THE EFFECT OF EXTENSIVE-READING ON VOCABULARY MASTERY OF THE TENTH GRADE STUDENTS OF SMA N 6 YOGYAKARTA IN THE ACADEMIC YEAR OF 2012-2013

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of the

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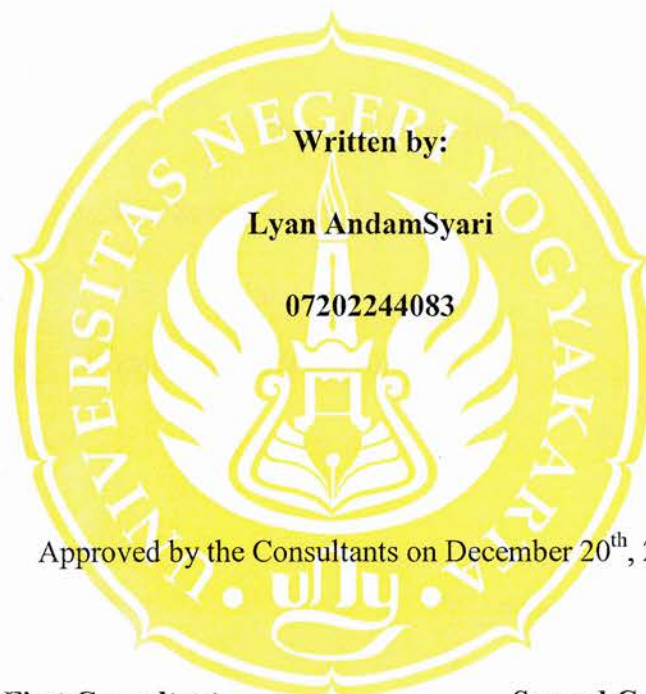
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The Effect of Using Extensive-Reading on Vocabulary Mastery of the Tenth Grade Students of SMA N 6 Yogyakarta in the Academic Year of 2012 – 2013

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PERNYATAAN

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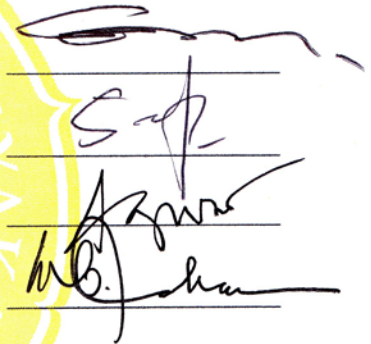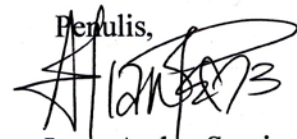Jenjang   : S1

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Menyatakan bahwa karya ilmiah ini adalah hasil karya saya sendiri dan sepanjang pengetahuan saya tidak berisi materi yang dipublikasikan atau ditulis oleh orang lain atau telah digunakan sebagai persyaratan pada penyelesaian studi di perguruan tinggi lain kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila terbukti pernyataan saya tidak benar, hal ini akan menjadi tanggung jawab saya sepenuhnya.

Yogyakarta,November 2012

Penulis,

Lyan AndamSyari

DEDICATIONS

I proudly dedicate this thesis to:

My Beloved Parents

(Samsir Alam and Lianawaty)

Thank you for everything, your love, caring, and support, I am nothing without you. I love you.

