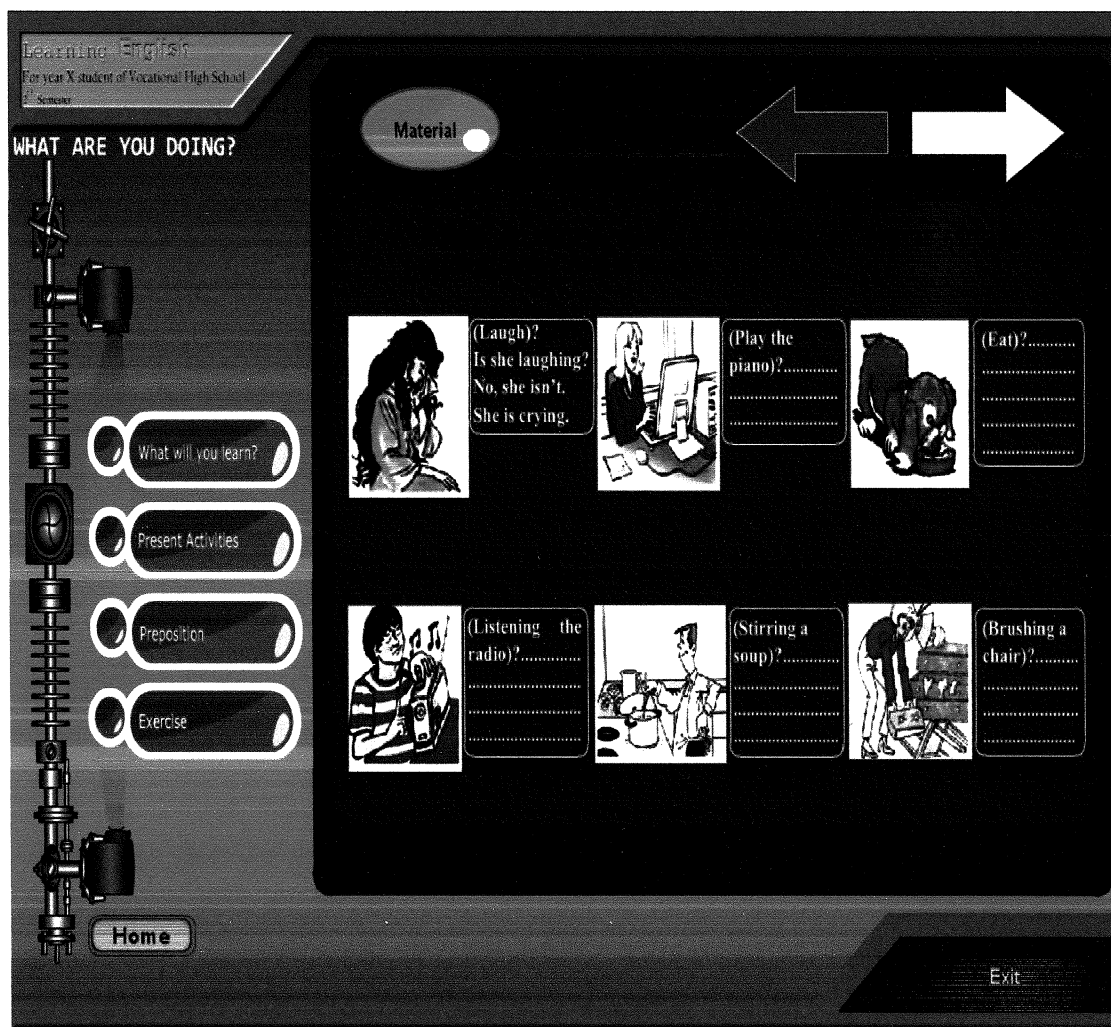
Exit

- The teacher asks them to identify the tense used in the text
 - The teacher explains the tense pattern of the highlight sentences
 - The teacher asks them to answer the questions based on the text
 - Joint Construct of Text (JCOT)
 - The teacher asks some students to identify some pictures of activities on the slide and match them with the appropriate explanation by dragging and dropping.
- The sample of the activity is as follows:



- Some students who are pointed out by the teacher go forward in front of class to identify one of the pictures
- The teacher and the students discuss the answer
- The teacher reviews all of the answers and presents some vocabularies related to the pictures, such as carry, box, fit, trouser, examine, play, chess, cut, rid

- The teacher asks the students to identify the meaning of the words orally based on the situation on the picture
- The teacher gives another activity to be done and practiced by the students in pairs
- The teacher presents some vocabularies related to the pictures and asks the students to identify the meanings first, such as laugh, cry, play, eat, brush, and watch. The sample of the activity is as follow:



- The teacher asks them to describe the pictures
- The teacher monitors the students' participation
- The teacher and students discuss the answers together
- Independent Construction of Text (ICOT)
 - The teacher reviews the materials that have been explained
 - The teacher gives some individual exercises
 - First exercise, the students put some verbs into Present Continuous Tense form.

The sample of the activity is as follows:

Learning English
For year X student of Vocational High School
1. Semester

WHAT ARE YOU DOING?

Material

Put the verbs in brackets into the 'Present Continuous Tense'



This is London airport. Many people 1) are waiting (wait) to go on holiday. The woman at the check-in desk 2) ... (take) the passengers' tickets and she 3) ... (ask) them some questions. At "Passport Control" a man who 4) ... (wear) a uniform 5) ... (look) at everyone's passports. Some people 6) ... (sit) on chairs and while they 7) ... (wait), they 8) ... (read) books and magazines. There is a bar where a man 9) ... (serve) tea and coffee. Outside, a plane 10) ... (take off) and another one 11) ... (come down). Some men 12) ... (put) the passengers' bags onto another plane. A man who 13) ... (leave) saying goodbye to his family.

Home

Exit

- The teacher presents the words on the bracket and the meanings
- The teacher asks some students to write the answer on the whiteboard
- The teacher and students discuss the students' answer
- The teacher gives the next exercise to complete the text with the correct verb based on the picture.
- The teacher asks them to identify the meaning of words on the bracket based on the situation on the picture. The sample of the activity is as follows:

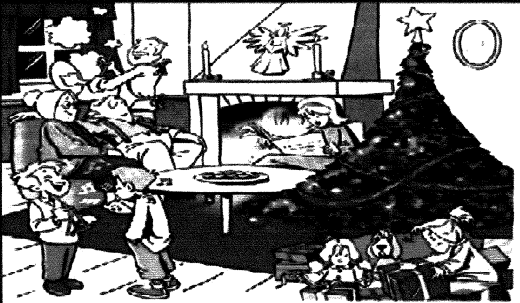
Learning English
For year X student of Vocational High School
1st Semester

WHAT ARE YOU DOING?

Material

Look at the picture! Complete the text with the correct verb using Present Continuous form.

Do Open Look Read Snow Stay Listen Sit Sleep Sing



Check

It is Christmas Day. Mr. Huston 1) _____ newspaper. Mr. Huston 2) _____ the washing-up. The boys 3) _____ Christmas carols. Grandfather and grandmother 4) _____ on the sofa. Grandmother 5) _____ to the boys singing but grandfather 6) _____. The girls 7) _____ their presents. The dog 8) _____ at the girls. It is very cold. It 9) _____ outside so the Hustons 10) _____ at home.

Home

Exit

- The teacher asks the students to write the work on their assignment book
- The teacher asks them to submit their book
- The teacher and students discuss it together

3. Closing

- The teacher closes the lesson today
 - Giving evaluations
 - Giving some feedbacks
 - Giving work assignment
 - Praying
 - Closing

H. Learning resources and media:

- English books:
 - Evans Virginia. 2003. Round-up Grammar Practice 3. Longman: Pearson Education Limited.

Pramesti, M. D. 2008. *English for SMK 1*. Jakarta: Departemen Pendidikan Nasional.
Sutinah, Entin dkk. 2006. *Get Along with English*. Jakarta: Erlangga.

- Macromedia Flash 8

I. Assessment : Written test

Sleman, January 31, 2012

Approved by
Teacher

Researcher

Tri Astuti, S.Pd.
NIP:

Mayu Mila Luthfiana
NIM: 07202244097

LESSON PLAN II (Experimental Class)

School : SMK Muhammadiyah 1 Moyudan
 Subject : English
 Grade/ Semester : X/2
 Theme : What are you doing?
 Time Allocation : 2x45 minutes

- A. Standard Competence : Communicating using English equal to Novice Level
 B. Basic competence : Identifying simple activities that are happening
 C. Learning Objective : At the end of the lesson, the students are able to identify the thing locations correctly
 D. Indicators :
- Students are able to identify some prepositions of place and the meanings
 - Students are able to identify and describe the things based on the locations correctly
 - Students are able to describe the thing location using 'there is.../there are...'
 - Students are able to understand the meaning of words related to the topic
 - Students are able to pronounce the words correctly
- E. Teaching Material :
- Prepositions of place (in, on, above, beside, behind, under, between, in front of)

- Input text

Identify the picture below.



- Tom is sitting **on** the chair **in front** of his desk
- There are some books **on** the desk
- His schoolbag is **on** the floor **under** the desk
- He puts some pens **in** the glass
- The lamp is **above** him
- The map is hanging **on** the wall
- The doormat is **under** the table
- The table is **beside** the desk

*Vocabulary list:

On, in, under, above, beside, in front of, desk, schoolbag, doormat, wall

Read the text and identify the picture below.



Traveling by Train

I am going from London to Plymouth on a train. I'm sitting **beside** my friend, John. Two old ladies are sitting **in front of** us. My travel bag is **in** the rack **above** my head. John has his suitcase **under** his seat. There is a table **between** our seats and old ladies' seats. There is a puppy **under** the table. A ticket-inspector is coming down the train. Oh no! Where's my ticket?

*Vocabulary list:

beside, in front of, in, above, under, between, rack, suitcase, seat, puppy

Examples:

(+) *There is* water in the bottle

(-) *There is not* water in the bottle

(?) *Is there* water in the bottle?

*water ['wɔ:tər] → Uncountable Noun

✓ Countable Nouns

Pattern	Countable	
	Singular	Plural
Affirmative (+)	<i>There is a television</i> in the room	<i>There are some computers</i> in the library
Negative (-)	<i>There is not television</i> in the room	<i>There are not some computers</i> in the library

Interrogative (?)	<i>Is there a television in the room?</i>	<i>Are there some computers in the library?</i>
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F. Teaching Method : Text-Based (BKOF, MOT, JOT, and ICOT)

- Building Knowledge of Field (BKOF) → The teacher leads in the topic
- Modeling of Text (MOT) → The teacher gives a model of the materials
- Joint Construction of Text (JCOT) → The teacher gives some group or partner activities for the students
- Independent Construction of Text (ICOT) → The teacher gives an individual activity

G. Teaching Sequences :

1. Introduction

- Pre-teaching :
 - The teacher greets the students
 - The teacher leads a prayer
 - The teacher checks the attendance of the students

2. Main Activities

- Building Knowledge of Field (BKOF)
 - The teacher leads the students to the topic that will be discussed
 - The teacher introduces the topic using some questions:
What things are there in the classroom?
Is there a dust bin? Where is it?
- Modeling of Text (MOT)
 - The teacher shows a picture of thing location on the slide
 - The teacher asks the students where the things located by illustrating the picture on the slide
 - The teacher gives an explanation of the thing location by clicking the picture.
The sample of the slide is as follows:



- The teacher asks the students to identify the meaning of the sentence
 - The teacher asks them to listen the correct pronunciation and drill it
 - The teacher gives some explanations about the meaning and using of some other prepositions from some pictures on the slide
 - The teacher also explains about countable and uncountable noun (there is/there are, some/much) by applying on the sentence
- Joint Construct of Text (JCOT)
 - The teacher asks the students to observe the thing location in the picture with their partner
 - First, she asks them to identify the meaning of the words on the bracket (on, beside, in front of, between, behind, above, in) before doing the exercise
 - The teacher gives an explanation how to do the activity before the students do it
 - She asks some of them to answer their work and practice it with their partner

The sample of the activity is as follows:

Learning English
For year X student of Vocational High School
2nd Semester

WHAT ARE YOU DOING?

Activity 1 Activity 2 Activity 3

Observe this picture! Ask and answer about the picture as the examples. Use the prepositions in the box



Examples:

1. (television / corner)
A : Is there a television?
B : Yes, there is.
A : Where is it?
B : It's at the corner.

2. (fan)
A : Is there a fan?
B : No, there isn't.

on beside in front of between behind above in

1)Picture / wall 3)Chairs / bed 5)Chairs / table and bed
2)Sofa 4)Telephone / bed 6)Cupboard

Home Exit

- The teacher reviews the answer of the activity
- Next, she gives a text and asks them to complete the sentences with 'there is/there are/there isn't/there aren't/is there/are there'
- Before they do it, the teacher presents some new words that they do not know before.


The sample of the activity is as follows:

Learning English
For year X student of Vocational High School
D. Schuster

WHAT ARE YOU DOING?

Activity 1 Activity 2 Activity 3

Put 'there is/there are/there isn't/there aren't/is there/are there'
to complete the conversation below!



(1)... no one on the roof of the house.
(2)... some people sitting in front of the door.
(3)... someone on the swing. Near the tree,
(4)... some cats running in the yard but there is just one cat.
(5)... some boys playing football in the yard? No, there isn't.
(6)... only a boy climbing up in the tree.

Home Exit

- The teacher monitors the students' participation
- The teacher asks some of them to answer their work orally
- The teacher and students discuss the exercise together
- Independent Construction of Text (ICOT)
 - The teacher gives an individual assessment to the students
 - The teacher presents some vocabularies in the text, such as rack, suitcase, seat, puppy, etc.
 - The teacher asks them to identify the meaning of the words on the bracket
 - The teacher asks the students to write their work on the workbook

- The sample of the activity is as follows:

Learning English
For year X student of Vocational High School
2nd Semester

WHAT ARE YOU DOING?

Activity 1 Activity 2 Activity 3

Look at the picture! Complete the text with the prepositions in the box, and then answer the questions that follow



Home Exit

Learning English
For year X student of Vocational High School
2nd Semester

WHAT ARE YOU DOING?

Activity 1 Activity 2 Activity 3

from beside to under in between in front of above

Traveling by Train
I am going 1) ... London 2) ... Plymouth on a train. I'm sitting 3) ... my friend, John. Two old ladies are sitting 4) ... us. My travel bag is 5) ... the rack 6) ... my head. John has his suitcase 7) ... his seat. There is a table 8) ... our seats and old ladies' seats. There is a puppy under the table. A ticket-inspector is coming down the train. Oh no! Where's my ticket?