My Beloved Brother, Leo

Thank you for everything

My Beloved Grandmother, Easter Poa Amoy Nio

For an Everlasting love she gave to me till-

theend of her life

And

Everyone who supports me

Thank you very much

MOTTOS

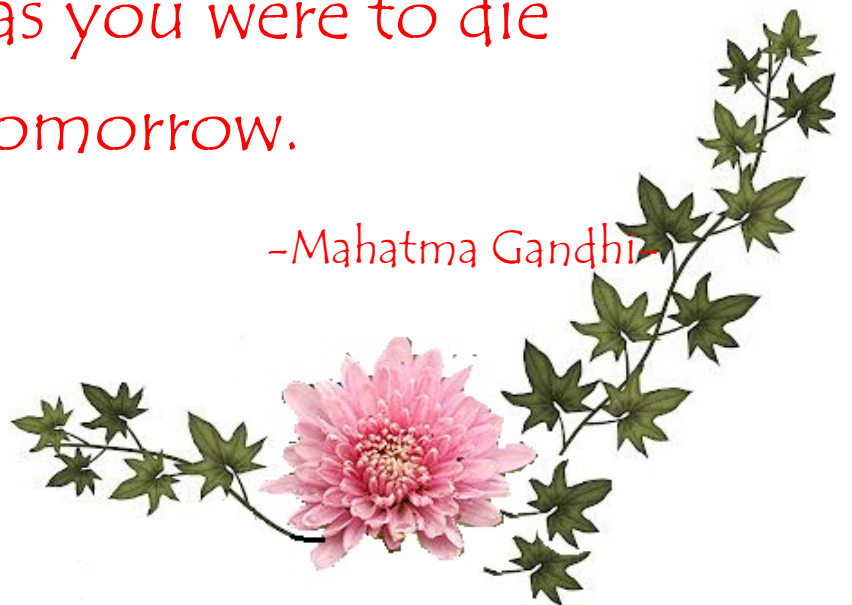*The way to get starting is to stop talking and start doing*

-Anonymous-

The word 'impossible' is not listed in my dictionary.

-Napoleon Bonaparte-

Learn as you were to live forever and Live as you were to die tomorrow.

-Mahatma Gandhi-

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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, November,2012
Researcher,

Lyan AndamSyari

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The Effect of Using Extensive-Reading on Vocabulary Mastery of the Tenth Grade Students of SMA N 6 Yogyakarta in the Academic Year of 2012 – 2013

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ABSTRACT

The objectives of this study are to describe the vocabulary mastery of the students taught using the Extensive-Reading technique, to describe the vocabulary mastery of the students taught without using the Extensive-Reading technique, and to find out whether there is a significant difference in the vocabulary mastery between the students taught using the ER technique and those who are taught without using it.

This study involves 65 students of Grade X of SMA N 6 Yogyakarta from two groups, Class X-8 (33 students) as the experimental group and Class X-2 (32 students) as the control group. The experimental group used the Extensive-Reading techniquein the teaching and learning process, while the control group was not taught by the technique. The data were obtained by the pre-test and the post-test in the form of multiple choice tests. The pre-test was given to both groups before the treatment was given and the post-test was given after the treatment. The data of the pre-test and the post-test of both groups were analyzed by descriptive and inferential statistics.

The results of the data analysis are as follows. First, the results of the control class show that the mean score of the pre-test is 66.88 and the mean score of the post-test is 74.31. It means that the students' scores improve 7.43 points. In addition, the standard deviation of the pre-test was 10.108, while the standard deviation of the post-test is 10.300.Students who haveaccomplished the school levels of minimum score in the level of 75 (80.18>75) improve from 21.9% to 62.5%. It can be concluded that there isan improvement in the students' scores after they are taught without ER technique. Second, the results of the experimental class showed that the mean score of the pre-test is65.27 and the mean score of the post-test is 80.8. It means that the students' score improves 15.53 points. In addition, the standard deviation of the pre-test is 9.615, while the standard deviation of the post-test is 9.967. Moreover, students who haveaccomplished the school levels of minimum score in the level of 75 (80.18>75) are improve from 18.2% to 78.8%. It means that there is a significant improvement in the students' scores after they were taught by ER technique. Third, the result of the t-test shows thatthere is a significant difference on the students' vocabulary mastery who are taught using ER technique and those who are not. The significance value of 0.023 is less than the significance level of 0.05 (0.023< 0.05) and the mean scores of the two groups show that the experimental class has higher mean score than the control class (i.e. 80.18>74.31). It means that the ER strategy significantly improves the students'vocabulary mastery in the teaching and learning process in SMA N 6Yogyakarta.