1) Where are you sitting? click
2) Where is your travel bag? click
3) Where is John's suitcase? click
4) Is there a puppy? Where is it? click
5) Where is the table? click

Home Exit

- The teacher asks them to submit their workbook
- The teacher and students discuss the answer of the exercise

3. Closing

- The teacher closes the lesson today
 - Giving evaluations
 - Giving some feedbacks/review of the lesson
 - Giving assignment
 - Praying
 - Closing

H. Learning resources and media:

- English books:
 - Evans Virginia. 2003. *Round-up Grammar Practice 3*. Longman: Pearson Education Limited.
 - Pramesti, M. D. 2008. *English for SMK 1*. Jakarta: Departemen Pendidikan Nasional.
 - Sutinah, Entin dkk. 2006. *Get Along with English*. Jakarta: Erlangga
- Macromedia Flash 8

I. Assessment : Written test

Sleman, February 3, 2012

Approved by
Teacher

Researcher

Tri Astuti, S.Pd.
NIP:

Mayu Mila Luthfiana
NIM: 07202244097

LESSON PLAN IV (Experimental Class)

School : SMK Muhammadiyah 1 Moyudan
 Subject : English
 Grade/ Semester : X/2
 Theme : What do the signs mean?
 Time Allocation : 4x45 minutes

- A. Standard Competence : Communicating using English equal to Novice Level
 B. Basic competence : Describing simple menu and memo, itinerary, and traffic signs
 C. Learning Objective : In the end of the lesson, the students are able to identify simple menu and itinerary
 D. Indicators :
- Students are able to identify and get information from menu
 - Students are able to identify and get information from itinerary
 - Students are able to use and apply degree of comparison form of adjective and adverb
 - Students are able to apply personal pronoun
 - Students are able to understand the meaning of the words related to the topic
 - Students are able to pronounce the words correctly
- E. Teaching Material : Simple menu & itinerary
 Comparative degree of adjective and adverb
 Personal pronoun
 The vocabularies that related to the topic are depart, leave, take off, arrive, come, delay, postpone, on time, airline, gate, platform, destination, fare, latest, earliest, meal, expensive, cheap, order, pay.

- The example of itinerary:

SAN DIEGO INTERNATIONAL AIRPORT

Departing to	Airline	Time	Status	Gate
San Francisco	DELTA	1:00 PM	Delayed	8
San Francisco	UNITED	1:43 PM	Delayed	14
San Francisco	AIR TRAN	3:10 PM	On Time	10
San Francisco	UNITED	4:25 PM	On Time	3
San Francisco	DELTA	5:10 PM	Delayed	13

- The example of menu:

POPULAR CAFÉ	
Salads:	
*Mixed Salad	=Rp 15.000
*Popular Salad	=Rp 15.000
Sandwiches:	
*Tuna Sandwich	=Rp 25.000
*Cheese Sandwich	=Rp 23.000
*Spinach Sandwich	=Rp 20.000
Burgers:	
*Beef Burger	=Rp 35.000
*Cheese Burger	=Rp 30.000
*Vegetables Burger	=Rp 25.000
Beverages:	
*Hot/Iced Milk	=Rp 10.000
*Hot/Iced Coffee	=Rp 10.000
*Soft drink	=Rp 15.000

- Degree of Comparison

	One or two syllable words	More than two syllable words
POSITIVE DEGREE	<p>...as + (adj/adv) + as...</p> <p>e.g. Toni is as <u>tall</u> as Rudi (Toni <i>sama tingginya</i> dengan Rudi) e.g. Ria is as <u>happy</u> as I am (Ria <i>sama bahagianya</i> dengan ku)</p>	<p>...as + (adj/adv) + as...</p> <p>e.g. Ria's car is as <u>expensive</u> as my car (mobil Ria <i>sama mahal</i> dengan mobilku)</p>
COMPARATIVE DEGREE	<p>(adj/adv) + er + than ...</p> <p>e.g. Toni is <u>taller</u> than Rudi (Toni <i>lebih tinggi</i> dari pada Rudi) e.g. Ria is <u>happier</u> than I am (Ria <i>lebih bahagia</i> dari ku)</p>	<p>more + (adj/adv) + than...</p> <p>e.g. Ria's car is <u>more expensive</u> than my car (mobil Ria <i>lebih mahal</i> dari pada mobilku)</p>
SUPERLATIVE DEGREE	<p>the + (adj/adv) + est</p> <p>e.g. Toni is the <u>tallest</u> boy (Toni adalah cowok yang <i>paling tinggi</i>)</p>	<p>the + most + (adj/adv)</p> <p>e.g. Ria's car is the <u>most expensive</u> car in my city (mobil Ria adalah mobil <i>yang</i> ...)</p>

	e.g. Ria is the <u>happiest</u> student (Ria adalah murid yang <i>paling bahagia</i>)	<i>paling mahal</i> di kota ku)
--	---	---------------------------------

• Personal Pronoun

Personal Pronouns		Possessive Pronouns		Reflexive Pronouns
as an subject	as an object	adjective	pronoun	
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself
They	Them	Their	Theirs	Themselves
We	Us	Our	Ours	Ourselves
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
It	It	Its	-	Itself

Examples:

- The students are finishing their English assignment now. (*possessive adjective*)
- The little girl is playing with her dolls now. (*possessive adjective*)
- They kept very much to themselves. (*reflexive pronoun*)

F. Teaching Method : Text-Based (BKOF, MOT, JOT, and ICOT)

- Building Knowledge of Field (BKOF) → The teacher leads in the topic
- Modeling of Text (MOT) → The teacher gives a model of the materials
- Joint Construction of Text (JCOT) → The teacher gives some group or partner activities for the students
- Independent Construction of Text (ICOT) → The teacher gives an individual activity

G. Teaching Sequences :

1. Introduction

- Pre-teaching :
 - The teacher greets the students
 - The teacher leads a prayer
 - The teacher checks the attendance of the students

2. Main Activities

- Building Knowledge of Field (BKOF)
 - The teacher leads the students to the topic that will be discussed
 - The teacher introduces the topic using some questions:
Have you ever gone by train? Where did you go?
Do you often eat in restaurants? What is your favorite meal?
What is the most expensive food in there?
Do you think that seafood is more expensive than fried chicken?

- Modeling of Text (MOT)

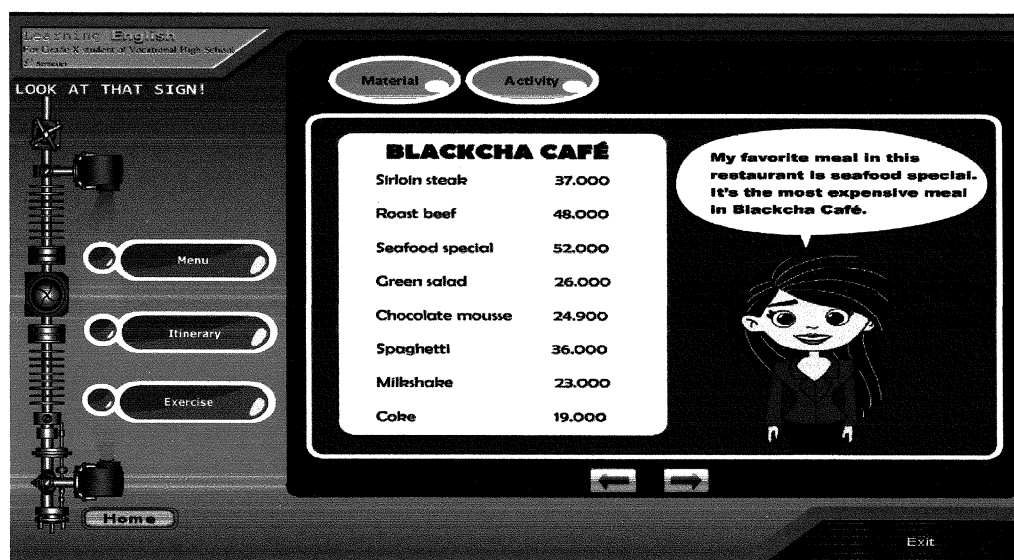
- The teacher shows an example of itinerary on the slide and asks the students to identify it
- The teacher explains some detailed information on the sample of itinerary
- The teacher also explains some synonyms antonyms of the words related to the itinerary, such as depart, arrive, delay, destination, etc.

The sample of the slide is as follows:

The screenshot shows a software interface titled 'Learning English' for 'For Grade X student of Vocational High School'. The interface includes a sidebar with buttons for 'Menu', 'Itinerary', 'Exercise', and 'Home'. The main area displays a bus itinerary table titled 'TRAVEL BY BUS (JOGLOSEMAR)' and 'JADWAL KEBERANGKATAN'. The table lists departure times and fares for various routes. A hand icon is shown pointing to the table.

JOG	SOLO	YOG	SRG	JOG	SOLO	YOG	SRG	JOG	SOLO	YOG	SRG
06.00	06.00			06.30	06.00	06.00	06.00	06.00	06.00	06.00	06.00
07.00	07.00			07.30	07.00	07.00	07.00	07.00	07.00	07.00	07.00
08.00	08.00			08.30	08.00	08.00	08.00	08.00	08.00	08.00	08.00
09.00	09.00			09.30	09.00	09.00	09.00	09.00	09.00	09.00	09.00
10.00	10.00			10.30	10.00	10.00	10.00	10.00	10.00	10.00	10.00
11.00	11.00			11.30	11.00	11.00	11.00	11.00	11.00	11.00	11.00
12.00	12.00			12.30	12.00	12.00	12.00	12.00	12.00	12.00	12.00
13.00	13.00			13.30	13.00	13.00	13.00	13.00	13.00	13.00	13.00
14.00	14.00			14.30	14.00	14.00	14.00	14.00	14.00	14.00	14.00
15.00	15.00			15.30	15.00	15.00	15.00	15.00	15.00	15.00	15.00
16.00	16.00			16.30	16.00	16.00	16.00	16.00	16.00	16.00	16.00
17.00	17.00			17.30	17.00	17.00	17.00	17.00	17.00	17.00	17.00
18.00	18.00			18.30	18.00	18.00	18.00	18.00	18.00	18.00	18.00
19.00	19.00			19.30	19.00	19.00	19.00	19.00	19.00	19.00	19.00
20.00	20.00			20.30	20.00	20.00	20.00	20.00	20.00	20.00	20.00
21.00	21.00			21.30	21.00	21.00	21.00	21.00	21.00	21.00	21.00
22.00	22.00			22.30	22.00	22.00	22.00	22.00	22.00	22.00	22.00

- The teacher shows an example of menu on the slide and asks the students to identify it
- The teacher explains some detailed information on the sample of menu
- The teacher explains some synonyms antonyms of the words related to the menu, such as cheap, expensive, meal, order, pay, etc.



- The teacher also explains about comparative degrees
- The teacher gives some examples of applying comparative degree forms related to the sample menu and itinerary above
- Joint Construct of Text (JCOT)
 - The teacher reviews the materials about menu, itinerary, and comparative degree
 - The teacher asks the students to find the information from the itinerary that the teacher given
 - The teacher gives a little explanation about the itinerary before they do it in pairs

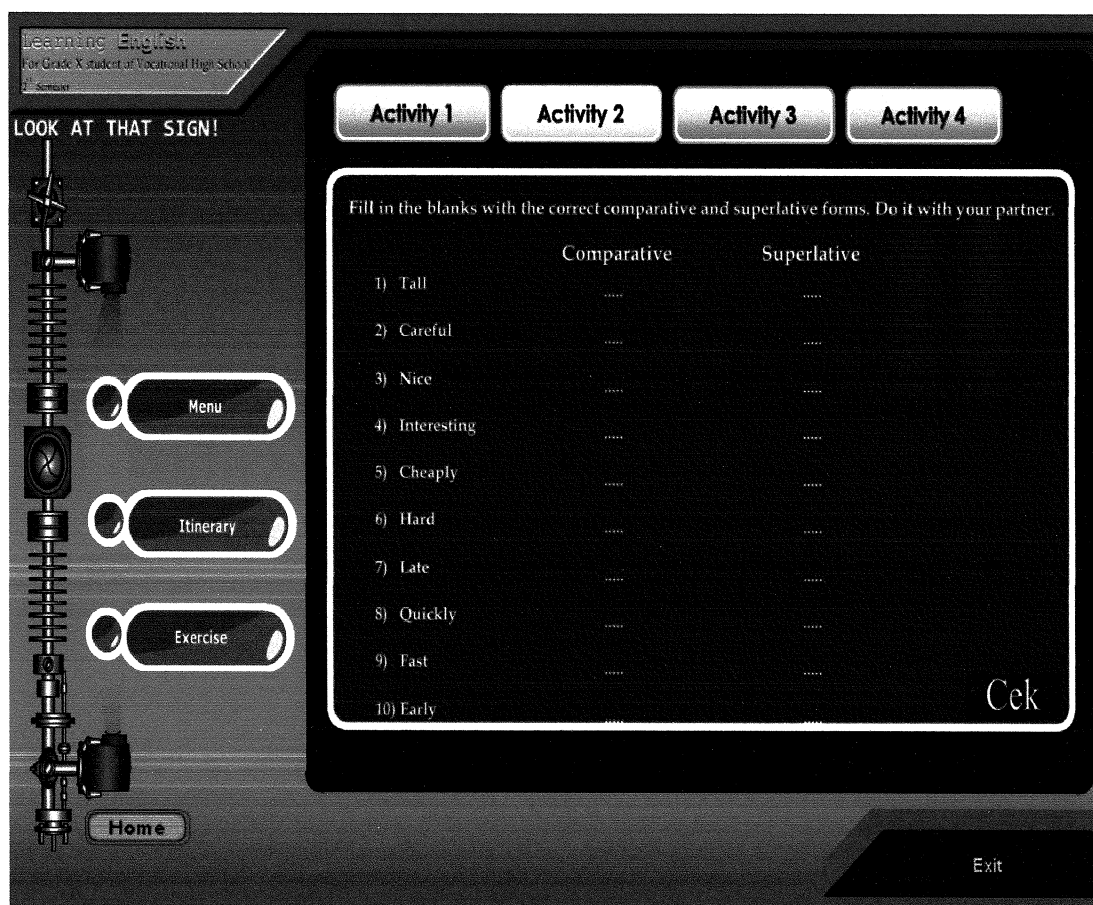
SEMARANG TRAIN SCHEDULE

Train	Class	Platform	At	Arrive	At
KA Argomuria I	Executive	Tawang Station	05:30	Gambir Station	11:00
KA Argomuria II	Executive	Tawang Station	16:00	Gambir Station	21:30
KA Kamandanu	Executive	Tawang Station	21:00	Gambir Station	03:02
KA Senja Utama	Business	Tawang Station	20:00	Senen Station	02:07
KA Fajar Bisnis	Business	Tawang Station	08:00	Senen Station	14:18
*KA Argo B. Anggrek I	Executive	Tawang Station	12:05	Gambir Station	17:34
KA Sembrani	Exec/Bus	Tawang Station	22:58	Jkt Kota Station	05:12

*Origin : Surabaya /Jombang * : Last destination : Jakarta Kota Station

1)How many destinations are there? Mention it.
 2)What trains have two alternative classes?
 3)How many trains start their trips from Surabaya to Jombang? Mention them.
 4)What executive train will arrives in Senen Station at 02:07?
 5)What time will KA Kamandanu arrive at the destination?
 6)What does the latest train that arrives in the destination?
 7)What trains have the same destination?
 8)Which one is earlier train, KA Argomuria II or KA Fajar Bisnis?

- The teacher asks them to identify the meaning of the words, such as platform, arrive, destination, trip, alternative, etc.
 - The teacher asks some of them to answer the questions
 - The teacher and students discuss the questions together
 - The teacher asks them to identify some verbs into 'Degree of Comparison'
- The sample of the activity is as follows:



- The teacher monitors the students' participation
 - The teacher and students discuss the exercise together
 - Independent Construction of Text (ICOT)
 - The teacher gives an individual assessment to the students
- The samples of the activities are as follow:


Learning English
For Grade X student of Vocational High School
© Sener


LOOK AT THAT SIGN!


Menu
Itinerary
Exercise
Home


Activity 1 Activity 2 Activity 3 Activity 4


Complete the sentences using the correct comparative or superlative form.


- 

Christine is than Helen
- 

Anne's hair is than Joan's hair.
- 

Robert has got money than Fiona.
- 

The ring is as as the watch.
- 

John is the boy of all.
- 

Ben is the athlete of all.

Cek

Exit

Learning English
For Grade X student of Vocational High School
© Sener

LOOK AT THAT SIGN!

Menu
Itinerary
Exercise
Home

Activity 1 Activity 2 Activity 3 Activity 4

Complete the following sentences by choosing the correct word in the bracket!

- He is the bad worse worst player in the team.
- Human can think logically. People are cleaver more cleaver most cleaver than animal.
- Robert is taking an English course now. He can speak English fluently more fluently most fluently than before.
- Mr. Juna is really a good teacher. He is a good best better teacher than the others.
- He is the handsome more handsome most handsome boy in the class.
- My uncle works in a factory. him he his says that it is a noisy place.
- Mark : Is it you your yours magazine?
Jane : No, it isn't. It is Jill's magazine.
- Ari and Adi will spend her their his holiday to Bali.
- I remember that they them their bought the fruits from the refrigerator.
- Jane has a cat. She likes to play with she hers her cat.

Exit

- The teacher asks them to answer their work in their workbook
- The teacher asks some of them to answer their work orally
- The teacher and students discuss together about the exercises

3. Closing

- The teacher closes the lesson today
 - Giving some feedbacks/reviews of the lesson
 - Giving homework
 - Praying
 - Closing

H. Learning resources and media:

- English books:
 - Evans Virginia. 2003. *Round-up Grammar Practice 3*. Longman: Pearson Education Limited.
 - Pramesti, M. D. 2008. *English for SMK 1*. Jakarta: Departemen Pendidikan Nasional.
 - Sutinah, Entin dkk. 2006. *Get Along with English*. Jakarta: Erlangga
- Macromedia Flash 8

I. Assessment : Written text

Sleman, February 10, 2012

Approved by
Teacher

Reasercher

Tri Astuti, S.Pd.
NIP:

Mayu Mila Luthfiana
NIM: 07202244097

LESSON PLAN III (Experimental Class)

School : SMK Muhammadiyah 1 Moyudan
 Subject : English
 Grade/ Semester : X/2
 Theme : What do the signs mean?
 Time Allocation : 2x45 minutes

- A. Standard Competence : Communicating using English equal to Novice Level
- B. Basic competence : 1.6 Describing simple menu and memo, itinerary, and traffic signs
- C. Learning Objective : In the end of the lesson, the students are able to identify traffic signs or symbols
- D. Indicators :
- Students are able to identify traffic signs or symbols
 - Students are able to understand the meaning of each traffic signs or symbols
 - Students are able to understand the meaning of the words related to the topic
 - Students are able to identify synonym and antonym of some words
 - Students are able to pronounce the words correctly
- E. Teaching Material : Some traffic signs such as turn left, turn right, slippery road, narrow bridge, narrow road, don't enter, parking area, U-turn/turn around, school zone, steep hill road, bend road, railway track, and some public symbols such as fire extinguisher, public telephone, restaurant, first aid, and gas station.

- Input text

My Journey to Malang

When I was a student of elementary school, I went to Malang for the first time. I went there with my family driving my father's car. I wondered to see many traffic signs along the trip. The first sign which I saw was that (1) drivers must wear their seat belt. My father showed it to me while he was explaining the meaning of it. When passing a school zone, I found the second sign which meant (2) **a school crosswalk ahead**. Then, the car was running slowly when I saw (3) **a sign of road work ahead**. Some minutes later, I heard a bell, saw flashing lights ahead and (4) **a sign of railway crossing** beside the road. Later, I saw a train pass. When we passed a countryside, the road was hilly. There, I saw (5) **a sign of steep hill ahead**. There was also (6) **a sign of narrow bridge ahead** so my father drove the car slowly. I was very excited that I could enjoy watching a panorama on the bridge. Unfortunately, the rain fell and my father had to slow down his car. There was (7) **a sign of road surface slippery** when wet.

- Vocabulary list:

	ANTONYM	SYNONYM
Turn right = belok kanan	turn left (belok kiri)	-
Enter = masuk	exit (keluar)	
Narrow = sempit	wide (luas)	constrained
Bend = berliku, berkelok	straight (lurus)	curve
Railway = rel kereta	-	railroad
Steep = curam	flat (datar)	precipitous
Slippery = licin	crude (kasar)	slick
Bridge = jembatan		
Seatbelt = sabuk pengaman		

Look at the symbols!

Once, Jane's father took her to his office. When she got to the office, she had to go up to the next floor. In the office room, she saw a symbol of **fire extinguisher** together with its real tool below it. On another side of the wall, there was a symbol of **first aid** on a box. At noon, her father took her to the canteen. She saw a symbol of **restaurant** by the entrance of the canteen. She was having lunch when someone entered a box room with a symbol of **public telephone** in the canteen. After having lunch, she went to toilet and she entered a room with a symbol of **lady** on its door.

- Vocabulary list:
Extinguisher = pemadam
Aid = pertolongan, bantuan
Restaurant = rumah makan
Entrance (pintu keluar) >< **Exit** (pintu keluar)
Public = **General** = **Common** (umum)
Lady (wanita) >< **Gentleman** (laki-laki)

F. Teaching Method : Text-Based (BKOF, MOT, JOT, and ICOT)

- Building Knowledge of Field (BKOF) → The teacher leads in the topic
- Modeling of Text (MOT) → The teacher gives a model of the materials
- Joint Construction of Text (JCOT) → The teacher gives some group or partner activities for the students
- Independent Construction of Text (ICOT) → The teacher gives an individual activity

G. Teaching Sequences :

1. Introduction

- Pre-teaching :
 - The teacher greets the students
 - The teacher leads a prayer
 - The teacher checks the attendance of the students

2. Main Activities

- Building Knowledge of Field (BKOF)
 - The teacher leads the students to the topic that will be discussed
 - The teacher introduces the topic using some questions:
Have you ever seen any traffic signs or symbols?
Where did you see them?
Do you know what the sign means?
- Modeling of Text (MOT)
 - The teacher shows a situation on the slide
 - The picture asks the students to identify the traffic sign on the situation by illustrating the picture on the slide
 - The teacher explains the sign based on the situation on the picture
The sample of the slide is as follows:



- The teacher gives another situation on the slide and asks them to identify the signs or symbols on the slide. The slide is as follows:



- The teacher explains the meaning of the sign based on the situation on the picture
 - The teacher shows some other traffic signs on the slide and asks them to identify the signs
 - The teacher explains the signs meaning based on the pictures on the slide
 - The teacher also gives the synonym and antonym of some words related to the meaning of the signs
- Joint Construct of Text (JCOT)
 - The teacher gives the example of a short dialogue about the traffic sign
 - The teacher asks the students to identify some traffic signs and make a short dialogue like the example. The sample of the activity is as follows:



- The students do it with their partner
 - The teacher asks some of them to practice it with the partner
 - Independent Construction of Text (ICOT)
 - The teacher asks the students to do an exercise to match the signs with the appropriate meaning in the text and answer some questions
 - The teacher presents some vocabularies related to the text, such as trip, saw, pass, run, slowly, flash, hilly, bridge, slow down, wet and asks them to identify it first
 - The teacher monitors the students' participation.
- The sample of the activity is as follows:

Learning English
For Grade X students of Vocational High School
2nd Semester

LOOK AT THAT SIGN!

Activity 1 Activity 2 Activity 3

Read this passage. Match the picture with the appropriate meaning and answer the questions below.

My Journey to Malang

When I was a student of elementary school, I went to Malang for the first time. I went there with my family driving my father's car. I wondered to see many traffic signs along the trip. The first sign which I saw was that (1) **there was a school zone ahead**. My father showed it to me while he was explaining the meaning of it. When passing a school zone, I found the second sign which meant (2) **a school crosswalk ahead**. Then, the car was running slowly when I saw (3) **a sign of road work ahead**. Some minutes later, I heard a bell, saw flashing lights ahead and (4) **a sign of railway crossing** beside the road. Later, I saw a train pass. When we passed a countryside, the road was hilly. There, I saw (5) **a sign of steep hill ahead**. There was also (6) **a sign of narrow bridge ahead** so my father drove the car slowly. I was very excited that I could enjoy watching a panorama on the bridge. Unfortunately, the rain fell and my father had to slow down his car. There was (7) **a sign of road surface slippery when wet**.

Put the number of the bold sentences with the correct symbols.

Cek

Home Exit

- The teacher asks some students to answer their work
- The teacher and students discuss the answer
- The teacher reviews the all of the answers and explain the meaning of the highlight sentences based on the signs
- Next, the teacher gives an individual assessment to the students to choose the correct answer

Choose a, b, or c for the correct answer.

1) Ery : Don't park here.

Rista: Why?

Ery : Look at that sign! It says "No Parking Area"

Rista: Oh, I see.

What is the symbol of 'No Parking Area'?

a.

b.

c.



2) What does the traffic sign mean?



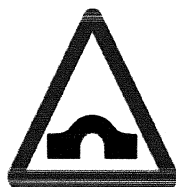
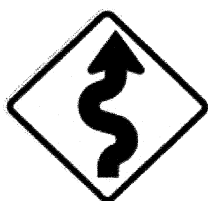
- a. The road is slippery
- b. The sign of narrow bridge
- c. The road is steep hill

3) When we passed a country side, the road was hilly. There, I saw **a sign of steep hill ahead**. What is the symbol of the sign?

b.

b.

c.



4) My father had to stop the car when some people crossed the road because there was...

a. bridge

b. zebra cross

c. railway track

5) What does the traffic sign mean?



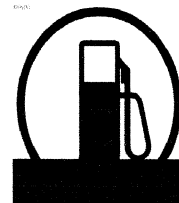
- a. He is permitted to take photographs
- b. He is forbidden to take photographs
- c. He is not prohibited to take photographs

6) At noon, My father took me to the canteen. I saw a symbol of ... by the entrance of the canteen. It served meals and beverages for lunch.

a

b.

c.



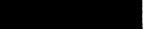
7) I saw a sign of ... when I passed a bridge and drove the car slowly. I was very excited that I could enjoy watching the panorama on the bridge.

a. Steep hill ahead

b. Narrow road

c. Narrow bridge ahead



- 8) After passing a symbol of , my father turned the car to it to fill gasoline into the car. What does the symbol mean?
- a. Gas station b. Fire extinguisher c. Public telephone

- The teacher asks the student's difficulty to do the exercise
- The teacher and the students discuss the assessment together

3. Closing

- The teacher closes the lesson today
 - Giving evaluation
 - Giving some feedbacks/reviews of the lesson
 - Giving homework
 - Praying
 - Closing

H. Learning resources and media:

- English books:
 - Evans Virginia. 2003. Round-up Grammar Practice 3. Longman: Pearson Education Limited.
 - Pramesti, M. D. 2008. *English for SMK 1*. Jakarta: Departemen Pendidikan Nasional.
 - Sutinah, Entin dkk. 2006. *Get Along with English*. Jakarta: Erlangga
- Macromedia Flash 8

I. Assessment : Written test

Sleman, February 7, 2012

Approved by
Teacher

Researcher

Tri Astuti, S.Pd.
NIP:

Mayu Mila Luthfiana
NIM: 07202244097

APPENDIX C

(COURSE GRID)

COURSE GRID

(Experimental Class)

Grade : X

Semester : 2

Standard Competence : Berkomunikasi dengan Bahasa Inggris setara *Level Novice*

Basic Competence :

1.5 Menjelaskan secara sederhana kegiatan yang sedang terjadi

1.6 Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas

Topic	Indicators	Learning Materials	Learning Activities	Assessment	Time Allocation	Sources and Media
What are you doing? (Present Activities)	<ul style="list-style-type: none"> Students are able to identify activities based on the pictures Students are able to describe the actions/activities at present moment Students are able to understand the meaning of the words 	<ul style="list-style-type: none"> Input text: 'Greens Family' It is a holiday. <i>The Green family is just spending</i> the holiday in a beautiful cottage. <i>They are doing</i> their activities each others. <i>Mrs. Green is dishing up</i> a plate of cake to her family. <i>The grandmother is sitting</i> on the sofa while watching TV. <i>The grandfather is cleaning</i> the Compact Disk. Unfortunately, <i>the baby is crying</i> when the cat is <i>taking</i> his ball. It's very noisy. In a few minutes, <i>Mr. Green's guests are knocking</i> the door while 	<ul style="list-style-type: none"> BKOF: opening, lead-in, and addressing the topic Main Activities: <i>Activity 1 (MOT)</i> <ul style="list-style-type: none"> The teacher shows some examples of activities on the slide using Macromedia Flash 8 <i>Activity 2</i> <ul style="list-style-type: none"> The learners identify what the people are doing by illustrating the pictures The teacher explains what they are doing She highlighted the verb of the sentence The learners can identify the meaning of the word based 	Written test	4x45 minutes	<ul style="list-style-type: none"> English book 'Get Along with English grade X', 'Multipurpose English grade X, and 'English for SMK Macromedia Flash

	<p>related to the topic</p> <ul style="list-style-type: none"> Students are able to identify and use Present Continuous Tense in the sentences Students are able to pronounce the words correctly 	<p>Mr. Green <u>is opening</u> the door. Jane and her brother are <u>asking</u> a permission to Mr.Green to play badminton. Mr. Green's family welcomes the guests happily.</p> <ul style="list-style-type: none"> The vocabularies used related to the topic are: spending, doing, dishing up, sitting, cleaning, carrying, crying, knocking, opening, asking, taking, buying, choosing, standing, riding, reading, sewing, ironing, combing, skiing, playing, fishing, swimming, surfing, laying on, lifting, sweeping. Grammar Focus: Present Continuous Tense <ul style="list-style-type: none"> - <i>She is choosing</i> some skirts S+tobe+V_{ing}+O - <i>She is not choosing</i> some skirts S+tobe+not+V_{ing}+O - <i>Is she choosing</i> some skirts? tobe+S+V_{ing}+O? 	<p>on the picture on the slide</p> <ul style="list-style-type: none"> The learners listened the native sound and repeated the correct pronunciation of the word <p>Activity 3</p> <ul style="list-style-type: none"> The teacher gives a simple text related to the topic The teacher presents some vocabularies and the meanings of the underlined words in the text The teacher and students identify the tense of the highlight sentences <p>Activity 4 (ICOT)</p> <ul style="list-style-type: none"> The students identify some pictures of activities on the slide based on the appropriate explanation The teacher and students discuss the answer <p>Activity 5</p> <ul style="list-style-type: none"> The teacher gives another activity to make short-answer question using Present Continuous Tense pattern based on the pictures and vocabularies presented The students do it in pairs The teacher monitors the students participation The teacher and students discuss the answer together <p>Activity 6 (ICOT)</p> <ul style="list-style-type: none"> The teacher reviews the materials that have been explained before The teacher gives an 		
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What are you doing? (Prepositions of place)	<ul style="list-style-type: none"> Students are able to identify some prepositions of place Students are able to describe the things based on the location correctly Students are able to 	<ul style="list-style-type: none"> Input text: 'Traveling by Train' I am going from London to Plymouth on a train. I'm sitting beside my friend, John. Two old ladies are sitting in front of us. My travel bag is in the rack above my head. John has his suitcase under his seat. There is a table between our seats and old ladies' seats. There is a puppy under the table. A ticket-inspector is coming down the 	<p>individual exercise</p> <p><i>Activity 7</i></p> <ul style="list-style-type: none"> The teacher presents some vocabularies used in the text The students put the verbs in the text into Present Continuous Tense form <p><i>Activity 8</i></p> <ul style="list-style-type: none"> The students complete the text with the verbs in the bracket based on the picture The teacher checks the students' answer Closing Activities: Summarizing, reflecting to the activities, giving assignment, and closing 	Written text	2x45 minutes	<ul style="list-style-type: none"> English book 'Get Along with English grade X', 'Multipurpose English grade X, and 'English for SMK Macromedia Flash
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	<p>understand the meanings of some prepositions and the words related to the topic</p> <ul style="list-style-type: none"> Students are able to describe the thing location using 'there is.../there are...' Students are able to pronounce the words correctly 	<p>train. Oh no! Where's my ticket?</p> <ul style="list-style-type: none"> Prepositions of place: in, on, above, in front of, beside, behind, under, between Vocabularies related to the topic: sit, chair, desk, schoolbag, wall, doormat, rack, suitcase, seat, puppy. Describing location using 'there is.../there are...' i.e. <i>There is a puppy under the table.</i> 	<ul style="list-style-type: none"> The students listened the native sound and repeated the pronunciation of the word correctly <p><i>Activity 3</i></p> <ul style="list-style-type: none"> The teacher shows some pictures of the other prepositions of place The teacher describes the things using 'there is/there are' The teacher explains the Countable and Uncountable Noun (singular and plural) <p><i>Activity 5</i></p> <ul style="list-style-type: none"> The teacher gives a simple text with a picture The teacher and students identify the preposition used in the text based on the picture <p><i>Activity 4 (JCOT)</i></p> <ul style="list-style-type: none"> The teacher shows a picture of bed room on the slide The learners observe the things location based on the picture with their partner They do it in pair The teacher monitors the students' participation The teacher and students discuss the answer together <p><i>Activity 5 (JCOT)</i></p> <ul style="list-style-type: none"> The teacher gives an individual exercise The students complete the prepositions in the text based on the picture and answer the questions based 		
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What do the traffic signs mean? (traffic signs or symbols)	<ul style="list-style-type: none"> Students are able to identify traffic signs or symbols Students are able to understand the meaning of each traffic signs or symbols Students are able to understand the meaning of the words related to the topic 	<ul style="list-style-type: none"> Input text: 'My Journey to Malang' and 'Look at the symbols!' My Journey to Malang When I was a student of elementary school, I went to Malang for the first time. I went there with my family driving my father's car. I wondered to see many traffic signs along the trip. The first sign which I saw was that (1) drivers must wear their seat belt. My father showed it to me while he was explaining the meaning of it. When passing a school zone, I found the second sign which meant (2) a school crosswalk ahead. Then, the car was running slowly 	<p>on the text</p> <ul style="list-style-type: none"> The teacher presents some vocabularies that they do not know The teacher asks the students to write their work on the workbook The learners submit it Closing Activities: Summarizing, reflecting to the activities, giving assignment, and closing 	Written text	2x45 minutes	<ul style="list-style-type: none"> English book 'Get Along with English grade X', 'Multipurpose English grade X, and 'English for SMK Macromedia Flash
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	<p>• Students are able to pronounce the words correctly</p>	<p>when I saw (3) a sign of road work ahead. Some minutes later, I heard a bell, saw flashing lights ahead and (4) a sign of railway crossing beside the road. Later, I saw a train pass. When we passed a countryside, the road was hilly. There, I saw (5) a sign of steep hill ahead. There was also (6) a sign of narrow bridge ahead so my father drove the car slowly. I was very excited that I could enjoy watching a panorama on the bridge. Unfortunately, the rain fell and my father had to slow down his car. There was (7) a sign of road surface slippery when wet.</p> <p>Look at the symbol! Once, Jane's father took her to his office. When she got to the office, she had to go up to the next floor. In the office room, she saw a symbol of fire extinguisher together with its real tool below it. On another side of the wall, there was a symbol of first aid on a box. At noon, her father took her to the canteen. She saw a symbol of restaurant by the entrance of the canteen. She</p>	<p>other traffic signs on the slide</p> <ul style="list-style-type: none"> - The teacher explains the meaning of the signs - The teacher presents some vocabularies and the meanings of the signs - The teacher gives the synonym and antonym of some vocabularies <p><i>Activity 4</i></p> <ul style="list-style-type: none"> - The teacher gives a simple text and identify the highlight sentences which explain the meaning of some symbols - The teacher presents some new vocabularies related to the text <p><i>Activity 5 (JCOT)</i></p> <ul style="list-style-type: none"> - The teacher gives another text - The teacher presents some new vocabularies - The students do in pairs to identify the highlight sentences in the text with the appropriate pictures - The students also answer the questions based on the text - The teacher monitors the students' participation - The teacher and students discuss together <p><i>Activity 6 (JCOT)</i></p> <ul style="list-style-type: none"> - The teacher gives an individual assessment to the students - The students write their 		
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What do the sign mean? (menu &	<ul style="list-style-type: none"> • Students are able to identify and 	<p>was having lunch when someone entered a box room with a symbol of public telephone in the canteen. After having lunch, she went to toilet and she entered a room with a symbol of lady on its door.</p> <ul style="list-style-type: none"> • Some vocabularies related to the text are: drive, trip, wonder, saw, showed, running, slowly, passed, hill, bridge, slow down, entrance, enter • The synonym and antonym of some vocabularies such as narrow ><wide, slippery=slick, etc. • Some traffic signs or symbols such as turn left, turn right, slippery road, narrow bridge, narrow road, parking area, U-turn, school zone, steep hill road, railway track, and some public symbols such as restaurant, public telephone, first aid, gas-station. 	<p>answer on the workbook</p> <ul style="list-style-type: none"> • Closing Activities: Summarizing, reflecting to the activities, giving assignment, and closing 	Written text	4x45 minutes	<ul style="list-style-type: none"> • English book 'Get Along with English
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itinerary)	<p>get information from menu</p> <ul style="list-style-type: none"> Students are able to identify and get information from itinerary Students are able to use and apply degree of comparison Students are able to identify Personal Pronoun Students are able to understand the meanings of the words related to the topic Students are able to pronounce the words correctly 	<ul style="list-style-type: none"> Some vocabularies related to the topic are: depart, arrive, delay, on time, airline, gate, destination, fare, platform, meal, expensive, cheap, order The antonym and synonym of some vocabularies such as depart=take off, delay=<arrive, delay=>postpone, delay=><on time, etc. Degree of Comparison rule i.e. as tall as taller than... the tallest as difficult as more difficult than... the most difficult Personal & Possessive Pronoun such as you-your, he-his, she-her, etc. 	<p>• Main Activities: <i>Activity 1 (MOT)</i> - The teacher shows a simple itinerary on the slide using Macromedia Flash 8 <i>Activity 2</i> - The learners try to identify the general information based on the itinerary <i>Activity 3</i> - The learners try to identify the meanings of some vocabularies related to the itinerary - The teacher explains the synonym and antonym of some vocabularies related to the itinerary <i>Activity 4</i> - The teacher shows the sample of menu on the slide using Macromedia Flash 8 <i>Activity 5</i> - The learners identify the general information based on the menu - The learners identify the meanings of some vocabularies related to the menu - The teacher presents the synonym and antonym of some vocabularies used in the menu <i>Activity 6</i> - The teacher gives another example of itinerary - The learners identify and answer the questions related</p>		<p>grade X', 'Multipurpose English grade X, and 'English for SMK</p> <ul style="list-style-type: none"> Macromedia Flash
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				<p>to it</p> <p><i>Activity 7</i></p> <ul style="list-style-type: none"> - The teacher gives another example of menu - The learners identify and answer the questions related to the menu - The teacher and students discuss together <p><i>Activity 8</i></p> <ul style="list-style-type: none"> - The teacher explains degree of comparative - The teacher gives some examples of sentences using comparative degree based on the itinerary and menu given before - The teacher explains the using of personal and possessive pronoun <p><i>Activity 9(JCOT)</i></p> <ul style="list-style-type: none"> - The teacher reviews the materials that have been given before - The teacher asks the students to identify the itinerary and answer the questions based on it - The teacher asks them to do with the partner - The teacher monitors the students' participation <p><i>Activity 10</i></p> <ul style="list-style-type: none"> - The teacher asks the students to complete the sentences using Degree of Comparison and Personal Pronoun by choosing the correct word in the bracket 		
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			<ul style="list-style-type: none">- The teacher and students discuss together <i>Activity 11 (ICOT)</i>- The teacher gives an individual assessment to identify the menu and asks the questions based on the menu- The teacher monitors the students' activities- The teacher checks the students' answer- The teacher gives another assessment to complete the sentence using comparative degree form based on the picture- The teacher asks the students to submit their work• Closing Activities: Summarizing, reflecting to the activities, giving homework, and closing			
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APPENDIX D

(COMPUTATIONS)

 OUTPUT ITEMAN 3.00: HASIL ANALISIS BUTIR TES

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
1	0-1	0.689	0.644	0.482	A	0.201	-0.210	-0.178	
					B	0.034	-0.012	-0.105	
					C	0.524	0.644	0.482	*
					D	0.241	-0.293	-0.205	
					Other	0.000	-9.000	-9.000	
2	0-2	0.897	-0.015	-0.009	A	0.000	-9.000	-9.000	
					B	0.897	-0.015	-0.009	*
		CHECK THE KEY			C	0.000	-9.000	-9.000	
		B was specified, D works better			D	0.103	0.015	0.009	?
					Other	0.000	-9.000	-9.000	
3	0-3	0.690	0.737	0.562	A	0.690	0.737	0.562	*
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	0.310	-0.737	-0.562	
					Other	0.000	-9.000	-9.000	
4	0-4	0.448	0.609	0.484	A	0.034	-1.000	-0.425	
					B	0.138	-0.102	-0.065	
					C	0.379	-0.369	-0.290	
					D	0.448	0.609	0.484	*
					Other	0.000	-9.000	-9.000	
5	0-5	0.483	0.179	0.243	A	0.103	-0.312	-0.184	
					B	0.345	-0.135	-0.105	
					C	0.483	0.179	0.143	*
					D	0.069	0.260	0.136	
					Other	0.000	-9.000	-9.000	
6	0-6	0.366	0.588	0.346	A	0.301	-9.000	-9.000	
					B	0.234	-0.588	-0.246	
					C	0.566	0.588	0.246	*
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
7	0-7	0.862	0.756	0.483	A	0.000	-9.000	-9.000	
					B	0.000	-9.000	-9.000	
					C	0.138	-0.756	-0.483	
					D	0.862	0.756	0.483	*
					Other	0.000	-9.000	-9.000	
8	0-8	0.366	0.588	0.346	A	0.127	-0.280	-0.193	
					B	0.000	-9.000	-9.000	
					C	0.566	0.588	0.246	*
					D	0.334	-0.288	-0.246	
					Other	0.000	-9.000	-9.000	
9	0-9	0.207	0.431	0.304	A	0.207	0.431	0.304	*
					B	0.345	0.326	0.253	
					C	0.000	-9.000	-9.000	
					D	0.448	-0.615	-0.490	
					Other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
10	0-10	0.329	0.169	0.333	A	0.134	0.055	0.048	
					B	0.459	0.269	0.423	*
					C	0.000	-9.000	-9.000	
					D	0.207	-0.279	-0.197	
					Other	0.000	-9.000	-9.000	
11	0-11	0.759	0.232	0.169	A	0.103	-0.312	-0.184	
					B	0.138	-0.073	-0.046	
					C	0.759	0.232	0.169	*
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
12	0-12	0.448	0.658	0.524	A	0.517	-0.639	-0.510	
					B	0.000	-9.000	-9.000	
					C	0.448	0.658	0.524	*
					D	0.034	-0.074	-0.031	
					Other	0.000	-9.000	-9.000	
13	0-13	0.793	0.737	0.520	A	0.069	-0.381	-0.199	
					B	0.069	-0.726	-0.380	
					C	0.793	0.737	0.520	*
					D	0.069	-0.479	-0.251	
					Other	0.000	-9.000	-9.000	
14	0-14	0.379	0.851	0.668	A	0.552	-0.741	-0.589	
					B	0.379	0.851	0.668	*
					C	0.034	0.183	0.077	
					D	0.034	-0.588	-0.246	
					Other	0.000	-9.000	-9.000	
15	0-15	0.331	0.679	0.351	A	0.431	0.129	0.251	*
					B	0.084	0.183	0.077	
					C	0.034	-1.000	-0.425	
					D	0.020	-0.210	-0.074	
					Other	0.000	-9.000	-9.000	
16	0-16	0.379	0.267	0.209	A	0.379	0.267	0.209	*
					B	0.276	-0.272	-0.203	
					C	0.276	0.100	0.075	
					D	0.069	-0.331	-0.174	
					Other	0.000	-9.000	-9.000	
17	0-17	0.372	0.095	0.264	A	0.172	0.095	0.064	*
					B	0.069	-0.430	-0.225	
					C	0.034	-0.160	-0.067	
					D	0.724	0.135	0.101	
					Other	0.000	-9.000	-9.000	
18	0-18	0.345	0.593	0.459	A	0.138	-0.429	-0.274	
					B	0.345	0.593	0.459	*
					C	0.414	-0.409	-0.323	
					D	0.103	0.197	0.116	
					Other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
19	0-19	0.310	0.839	0.640	A	0.310	0.839	0.640	*
					B	0.000	-9.000	-9.000	
					C	0.552	-0.245	-0.195	
					D	0.138	-0.904	-0.578	
					Other	0.000	-9.000	-9.000	
20	0-20	0.759	0.462	0.337	A	0.034	-1.000	-0.425	
					B	0.000	-9.000	-9.000	
					C	0.759	0.462	0.337	*
					D	0.207	-0.233	-0.164	
					Other	0.000	-9.000	-9.000	
21	0-21	0.241	0.432	0.329	A	0.069	-0.874	-0.458	
					B	0.172	-0.162	-0.109	
					C	0.241	-0.232	-0.169	*
					D	0.517	0.576	0.459	
					Other	0.000	-9.000	-9.000	
22	0-22	0.310	0.488	0.367	A	0.138	-0.221	-0.141	
					B	0.310	-0.088	-0.067	*
					C	0.448	0.311	0.247	
					D	0.103	-0.240	-0.142	
					Other	0.000	-9.000	-9.000	
23	0-23	0.690	0.422	0.322	A	0.000	-9.000	-9.000	
					B	0.690	0.422	0.322	*
					C	0.000	-9.000	-9.000	
					D	0.310	-0.422	-0.322	
					Other	0.000	-9.000	-9.000	
24	0-24	0.345	0.255	0.198	A	0.310	0.431	0.329	?
					B	0.345	0.255	0.198	*
		CHECK THE KEY			C	0.345	-0.668	-0.518	
		B was specified, A works better			D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
25	0-25	0.379	-0.008	-0.007	A	0.000	-9.000	-9.000	
					B	0.621	0.008	0.007	?
		CHECK THE KEY			C	0.379	-0.008	-0.007	*
		C was specified, B works better			D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
26	0-26	0.966	-0.440	-0.184	A	0.966	-0.440	-0.184	*
					B	0.000	-9.000	-9.000	
		CHECK THE KEY			C	0.000	-9.000	-9.000	
		A was specified, D works better			D	0.034	0.440	0.184	?
					Other	0.000	-9.000	-9.000	
27	0-27	0.655	0.597	0.463	A	0.241	-0.085	-0.062	
					B	0.000	-9.000	-9.000	
					C	0.103	-1.000	-0.636	
					D	0.655	0.597	0.463	*
					Other	0.000	-9.000	-9.000	
28	0-28	0.310	0.412	0.315	A	0.103	0.461	0.331	
					B	0.310	0.512	0.335	*
					C	0.000	-9.000	-9.000	
					D	0.586	-0.632	-0.500	
					Other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
29	0-29	0.310	0.338	0.258	A	0.586	0.039	0.031	
					B	0.034	0.183	0.077	
					C	0.069	-1.000	-0.587	
					D	0.310	0.338	0.258	*
					Other	0.000	-9.000	-9.000	
30	0-30	0.621	0.576	0.452	A	0.379	-0.576	-0.452	
					B	0.621	0.576	0.452	*
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
31	0-31	0.322	0.325	0.308	A	0.228	-0.325	-0.220	
					B	0.472	0.325	0.220	*
					C	0.000	-9.000	-9.000	
					D	0.087	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
32	0-32	0.372	0.274	0.385	A	0.276	-0.018	-0.013	
					B	0.517	-0.245	-0.196	
					C	0.172	0.274	0.185	*
					D	0.034	0.440	0.184	
					Other	0.000	-9.000	-9.000	
33	0-33	0.793	0.485	0.342	A	0.793	0.485	0.342	*
					B	0.172	-0.444	-0.300	
					C	0.000	-9.000	-9.000	
					D	0.034	-0.331	-0.138	
					Other	0.000	-9.000	-9.000	
34	0-34	0.517	0.477	0.381	A	0.172	-0.239	-0.161	
					B	0.207	0.042	0.030	
					C	0.517	0.477	0.381	*
					D	0.103	-0.785	-0.464	
					Other	0.000	-9.000	-9.000	
35	0-35	0.621	0.232	0.382	A	0.621	0.232	0.182	*
					B	0.310	-0.422	-0.322	
					C	0.000	-9.000	-9.000	
					D	0.069	0.457	0.240	
					Other	0.000	-9.000	-9.000	
36	0-36	0.897	0.676	0.399	A	0.103	-0.676	-0.399	
					B	0.000	-9.000	-9.000	
					C	0.897	0.676	0.399	*
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
37	0-37	0.469	0.731	0.374	A	0.069	-0.331	-0.174	*
					B	0.586	-0.599	-0.474	
					C	0.241	0.566	0.412	
					D	0.103	0.561	0.331	
					Other	0.000	-9.000	-9.000	
38	0-38	0.301	0.381	0.299	A	0.102	0.160	0.100	
					B	0.331	0.381	0.199	*
					C	0.000	-9.000	-9.000	
					D	0.069	-0.381	-0.199	
					Other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics							
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key			
39	0-39	0.138	0.670	0.428	A	0.172	-0.239	-0.161				
					B	0.069	0.014	0.007				
					C	0.138	0.670	0.428	*			
					D	0.586	-0.028	-0.022				
					Other	0.034	-1.000	-0.425				
40	0-40	0.138	0.432	0.276	A	0.138	-0.429	-0.274				
					B	0.690	-0.171	-0.131				
					CHECK THE KEY			C	0.138	0.432	0.276	*
					C was specified, D works better			D	0.034	0.783	0.328	?
					Other	0.000	-9.000	-9.000				
41	0-41	0.307	0.796	0.367	A	0.690	-0.097	-0.074				
					B	0.207	-0.096	-0.067	*			
					C	0.103	0.342	0.202				
					D	0.000	-9.000	-9.000				
					Other	0.000	-9.000	-9.000				
42	0-42	0.828	0.802	0.542	A	0.034	-0.588	-0.246				
					B	0.828	0.802	0.542	*			
					C	0.103	-0.858	-0.507				
					D	0.034	-0.074	-0.031				
					Other	0.000	-9.000	-9.000				
43	0-43	0.724	0.879	0.657	A	0.069	-0.578	-0.303				
					B	0.138	-0.429	-0.274				
					C	0.724	0.879	0.657	*			
					D	0.069	-0.923	-0.483				
					Other	0.000	-9.000	-9.000				
44	0-44	0.138	-0.904	-0.578	A	0.862	0.904	0.578	?			
					B	0.000	-9.000	-9.000				
					CHECK THE KEY			C	0.000	-9.000	-9.000	
					D was specified, A works better			D	0.138	-0.904	-0.578	*
					Other	0.000	-9.000	-9.000				
45	0-45	0.372	0.620	0.309	A	0.103	0.342	0.202				
					B	0.172	-0.162	-0.109	*			
					C	0.724	-0.061	-0.045				
					D	0.000	-9.000	-9.000				
					Other	0.000	-9.000	-9.000				
46	0-46	0.338	0.529	0.334	A	0.034	0.440	0.184				
					B	0.069	-0.923	-0.483				
					C	0.138	-0.429	-0.274	*			
					D	0.759	0.588	0.429				
					Other	0.000	-9.000	-9.000				
47	0-47	0.334	0.640	0.324	A	0.241	-0.294	-0.215				
					B	0.172	-0.546	-0.369				
					C	0.034	0.440	0.184	*			
					D	0.552	0.500	0.397				
					Other	0.000	-9.000	-9.000				

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Item analysis for data from file MILA.txt

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
48	0-48	0.931	-0.260	-0.136	A	0.931	-0.260	-0.136	*
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
		CHECK THE KEY			D	0.069	0.260	0.136	?
		A was specified, D works better			Other	0.000	-9.000	-9.000	
49	0-49	0.172	0.351	0.237	A	0.172	0.351	0.237	*
					B	0.793	-0.042	-0.030	
					C	0.000	-9.000	-9.000	
					D	0.034	-1.000	-0.425	
					Other	0.000	-9.000	-9.000	
50	0-50	1.000	-9.000	-9.000	A	1.000	-9.000	-9.000	*
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
51	0-51	0.241	0.406	0.377	A	0.655	0.047	0.036	
					B	0.241	-0.106	-0.077	*
					C	0.000	-9.000	-9.000	
					D	0.103	0.088	0.052	
					Other	0.000	-9.000	-9.000	
52	0-52	0.241	-0.273	-0.199	A	0.034	-1.000	-0.425	
					B	0.241	-0.273	-0.199	*
		CHECK THE KEY			C	0.000	-9.000	-9.000	
		B was specified, D works better			D	0.724	0.487	0.364	?
					Other	0.000	-9.000	-9.000	
53	0-53	0.655	0.686	0.532	A	0.000	-9.000	-9.000	
					B	0.345	-0.686	-0.532	
					C	0.655	0.686	0.532	*
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
54	0-54	0.138	-0.429	-0.274	A	0.828	0.264	0.179	?
					B	0.138	-0.429	-0.274	*
		CHECK THE KEY			C	0.034	0.355	0.148	
		B was specified, A works better			D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
55	0-55	0.828	0.264	0.179	A	0.628	0.264	0.179	*
					B	0.172	-0.264	-0.179	
					C	0.204	-0.310	-0.187	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
56	0-56	1.000	-9.000	-9.000	A	0.000	-9.000	-9.000	
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	1.000	-9.000	-9.000	*
					Other	0.000	-9.000	-9.000	

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Seq. No.	Scale	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
57	0-57	0.359	0.378	0.376	A	0.034	-0.588	-0.246	*
					B	0.034	-0.331	-0.138	
					C	0.359	0.378	0.276	
					D	0.172	-0.187	-0.127	
					Other	0.000	-9.000	-9.000	
58	0-58	0.310	0.388	0.367	A	0.241	-0.190	-0.138	*
					B	0.000	-9.000	-9.000	
					C	0.310	-0.088	-0.067	
					D	0.448	0.228	0.181	
					Other	0.000	-9.000	-9.000	
59	0-59	0.621	0.507	0.398	A	0.207	-0.325	-0.229	*
					B	0.138	-0.429	-0.274	
					C	0.034	-0.074	-0.031	
					D	0.621	0.507	0.398	
					Other	0.000	-9.000	-9.000	
60	0-60	0.172	-0.085	-0.057	A	0.034	-0.331	-0.138	?
					B	0.586	0.107	0.084	
					C	0.172	-0.085	-0.057	
					D	0.207	0.019	0.013	
					Other	0.000	-9.000	-9.000	
		CHECK THE KEY							*
		C was specified, B works better							

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Item analysis for data from file MILA.txt

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There were 29 examinees in the data file.

Scale Statistics

Scale: 0

N of Items 60
N of Examinees 29
Mean 30.862
Variance 27.774
Std. Dev. 5.270
Skew -0.185
Kurtosis -0.298
Minimum 19.000
Maximum 40.000
Median 30.000
Alpha 0.666
SEM 3.044
Mean P 0.514
Mean Item-Tot. 0.208
Mean Biserial 0.290

Tabel Karakteristik Butir Hasil Uji Coba Instrumen Tes

No Butir	Tingkat Kesukaran		Daya Pembeda		Distribusi Jawaban (Keberfungsian Pengecoh)					Keterangan
	(p)	Status	(D)	Status	A	B	C	D	Status	
1	0.689	<i>sedang</i>	0.482	<i>baik</i>	0.201	0.034	0.524	0.241	<i>baik</i>	gunakan
2	0.897	<i>mudah</i>	-0.009	<i>buruk</i>	0.000	0.897	0.000	0.103	<i>revisi</i>	tidak
3	0.690	<i>sedang</i>	0.562	<i>baik</i>	0.690	0.000	0.000	0.310	<i>revisi</i>	gunakan
4	0.448	<i>sedang</i>	0.484	<i>baik</i>	0.034	0.138	0.379	0.048	<i>baik</i>	gunakan
5	0.483	<i>sedang</i>	0.243	<i>cukup</i>	0.103	0.345	0.483	0.069	<i>baik</i>	gunakan
6	0.366	<i>sedang</i>	0.346	<i>cukup</i>	0.301	0.234	0.566	0.000	<i>revisi</i>	gunakan
7	0.862	<i>mudah</i>	0.483	<i>baik</i>	0.000	0.000	0.138	0.862	<i>revisi</i>	gunakan
8	0.366	<i>sedang</i>	0.346	<i>cukup</i>	0.127	0.000	0.566	0.334	<i>baik</i>	gunakan
9	0.207	<i>sukar</i>	0.304	<i>cukup</i>	0.207	0.345	0.000	0.448	<i>baik</i>	gunakan
10	0.329	<i>sedang</i>	0.333	<i>cukup</i>	0.134	0.459	0.000	0.207	<i>baik</i>	gunakan
11	0.759	<i>mudah</i>	0.269	<i>cukup</i>	0.103	0.138	0.759	0.000	<i>baik</i>	gunakan
12	0.448	<i>sedang</i>	0.524	<i>baik</i>	0.517	0.000	0.448	0.034	<i>revisi</i>	gunakan
13	0.793	<i>mudah</i>	0.520	<i>baik</i>	0.069	0.069	0.793	0.069	<i>baik</i>	gunakan
14	0.379	<i>sedang</i>	0.668	<i>baik</i>	0.552	0.379	0.034	0.034	<i>revisi</i>	gunakan
15	0.331	<i>sedang</i>	0.351	<i>cukup</i>	0.431	0.084	0.034	0.070	<i>baik</i>	gunakan
16	0.379	<i>sedang</i>	0.209	<i>cukup</i>	0.379	0.276	0.276	0.069	<i>baik</i>	revisi gunakan
17	0.372	<i>sedang</i>	0.264	<i>cukup</i>	0.172	0.069	0.034	0.724	<i>baik</i>	gunakan
18	0.345	<i>sedang</i>	0.459	<i>baik</i>	0.138	0.345	0.414	0.103	<i>baik</i>	gunakan
19	0.310	<i>sedang</i>	0.640	<i>baik</i>	0.310	0.000	0.552	0.138	<i>baik</i>	gunakan
20	0.759	<i>mudah</i>	0.337	<i>cukup</i>	0.034	0.000	0.759	0.207	<i>revisi</i>	gunakan
21	0.241	<i>sedang</i>	0.369	<i>cukup</i>	0.329	0.172	0.241	0.517	<i>baik</i>	gunakan
22	0.310	<i>sedang</i>	0.367	<i>cukup</i>	0.138	0.310	0.448	0.103	<i>baik</i>	gunakan
23	0.690	<i>sedang</i>	0.322	<i>cukup</i>	0.000	0.690	0.000	0.310	<i>revisi</i>	gunakan
24	0.345	<i>sedang</i>	0.198	<i>buruk</i>	0.310	0.345	0.345	0.000	<i>baik</i>	revisi gunakan
25	0.379	<i>sedang</i>	-0.007	<i>buruk</i>	0.000	0.621	0.379	0.000	<i>revisi</i>	tidak
26	0.966	<i>mudah</i>	-0.184	<i>buruk</i>	0.966	0.000	0.000	0.034	<i>revisi</i>	tidak
27	0.655	<i>sedang</i>	0.463	<i>baik</i>	0.241	0.000	0.103	0.655	<i>baik</i>	gunakan
28	0.310	<i>sedang</i>	0.315	<i>cukup</i>	0.103	0.310	0.000	0.586	<i>baik</i>	gunakan
29	0.310	<i>sedang</i>	0.258	<i>cukup</i>	0.586	0.034	0.069	0.310	<i>baik</i>	revisi gunakan
30	0.621	<i>sedang</i>	0.452	<i>baik</i>	0.379	0.621	0.000	0.000	<i>revisi</i>	gunakan
31	0.322	<i>sedang</i>	0.308	<i>cukup</i>	0.228	0.472	0.000	0.087	<i>baik</i>	gunakan
32	0.372	<i>sedang</i>	0.385	<i>cukup</i>	0.276	0.517	0.172	0.034	<i>baik</i>	gunakan
33	0.793	<i>mudah</i>	0.342	<i>cukup</i>	0.793	0.172	0.000	0.034	<i>revisi</i>	gunakan
34	0.517	<i>sedang</i>	0.381	<i>cukup</i>	0.172	0.207	0.517	0.103	<i>baik</i>	gunakan
35	0.621	<i>sedang</i>	0.382	<i>cukup</i>	0.621	0.310	0.000	0.069	<i>baik</i>	gunakan
36	0.897	<i>mudah</i>	0.399	<i>cukup</i>	0.103	0.000	0.897	0.000	<i>revisi</i>	gunakan
37	0.469	<i>sedang</i>	0.374	<i>cukup</i>	0.069	0.586	0.241	0.103	<i>baik</i>	gunakan
38	0.309	<i>sedang</i>	0.299	<i>cukup</i>	0.000	0.931	0.000	0.069	<i>baik</i>	gunakan
39	0.138	<i>sukar</i>	0.428	<i>baik</i>	0.172	0.069	0.138	0.586	<i>baik</i>	gunakan
40	0.138	<i>sukar</i>	0.276	<i>cukup</i>	0.138	0.690	0.138	0.034	<i>baik</i>	revisi gunakan
41	0.307	<i>sedang</i>	0.367	<i>cukup</i>	0.690	0.207	0.103	0.000	<i>baik</i>	gunakan
42	0.828	<i>mudah</i>	0.542	<i>baik</i>	0.034	0.828	0.103	0.034	<i>revisi</i>	gunakan
43	0.724	<i>mudah</i>	0.657	<i>baik</i>	0.069	0.138	0.724	0.069	<i>baik</i>	gunakan
44	0.138	<i>sukar</i>	-0.578	<i>buruk</i>	0.862	0.000	0.000	0.138	<i>revisi</i>	tidak

No Butir	Tingkat Kesukaran		Daya Pembeda		Distribusi Jawaban (Keberfungsian Pengecoh)					Keterangan
	(p)	Status	(D)	Status	A	B	C	D	Status	
45	0.372	<i>sedang</i>	0.309	<i>cukup</i>	0.103	0.172	0.724	0.000	<i>baik</i>	gunakan
46	0.338	<i>sedang</i>	0.334	<i>cukup</i>	0.034	0.069	0.138	0.759	<i>baik</i>	gunakan
47	0.334	<i>sedang</i>	0.324	<i>cukup</i>	0.241	0.172	0.034	0.552	<i>baik</i>	gunakan
48	0.931	<i>mudah</i>	-0.136	<i>buruk</i>	0.931	0.000	0.000	0.069	<i>revisi</i>	tidak
49	0.172	<i>sukar</i>	0.237	<i>cukup</i>	0.172	0.793	0.000	0.034	<i>revisi</i>	revisi gunakan
50	1.000	<i>mudah</i>	-9.000	<i>buruk</i>	1.000	0.000	0.000	0.000	<i>revisi</i>	tidak
51	0.341	<i>sedang</i>	0.377	<i>cukup</i>	0.655	0.241	0.000	0.103	<i>baik</i>	gunakan
52	0.241	<i>sukar</i>	-0.199	<i>buruk</i>	0.034	0.241	0.000	0.724	<i>revisi</i>	tidak
53	0.655	<i>sedang</i>	0.532	<i>baik</i>	0.000	0.345	0.655	0.000	<i>revisi</i>	gunakan
54	0.138	<i>sukar</i>	-0.274	<i>buruk</i>	0.828	0.138	0.034	0.000	<i>revisi</i>	tidak
55	0.328	<i>sedang</i>	0.379	<i>cukup</i>	0.328	0.172	0.204	0.000	<i>baik</i>	gunakan
56	1.000	<i>mudah</i>	-9.000	<i>buruk</i>	0.000	0.000	0.000	1.000	<i>revisi</i>	tidak
57	0.359	<i>sedang</i>	0.376	<i>cukup</i>	0.034	0.034	0.359	0.172	<i>revisi</i>	gunakan
58	0.310	<i>sedang</i>	0.367	<i>cukup</i>	0.241	0.000	0.310	0.448	<i>baik</i>	gunakan
59	0.621	<i>sedang</i>	0.398	<i>cukup</i>	0.207	0.138	0.034	0.621	<i>baik</i>	gunakan
60	0.172	<i>sukar</i>	-0.057	<i>buruk</i>	0.034	0.586	0.172	0.207	<i>baik</i>	tidak

Keterangan kriteria

Tingkat Kesukaran : Sukar 0.00 s.d 0.30
 Sedang 0.31 s.d 0.70
 Mudah 0.71 s.d 1.00

Daya Pembeda : Jelek 0.00 s.d 0.20
 Cukup 0.21 s.d 0.40
 Baik 0.41 s.d 0.70
 Baik Sekali 0.71 s.d 1.00

Keberfungsian Pengecoh : Proporsi jawaban tiap alternatif jawaban ≥ 0.05 .

Reliabilitas

Hasil perhitungan koefisien reliabilitas dengan rumus Alpha yang ekuivalen dengan KR-20 sebesar 0.666 berarti bahwa alat ukur dapat dinyatakan cukup reliabel.

Post-Experimental Class Scores

REKAPITULASI DATA HASIL PENELITIAN

No Resp	Distribusi Skor Post test Experimental Group																																	Jml Skor	Skor (0 - 100)		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			34	35
	0	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			1	1
1	0	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	33	66
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	47	94
3	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40	80
4	1	1	0	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	33	66
5	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	34	68
6	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	31	62
7	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	35	70
8	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	39	78
9	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	35	70
10	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	32	64
11	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	34	68
12	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	35	70
13	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	34	68
14	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	36	72
15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	33	66
16	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	36	72
17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	50
18	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	37	74
19	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	39	78
20	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	34	68
21	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	37	74
22	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	35	70
23	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	37	74
24	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	36	72
25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	32	64
26	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	37	74
27	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	39	78
28	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	36	72
29	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	33	66
30	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	36	72
31	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	33	66
32	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	36	72
33	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	34	68
34	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	56
35	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	37	74
Rerata	0.22	0.69	0.15	0.83	0.08	0.91	0.23	0.66	0.15	0.57	0.26	0.54	0.22	0.31	0.10	0.89	0.06	0.94	0.13	0.86	0.26	0.49	0.20	0.74	0.10	0.89	0.25	0.86	0.06	0.94	0.13	0.86	0.26	0.54	35.17	70.34	
Variansi	0.06	0.94	0.83	0.08	0.91	0.25	0.66	0.23	0.66	0.15	0.83	0.22	0.31	0.06	0.94	0.26	0.46	0.10	0.89	0.25	0.57	0.26	0.49	0.20	0.74	0.10	0.89	0.25	0.94	0.13	0.86	0.26	0.54	13.21	52.82		

Summarizes

Case Summaries^a

	Group	Pre_test	Post_test	Pre_test	Post_test
1	Experimental Group	46	66 Low		Fair
2	Experimental Group	82	94 High		Very High
3	Experimental Group	54	80 Fair		High
4	Experimental Group	58	66 Fair		Fair
5	Experimental Group	62	68 Fair		High
6	Experimental Group	50	62 Low		Fair
7	Experimental Group	70	70 High		High
8	Experimental Group	58	78 Fair		High
9	Experimental Group	32	70 Very Low		High
10	Experimental Group	56	64 Fair		Fair
11	Experimental Group	48	68 Low		High
12	Experimental Group	50	70 Low		High
13	Experimental Group	52	68 Low		High
14	Experimental Group	40	72 Low		High
15	Experimental Group	50	66 Low		Fair
16	Experimental Group	62	72 Fair		High
17	Experimental Group	38	50 Low		Low
18	Experimental Group	60	74 Fair		High
19	Experimental Group	56	78 Fair		High
20	Experimental Group	72	68 High		High
21	Experimental Group	54	74 Fair		High
22	Experimental Group	44	70 Low		High
23	Experimental Group	66	74 Fair		High
24	Experimental Group	46	72 Low		High
25	Experimental Group	44	64 Low		Fair
26	Experimental Group	64	74 Fair		High
27	Experimental Group	56	74 Fair		High
28	Experimental Group	62	78 Fair		High
29	Experimental Group	62	72 Fair		High
30	Experimental Group	64	66 Fair		Fair
31	Experimental Group	62	72 Fair		High
32	Experimental Group	56	68 Fair		High
33	Experimental Group	40	70 Low		High
34	Experimental Group	60	56 Fair		Fair
35	Experimental Group	50	74 Low		High
36	Control Group	40	64 Low		Fair
37	Control Group	44	58 Low		Fair
38	Control Group	48	42 Low		Low
39	Control Group	44	56 Low		Fair
40	Control Group	62	58 Fair		Fair
41	Control Group	42	56 Low		Fair
42	Control Group	34	48 Very Low		Low
43	Control Group	46	58 Low		Fair
44	Control Group	46	68 Low		High
45	Control Group	40	66 Low		Fair
46	Control Group	54	52 Fair		Low
47	Control Group	70	64 High		Fair

Case Summaries^a

	Group	Pre_test	Post_test	Pre_test	Post_test
48	Control Group	44	50 Low		Low
49	Control Group	34	64 Very Low		Fair
50	Control Group	50	56 Low		Fair
51	Control Group	56	62 Fair		Fair
52	Control Group	56	62 Fair		Fair
53	Control Group	54	58 Fair		Fair
54	Control Group	66	48 Fair		Low
55	Control Group	54	70 Fair		High
56	Control Group	26	56 Very Low		Fair
57	Control Group	58	52 Fair		Low
58	Control Group	74	48 High		Low
59	Control Group	58	52 Fair		Low
60	Control Group	30	60 Very Low		Fair
61	Control Group	50	48 Low		Low
62	Control Group	56	48 Fair		Low
63	Control Group	58	62 Fair		Fair
64	Control Group	56	58 Fair		Fair
65	Control Group	34	56 Very Low		Fair
66	Control Group	56	64 Fair		Fair
67	Control Group	54	62 Fair		Fair
68	Control Group	60	68 Fair		High
69	Control Group	68	54 High		Fair
70	Control Group	38	62 Low		Fair
71	Control Group	60	64 Fair		Fair
72	Control Group	34	64 Very Low		Fair
Total	†	72	72	72	72

a. Limited to first 100 cases.

Crosstabs

Pre_test * Group Crosstabulation

			Group		Total
			Experimental Group	Control Group	
Pre_test	Very Low	Count	1	6	7
		% within Group	2.9%	16.2%	9.7%
	Low	Count	13	12	25
		% within Group	37.1%	32.4%	34.7%
	Fair	Count	18	16	34
		% within Group	51.4%	43.2%	47.2%
	High	Count	3	3	6
		% within Group	8.6%	8.1%	8.3%
	Total	Count	35	37	72
		% within Group	100.0%	100.0%	100.0%

Post_test * Group Crosstabulation

			Group		Total
			Experimental Group	Control Group	
Post_test	Low	Count	1	10	11
		% within Group	2.9%	27.0%	15.3%
	Fair	Count	8	24	32
		% within Group	22.9%	64.9%	44.4%
	High	Count	25	3	28
		% within Group	71.4%	8.1%	38.9%
	Very High	Count	1	0	1
		% within Group	2.9%	.0%	1.4%
	Total	Count	35	37	72
		% within Group	100.0%	100.0%	100.0%

Descriptives

Descriptives						
			Experimental Group		Control Group	
			Statistic	Std. Error	Statistic	Std. Error
Pre_test	Mean		55.03	1.757	50.11	1.916
	95% Confidence Interval for Mean	Lower Bound	51.46		46.22	
		Upper Bound	58.60		53.99	
	5% Trimmed Mean		54.90		50.12	
	Median		56.00		54.00	
	Variance		108.087		135.766	
	Std. Deviation		10.397		11.652	
	Minimum		32		26	
	Maximum		82		74	
	Range		50		48	
	Interquartile Range		14		17	
	Skewness		.101	.398	-.120	.388
	Kurtosis		.376	.778	-.546	.759
	Post_test	Mean		70.34	1.228	57.78
95% Confidence Interval for Mean		Lower Bound	67.85		55.51	
		Upper Bound	72.84		60.05	
5% Trimmed Mean			70.35		57.88	
Median			70.00		58.00	
Variance			52.820		46.396	
Std. Deviation			7.268		6.811	
Minimum			50		42	
Maximum			94		70	
Range			44		28	
Interquartile Range			8		12	
Skewness			.240	.398	-.317	.388
Kurtosis			3.717	.778	-.609	.759

Test of Normality

One-Sample Kolmogorov-Smirnov Test

		Pre-test	Post-test	Pre-test	Post-test
		Experimental Group	Experimental Group	Control Group	Control Group
N		35	35	37	37
Normal Parameters ^a	Mean	55.03	70.34	50.11	57.78
	Std. Deviation	10.397	7.268	11.652	6.811
Most Extreme Differences	Absolute	.080	.165	.144	.137
	Positive	.080	.165	.079	.087
	Negative	-.080	-.132	-.144	-.137
Kolmogorov-Smirnov Z		.474	.974	.878	.836
Asymp. Sig. (2-tailed)		.978	.299	.424	.487
a. Test distribution is Normal.					

Test of Homogeneity

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pre_test	Based on Mean	.976	1	70	.327
	Based on Median	.755	1	70	.388
	Based on Median and with adjusted df	.755	1	68.271	.388
	Based on trimmed mean	.963	1	70	.330
Post_test	Based on Mean	.307	1	70	.582
	Based on Median	.301	1	70	.585
	Based on Median and with adjusted df	.301	1	64.220	.585
	Based on trimmed mean	.292	1	70	.591

Independent Samples T-Test of Pre-Test

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre_test	Experimental Group	35	55.03	10.397	1.757
	Control Group	37	50.11	11.652	1.916

Independent Samples Test					
		Pre_test			
		Equal variances assumed		Equal variances not assumed	
Levene's Test for Equality of Variances	F	.976			
	Sig.	.327			
t-test for Equality of Means	t	1.887		1.893	
	df	70		69.770	
	Sig. (2-tailed)	.063		.063	
	Mean Difference	4.920		4.920	
	Std. Error Difference	2.608		2.600	
	95% Confidence Interval of the Difference	Lower	-.281	Upper	-.264
			10.122		10.105

Independent Samples T-Test of Post-Test

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Post_test	Experimental Group	35	70.34	7.268	1.228
	Control Group	37	57.78	6.811	1.120

Independent Samples Test					
		Post_test			
		Equal variances assumed		Equal variances not assumed	
Levene's Test for Equality of Variances	F	.307			
	Sig.	.582			
t-test for Equality of Means	t	7.569		7.555	
	df	70		68.990	
	Sig. (2-tailed)	.000		.000	
	Mean Difference	12.559		12.559	
	Std. Error Difference	1.659		1.662	
	95% Confidence Interval of the Difference	Lower	9.250	Upper	9.243
			15.868		15.875

APPENDIX E

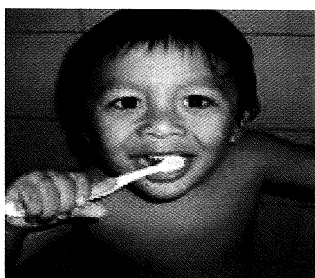
(INSTRUMENTS)

Instrument of Pre – Test

(Time : 90 minutes)

Choose the letter a, b, c, or d for the best answer.

1.

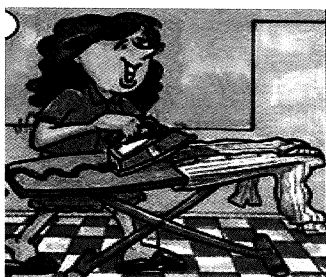


A : What is he doing?

B : He is ...

- a. brushing his mouth c. brushing his teeth
b. washing his face d. cleaning his mouth

2.



A : Is she washing a shirt?

B : No, she isn't. She is ...

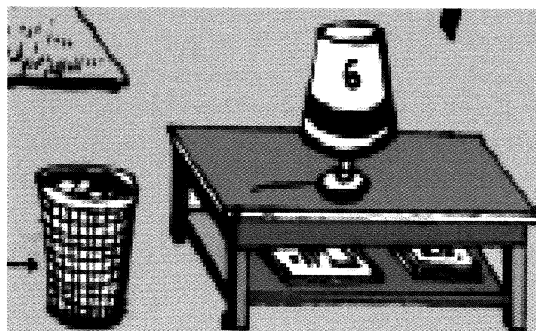
- a. ironing a shirt c. buying a shirt
b. sewing a shirt d. spraying a shirt

3. Dina : Do you know Rafflesia Arnoldi?

Rani : Yes, it smells very bad ... it's a beautiful flower and also the biggest flower in the world.

- a. although c. and
b. but d. so

Look at the picture and answer questions 4 – 5.



Rina : Do you know where the rubbish bucket is?

Lushy: Yes, I know. The rubbish bucket is (4) ... the table. By the way, it is already evening and dark. Can you turn on the lamp, please?

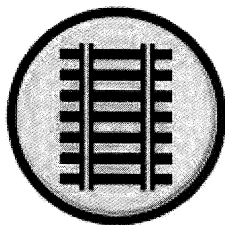
Rina : With pleasure. Where is the lamp, Lush?

Lushy: The lamp is (5) ... the table.

4. a. on c. behind
b. under d. beside

5. a. at c. on
b. in d. above

14. What do the sign mean?



- a. the sign of a slippery road
- b. the sign of a narrow bridge
- c. the sign of a railway track
- d. the sign of a zebra cross

Read the text and answer questions 15-16

A Teenage Genius

Ivan Miskry was born in Russia but now lives in America with his father, Vadim. They live in a one-room flat in Brooklyn. Ivan doesn't go to school and his father doesn't have a job. They **practice** chess problem all day, every day. Ivan is a genius teenager. When he was twelve, he was the under-20 chess **champion** in Russia.

Taken from:
Headway

15. "They practice chess problem..."(line7)

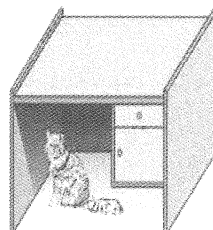
The word "practice" is similar to ...

- a. do
- b. rehearse
- c. solve
- d. have

16. The word "champion" in the last sentence is synonymous to ...

- a. loser
- b. member
- c. winner
- d. rival

17.



A : Where is my cat?

B : Your cat is ...the table.

- a. under
- b. beside
- c. on
- d. at

18. Ery: I saw you sleeping in the class yesterday.

Ani: Yeah, I slept in the class ... I was really sleepy.

- a. although
- b. because
- c. before
- d. so

19. What does the sign mean?



- a. You are prohibited to enter
- b. You are prohibited to turn right
- c. You are prohibited to turn around
- d. You are permitted to turn right

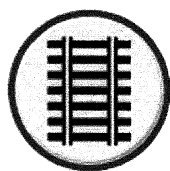
Read the text and answer questions 20-22.

When I was a student of elementary school, I went to Malang for the first time. I went there with my family driving my father's car. I wondered to see many traffic signs along the trip. The first which I saw was that drivers must wear their seat belt. When passing a school zone, I found the second sign which meant a school crosswalk ahead. Then, the car was running slowly when I saw a sign of road work ahead.

20. "I wondered to see many traffic signs along the trip" (line 4-5). The underlined word has the similar meaning to ...
 a. road
 b. bridge
 c. school
 d. journey

21. "Then, the car was running slowly when..." (line 10). The antonym of the underlined word is...
 a. highly
 b. fast
 c. calmly
 d. speed

22. "...I saw *a sign of road work ahead*. The symbol of the sign is ...



23. I need the information quickly, so please let me know as ... as possible.

a. later
 b. soon
 c. sooner
 d. often

24. Ari : Are you going by bus?

Dea: No, I'm not. I am ... by car.

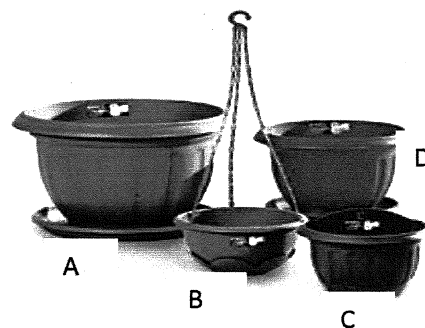
Ari : Who will drive the car?

Dea: I will.

Ari : Be careful. The road will be slippery.

a. doing
 b. leaving
 c. going
 d. buying

25. Look at the picture.



Vase D is ... than vase B.

a. bigger
 b. smaller
 c. older
 d. cheaper

26. A : How about your flight to Palembang?

B : The weather is so cloudy, so the flight to Palembang is postponed.

The underlined word is similar to...

a. stopped
 b. taken
 c. delayed
 d. started

27. Zack: Our team will take part in the football competition next week.

Ozy: Do you think we will be a winner?

Zack: I hope so. We have been training ... since last month.

- | | |
|--------------|-------------------|
| a. regularly | c. unsuccessfully |
| b. softly | d. extremely |

28. Adi : What program do you like best on that TV sation?

Dira: I like 'Opera Van Java' to 'John Lenong'. For me, it is the ... interesting programs.

- | | |
|---------|---------|
| a. more | c. most |
| b. much | d. many |

29.



A: What is she doing?

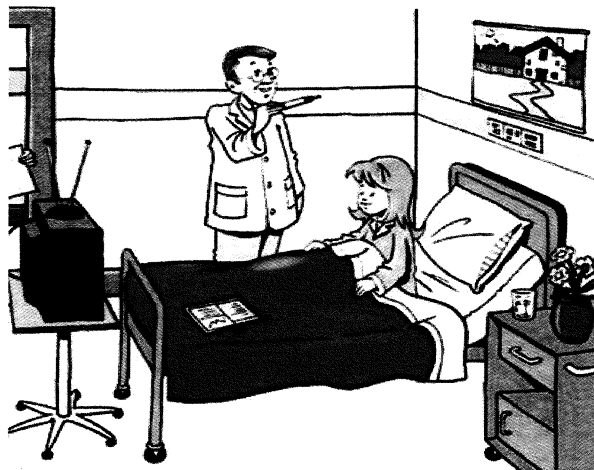
B: She is ...

- | | |
|---------------------|---------------------|
| a. drying her hair | c. cutting her hair |
| b. combing her hair | d. smoothing hair |

30. I am in London airport now. Many people are waiting to go on holiday. Some people are sitting on chairs. Outside, a plane is taking off and another one is coming down. The antonym of the underlined word is ...

- | | |
|--------------|-------------|
| a. departing | c. starting |
| b. leaving | d. arriving |

Look at the picture and answer questions 31 - 33.



Anes is on the bed. There is a small table (31) ... the bed and a vase of flowers (32) ... it. Then, a TV set is (33) ... the bed.

- | | |
|---------------|----------------|
| 31. a. behind | c. under |
| b. beside | d. in front of |

- | | |
|-----------|----------|
| 32. a. at | c. on |
| b. in | d. above |

- | | |
|----------------|------------|
| 33. a. beside | c. between |
| b. in front of | d. behind |

34. Andra : Are you going to take a bath?

Indri : Yes. Is there a clean towel in the bathroom?

Andra : No, there isn't. Wait a minute I'll give you one.

Indri : Thank you.

The antonym of the underlined word is ...

- | | |
|----------|----------|
| a. dirty | c. neat |
| b. clear | d. dusty |

35. Azka : What about your grandfather? Is he still alive?

Firman: Yes. He is still strong ... he is almost seventy five.

- a. because c. although
b. but d. so

39. Mother: Why do you come home late?

Ghifar: There was a school football match, Mom ... I watched it first with my friends.

- a. so c. but
b. and d. or

Questions 36-37 refer to the following memo.

MEMO

To : Mr. Zainal Abidin
From : Director
Subject : Meeting
Date : February 5th 2003

Please attend the meeting at Hotel Sriwijaya (37) ... Tuesday, 7 February 2003 at 9 a.m. on behalf of the director. Looking forward to your report upon the completion of the meeting.

36. "Please **attend** the meeting at"

The bold word may be replaced by ...

- a. join c. hold
b. leave d. establish

37. a. at c. in
 b. on d. about

38. When I pass a narrow bridge, unfortunately it is raining. So, my father should drive his car ... because we see a sign of slippery road.

- a. fast c. carefully
b. quickly d. softly

40. Rio: How about your new driver?

Ery: A good one so far. He drives the car ... than the old driver.

- a. more carefully c. fastest
b. faster d. most carefully

41.

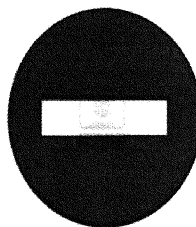


A : What is the man doing?

B : He is ... some books.

- a. taking c. bringing
b. putting d. removing

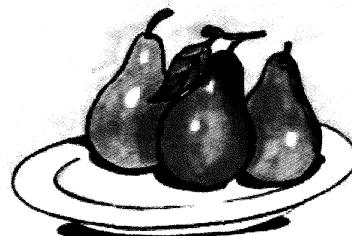
42. What does the sign mean?



- a. Don't park here
b. Don't go straight ahead
c. Don't enter the road
d. Don't stop here

Read the text and answer the questions 43-45. 47.

The coach of the Indonesian basketball team called a time-out and instructed his players to change the (43) **strategy**. He told Jody to keep the ball as long as possible. He was good at dribbling the ball but he was not quite good at shooting. Togar was (44) **better** at shooting and also the (45) ... player in the team.



Jane: How ... pears do you put on the plate?

Mela: There are three pears that I put on the plate.

- a. much c. a lot
b. many d. any

43. "...and instructed his players to change the strategy." (line 2)
The word "strategy" has the similar meaning as ...

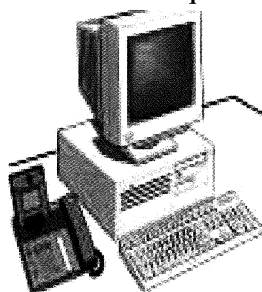
- a. condition c. plan
b. situation d. tactic

44. "Togar is **better** at shooting..." (line 6)
The antonym of the bold word is ...

- a. best c. worse
b. good d. bad

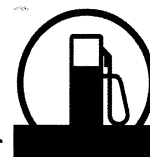
45. a. faster c. latest
b. late d. fastest


46. Look at the picture.



I take my telephone ... the computer.

- a. on
b. beside
c. in front of
d. behind



48. After passing a symbol of , my father turned the car to fill gasoline into the car. What does the symbol mean?

- a. public telephone c. gas station
b. restaurant d. fire extinguisher

49. Mother : It's very cold tonight. Take me the sweater, please.

Son : Ok. Here it is, Mom.

The antonym of the underlined word is ...

- a. cool c. cloudy
b. fresh d. warm

50. Cecep : How did you go to Surabaya?

Peter : At first I planned to take an air conditioned bus but it was too expensive ... I took an economy class one.

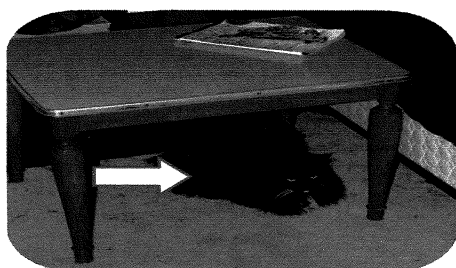
- a. because c. so
b. although d. but

Instrument of Post – Test

(Time : 90 minutes)

Choose the letter a, b, c, or d for the best answer!

1.



A : Where is my cat?

B : Your cat is ... the table.

- | | |
|-----------|-------|
| a. under | c. on |
| b. beside | d. at |

2. A : How about your flight to Bali?

B : The weather is so cloudy, so the flight to Bali is postponed.

The underlined word is similar to...

- | | |
|---------|----------|
| a. stop | c. delay |
| b. take | d. start |

3. Adi : What program do you like best on that TV station?

Dira: I like 'Opera Van Java' to 'John Lenong'. For me, it is the ... interesting than other programs.

- | | |
|---------|---------|
| a. more | c. most |
| b. much | d. many |

4. One of my friends has bought a new bike. She says that it is ... than her old bike.

- | | |
|-----------|-------------|
| a. good | c. the best |
| b. better | d. well |

Read the following text and answer questions 5 & 6.

Magazines are periodicals that appear weekly, fortnightly, or monthly. They usually contain news articles, and stories from various writers. Some magazines are interesting for special group of readers, like children, teenagers, or women. Some others specialize in certain fields of interest, like science, music, or computer.

5. "Some magazines are interesting for special group of readers, like ..." (line 4).

The antonym of the underlined word is

...

- | | |
|------------------|-------------|
| a. extraordinary | c. general |
| b. luxurious | d. peculiar |

6. "Some magazines are interesting for..." (line 5).

The synonym of the underlined word is

...

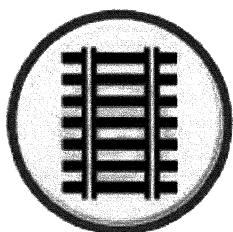
- | | |
|--------------|---------------|
| a. awful | c. attracting |
| b. important | d. useful |

7. Dina : Do you know Rafflesia Arnoldi?

Rani : Yes, it smells very bad ... it's a beautiful flower and also the biggest flower in the world.

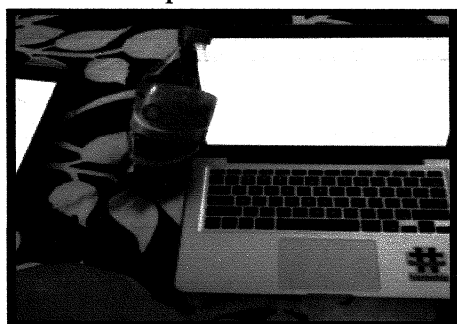
- | | |
|-------------|--------|
| a. although | c. and |
| b. but | d. so |

8. What does the traffic sign mean?



- a. the sign of slippery road
- b. the sign of narrow bridge
- c. the sign of railway track
- d. the sign of zebra cross


9. Look at the picture!



I take my soft drink ... the laptop.

- a. on
- b. beside
- b. in
- d. behind



10. After passing a symbol of , my father turned the car to fill gasoline into the car. What does the symbol mean?

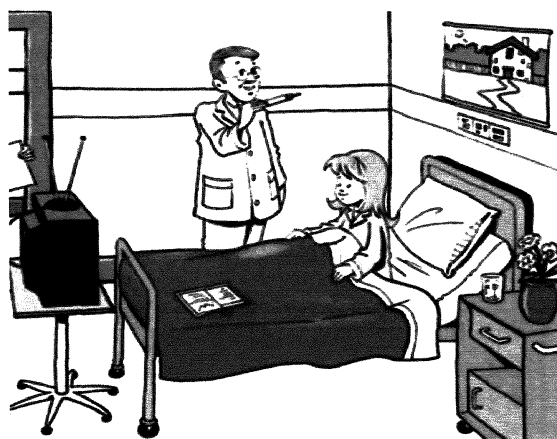
- a. public telephone
- c. gas station
- b. restaurant
- d. fire extinguisher

11. Cecep : How did you go to Surabaya?

Peter : At first I planned to take an air conditioned bus but it was too expensive ... I took an economy class one.

- a. because
- c. so
- b. although
- d. but

Look at the picture and answer questions 12 – 14.



Anes is on the bed. She watches a TV (12) ... her. There is a vase of flowers (13) ... the bed and a book (14) ... her blanket.

- 12. a. behind
- c. under
- b. beside
- d. in front of

- 13. a. at
- c. on
- b. in
- d. above

- 14. a. beside
- c. on
- b. in front of
- d. behind

15. When I pass a narrow bridge,



unfortunately it is raining. So, my father should drive his car ... because we see a sign of slippery road.

- a. fast
- c. carefully
- b. quickly
- d. softly

Read the text and answer the questions 16 – 18.

The coach of the Indonesia basketball team called a time-out and instructed his players to change the (16) **strategy**. He told Jody to keep the ball as long as possible. He was good at dribbling the ball but he was not quite good at shooting. Togar was (17) **better** at shooting and also the (18) ... player in the team.

16. "...and instructed his players to change the strategy." (line 2)
The word "strategy" has the similar meaning as ...
- | | |
|--------------|-----------|
| a. condition | c. plan |
| b. situation | d. tactic |

17. "Togar is **better** at shooting..." (line 6)
The antonym of the bold word is ...
- | | |
|---------|----------|
| a. best | c. worse |
| b. good | d. bad |

18. a. faster c. more fast
b. fast d. fastest

19.



- A: What is she doing?
B: She is ...
- | | |
|---------------------|---------------------|
| a. drying her hair | c. cutting her hair |
| b. combing her hair | d. smoothing hair |

20. I am in London airport now. Many people are waiting to go on holiday. Some people are sitting on chairs.



Outside, a plane is taking off and another one is coming down.

The antonym of the underlined word is ...

- | | |
|--------------|-------------|
| a. departing | c. starting |
| b. leaving | d. arriving |

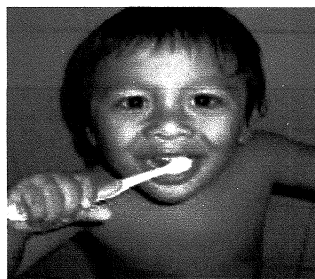
21. Zack: Our team will take part in the football competition next week.

Ozy: Do you think we will be a winner?

Zack: I hope so. We have been training ... since last month.

- | | |
|--------------|--------------|
| a. regularly | c. unserious |
| b. softly | d. extremely |

22. Look at the picture!



A : What is he doing?

B : He is ...

- | |
|-----------------------|
| a. brushing his mouth |
| b. brushing his teeth |
| c. washing his face |
| d. cleaning his mouth |

23. Azka : What about your grandfather?
Is he still alive?

Firman: Yes. He is still strong ... he is
almost seventy five.

- a. because c. although
b. but d. so

Questions 24-25 refer to the following
memo.

MEMO

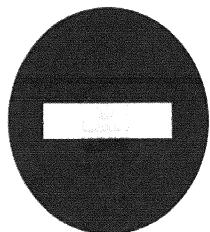
To : Mr. Zainal Abidin
From : Director
Subject : Meeting
Date : February 5th 2003

Please **attend** the meeting at Hotel
Sriwijaya (25) ... Tuesday, 7 February
2003 at 9 a.m. on behalf of the
director. Looking forward to your
report upon the completion of the
meeting.

24. "Please **attend** the meeting at"
The bold word may be replaced by ...
a. come c. hold
b. leave d. establish

25. a. at c. in
b. on d. about

26. What does the sign mean?



- a. Don't park here
b. Don't go straight
ahead
c. Don't enter the
road
d. Don't stop here

27. Look at the picture!



John is the ... boy of all.

- a. more heavy c. heavier
b. heaviest d. most heavy

Read the text and answer questions 28-30

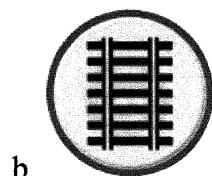
When I was a student of elementary
school, I went to Malang for the first
time. I went there with my family driving
my father's car. I wondered to see many
traffic signs along the trip. The first
which I saw was that drivers must wear
their seat belt. When passing a school
zone, I found the second sign which
meant a school crosswalk ahead. Then,
the car was running slowly when I saw a
sign of road work ahead.

28. "I wondered to see many traffic signs
along the trip" (line 4-5). The
underlined word has the similar
meaning to ...
a. road c. school
b. bridge d. journey

29. "Then, the car was running slowly when..." (line 10). The antonym of the underlined word is...

- a. highly c. calmly
b. fast d. speed

30. "...I saw a sign of road work ahead. The symbol of the sign is ...



31. Mother : It's very cold tonight. Take me the sweater, please.

Son : Ok. Here it is, Mom.

The antonym of the underlined word is ...

- a. cool c. cloudy
b. fresh d. warm

32. Mother: Why do you come home late?

Ghifar: There was a school football match, Mom ... I watch it first with my friends.

- a. so c. but
b. and d. or

33.



Jane: How ... apples in the basket?

Mela: There are five apples on the basket?

- a. much c. a lot
b. many d. any

Read the text and answer questions 34-35

A Teenage Genius

Ivan Miskry was born in Russia but now lives in America with his father, Vadim. They live in a one-room flat in Brooklyn. Ivan doesn't go to school and his father doesn't have a job. They **practice** chess problem all day, every day. Ivan is a genius teenager. When he was twelve, he was the under-20 chess **champion** in Russia.

Taken from:
Headway

34. "They practice chess problem..."(line7)
The word "practice" is similar to ...

- a. do c. solve
b. train d. have

35 The word "champion" in the last sentence is synonymous to ...

- a. loser c. winner
b. member d. rival

39. She had to wait a very long time.
The longer she waited, of course she becomes more ...

- a. patiently c. calmly
b. impatiently d. tolerantly

Read the conversation carefully.

Budi and Dani are going to Dufan.

Budi: It's very exciting today.

Dani: Yes, it is. I'm so much fun.

Budi: Which is the most exciting game for you here?

Dani: Well, I must say that roller coaster is ... game. It gave me unforgettable experience.

Dani: Yes, I agree.

36. a. more exciting
b. more disappointing
c. the most exciting
d. the most disappointing

37. One of my friends has bought a new bike. She says that it is ... than her old bike.

- a. good c. the best
b. better d. well

38.



A : What is the man doing?

B : He is ... some books.

- a. taking c. bringing
b. putting d. removing

40.



A : Is she washing a dress?

B : No, she isn't. She is ...

- a. ironing a dress c. buying a dress
b. sewing a dress d. spraying a dress

41. Rio: How about your new driver?

Ery: A good one so far. He drives the car ... than the old driver.

- a. more carefully c. carefully
b. less carefully d. most carefully

42. I need the information quickly, so please let me know as ... as possible.

- a. later c. sooner
b. soon d. often

43. Ari : Are you going by bus?

Dea: No, I'm not. I am ... by car.

Ari : Who will drive the car?

Dea: I am.

Ari : Be careful. The road will be slippery.

- a. doing c. going
b. leaving d. buying

44. Andra : Are you going to take a bath?

Indri : Yes. Is there a clean towel in the bathroom?

Andra : No, there isn't. Wait a minute I'll give you one.

Indri : Thank you.

The antonym of the underlined word is

...

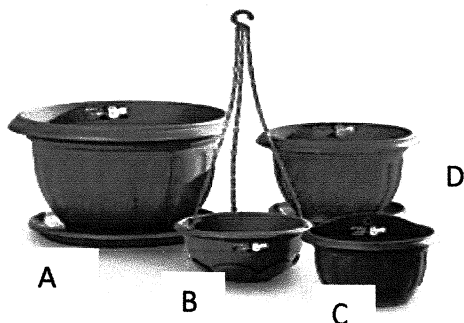
- a. dirty
- b. clear
- c. neat
- d. dusty

45. Andi: We are in a hurry. How should we go, by bike or motorcycle?

Ari : I think motorcycle will be better, because it is ... than bike.

- a. fast
- b. faster
- c. slower
- d. slow

46. Look at the picture!



Vase D is ... than vase B.

- a. bigger
- b. smaller
- c. older
- d. cheaper

47.



Resty : Which one do you like, the blue or yellow colors?

Ivan : I think the blue one is better.

From the dialogue above, what are they doing?

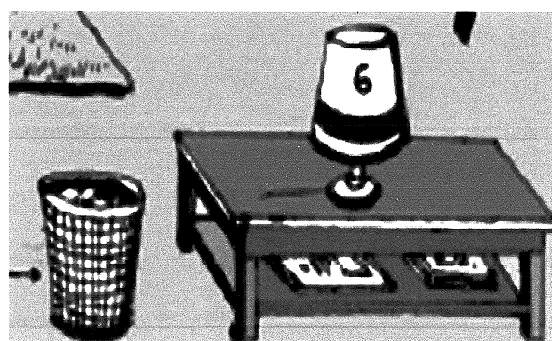
- a. buying a cloth
- b. choosing a tie
- c. choosing a scarf
- d. buying a scarf

48. Rio: How about your new driver?

Ery: A good one so far. He drives the car ... than the old driver.

- a. more carefully
- b. carefully
- c. less carefully
- d. most carefully

Look at the picture and answer questions 49 – 50.



Rina : Do you know where the rubbish bucket is?

Lushy: Yes, I know. The rubbish bucket is (49) ... the table. By the way, it is already evening and dark. Can you turn on the lamp, please?

Rina : With pleasure. Where is the lamp, Lush?

Lushy: The lamp is (50) ... the table.


49. a. on c. behind
b. under d. beside

50. a. at c. on
b. in d. above

APPENDIX F

(LEARNING MULTIMEDIA

SLIDES)



Learning English
For Grade X student of Vocational High School

WHAT ARE YOU DOING?

LOOK AT THAT SIGN!

1.5. Menapakan secara sistematis kegiatan yang sedang terjadi

WHAT ARE YOU DOING?

Material

Activity

WHAT ARE YOU DOING?

What will you learn?

Present Activities

Preposition

Exercise

Exit

WHAT ARE YOU DOING?

Material

Activity

WHAT ARE YOU DOING?

What will you learn?

Present Activities

Preposition

Exercise

Exit

I am fishing in the lake


WHAT ARE THE PEOPLE DOING?

Look at the pictures!


WHAT ARE THE PEOPLE DOING?

Material


Activity



They are reading a newspaper
[ri:dn]



He is riding a horse
[ra:dn]



She is sewing a cloth
[so:n]

WHAT ARE YOU DOING?

Material

Activity

WHAT ARE YOU DOING?

What will you learn?

Present Activities

Preposition

Exercise

Exit

WHAT ARE YOU DOING?

Material

Activity

WHAT ARE YOU DOING?


What will you learn?

Present Activities


Preposition

Exercise


Exit



She is ironing a shirt
[a:rn]



She is combing her hair
[kə:m]



They are choosing a tie
[tʃu:z]

PROBING: SHANTY
10th Year X Student of Vocational High School

WHAT ARE YOU DOING?

Material

Activity


What are you doing?

Present Activities

Preposition


Exercise

What are they doing?




click

What is the man doing?



click

What is she doing?



click

***Vocabulary list:**

- [rɪd] verb = membaca
- [raɪd] verb = mengendarai
- [ˈskɪŋ] verb = ski
- [ˈfʌzɪ] verb = menulis
- [ˈkær] verb = bermain
- [sɔʊ] verb = menjant
- [ˈpɑːn] verb = menyenika
- [ˈkɑːm] verb = menyisir
- [pleɪ] verb = bermain

Home

Exit

PROBING: ERIKA
10th Year X Student of Vocational High School

WHAT ARE THE PEOPLE DOING?

Material

Activity


What are you doing?

Present Activities

Preposition

Exercise

Describe the picture!



WHAT ARE THE PEOPLE DOING?

Erika is *lying* on the sand.

Home

Exit

PROBING: SHANTY
10th Year X Student of Vocational High School

WHAT ARE YOU DOING?

Material

Activity


What are you doing?

Present Activities

Preposition

Exercise

Describe the picture!



WHAT ARE THE PEOPLE DOING?

Shanty is *drinking* a cup of tea.

Home

Exit

PROBING: ERIKA
10th Year X Student of Vocational High School

WHAT ARE YOU DOING?

Material

Activity

What are you doing?

Present Activities

Preposition

Exercise

Describe the picture!



WHAT ARE THEY DOING?

That are sitting on the sofa.

What are they doing, John?

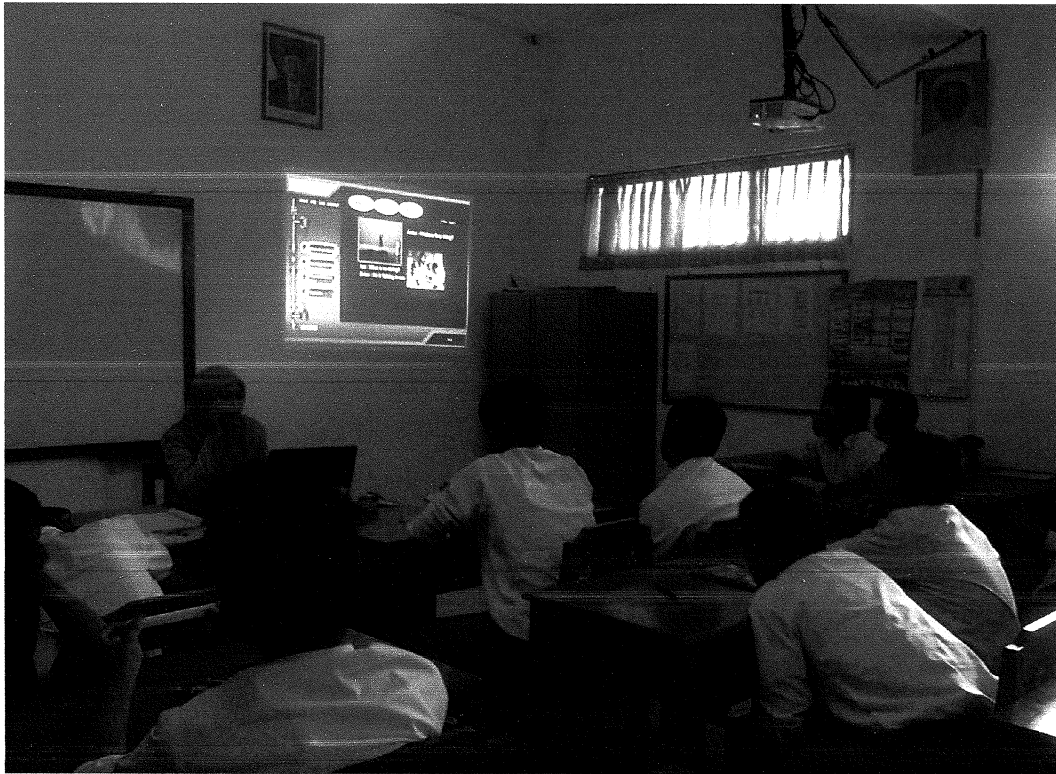
Left [lɒft] = Raise [reɪz] (mengangkat)

Home

Exit

APPENDIX G

(DOCUMENTATIONS)





APPENDIX H

(RESEARCH PERMIT)



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01

10 Jan 2011

15 Desember 2011

Nomor : 2437/H.34.12/PP/XII/2011
Lampiran : --
Hal : **Permohonan Izin Penelitian**

Kepada Yth.

Bupati KDH Tk. II Kabupaten Sleman
c.q. Ka. Bappeda Kabupaten Sleman
di Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survei/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

The Effect of using Macromedia Flash 8 on Vocabulary Mastery for Grade X Students of SMK Muhammadiyah 1 Moyudan in The Academic year of 2012/2013

Mahasiswa dimaksud adalah :

Nama : MAYU MILA LUTHFIANA
NIM : 07202244097
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Bulan Desember 2011

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,


Dr. Widyastuti Purbaeni, M.A.
NIP 19610524 199001 2 001



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA

SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814, 512243 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

Nomor : 070/8423/V/2011

Membaca Surat : Dekan Fak Bahasa dan Seni UNY

Nomor : 2437/H.34.12/PP/XI/2011

Tanggal Surat : 19 Desember 2011.

Perihal : IJIN PENELITIAN

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintahan Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) kepada :

Nama : MAYU MILA LUTHFIANA

NIP/NIM : 07202244097

Alamat : Karangmalang Yogyakarta

Judul : THE EFFECT OF USING MACROMEDIA FLASH 8 ON VOCABULARY MASTERY OF GRADE X STUDENTS OF SMK MUHAMMADYAH 1 MOYUDAN IN THE ACADEMIC YEAR OF 2012/2013

Lokasi : Kab Sleman

Waktu : 3 (tiga) bulan

Mulai tanggal : 20 Desember 2011 s/d 20 Maret 2012

Dengan ketentuan :

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan **softcopy** hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam **compact disk (CD)** dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang dengan mengajukan surat ini kembali sebelum berakhir waktunya;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di : Yogyakarta

Pada tanggal : 20 Desember 2011

An. Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

U.b

Kepala Biro Administrasi Pembangunan

Tembusan disampaikan kepada Yth.

1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);

2. Ka. Dinas Pendidikan Pemuda dan Olah Raga Provinsi DIY

3. Bupati Sleman, Cq. Bappeda

4. Dekan Fak Bahasa dan Seni UNY

5. Yang Bersangkutan



Ir. Jeko Wuryantoro. M.Si.

19580108 198603 1 011