CHAPTER I
INTRODUCTION

A. Background of the Study

Words or so called vocabulary in English, are as important as grammar in the language component and should be mastered by students who learn a language. Napa (1991: 6) states that "word" itself is a sign or symbol of idea, it exists by the means of which people exchange their thought and no languages exist without words. Words grow more meaningful as they become a sentence and from sentences they will become meaningful as they become a paragraph which means, the more words someone learns, the more ideas they should have to communicate the ideas effectively. Moreover vocabulary is an important aspect in learning a foreign language, as in indonesia, vocabulary mastery is very important for the students who learn English as a foreign language. With improving sufficient vocabularies for the learners, they can apply all of the competences as well as in both oral and written forms. Kweldju (2004: 180) states 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 because without acquiring sufficient words to express their minds, a communication cannot happen in any meaningful ways which means sufficient vocabularies take an important role in learning English language to communicate with other people appropriately.

In the primary level, mastering vocabulary is the center of teaching language, in short,by mastering vocabulary well, the students are expected to be

able to use the language effectively and successfully including developing their language skills. It is supported by Karshen and Terrell (1983: 155) who mention that vocabulary is important for the acquisition process and as a base for communication support it. People acquire morphology and syntax because they understand the meaning of utterances. Acquisition depends on the input being comprehensible and comprehensibility, it is dependent directly on the ability to recognize the meaning of key elements in utterances.Therefore, acquisition will not take place without comprehension of vocabulary.

Vocabulary itself also cannot be separated from English teaching and learning process because to master the four language skills, vocabulary is considered as the basic skills.Richard and Renandya (2002: 255) said, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and hear.

There are four skills in mastering language; listening, speaking, reading and writing. In reading, mastering vocabulary will make it easier for the students to comprehend a text. In writing vocabulary will help the students to write down their ideas on something and to choose the suitable word to be applying in the sentence. The mastery of vocabulary also helps students to be able to exchange their ideas through speaking and to understand the speaker utterances. That is the reason why vocabulary cannot be separated from English teaching and learning process. In the primary level, building up vocabulary mastery is fatal for every student and for the English language teaching. In this level the students are expect to be able to use the language in academic situation and in the real word.

To be able to build up vocabulary mastery, students should be able to memorize all English vocabulary items they have been introduced to and learn to apply them to communicate effectively and practice their language skills. Thornbury (2002) stated that, in learning vocabulary, memorization is an important thing. Learner needs is not only to learn a lot about English words but also to remember them. But memorizing each word that just rarely used is not an easy thing. When they find a new word in every lesson, it will temporary stay in their brain (let's say, 1-2 days), because maybe they won't find that word anymore in other lesson, but if we repeatedly make the students meet those word they will automatically memorize those words. This is also supported by Cameron (2001:74) states, "Learns word is a cycle process of meeting new words and initial learning followed by meeting those words repeatedly each time extending knowledge of what the words mean and how are used in the foreign language".

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 (2005) states 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 in comprehending 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, similarity, and difference meaning of the words. They also have 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. In the instructional research on vocabulary, the National Reading Panel (NICHD, 2000) identified that lots of teaching-learning still did not assess the effective learning for the students. Lots of the teaching-learning processes only focus on teacher' material given to the students and does not focus on the student's need of the learning while the teachers are the guide of the teaching-learning process. Meanwhile, most of the students mostly acquire vocabulary when it is not explicitly or intentionally taught. It is mean that the material given is also gave a great influence to the students because most of them learn explicitely from the material given to them, but unfortunately, most the material given did not acquire the standard needs of the students, for example is the use of a handbook. Most of schools are actually still did not fulfill the students' needs of an effective material in each different states of learning, for example the difference between the high level school (RSBI) and the low level school in the villages. Most the students could not answer questions in the test because they do not know the meaning of the words. This would make the students uninterested doing their activities in the class, and this will affect their ability to acquire the language. That is why they need different material to teach, different method, and different technique. All students have their own needs to learn and to acquire vocabulary mastery.

Based on those problems, the researcher tries to find out an alternative solution to help the students acquire good vocabulary mastery. Extensive Reading

(ER) procedure expects students to read much from the long text to obtain new words with repetition. The teacher's role is to encourage and help the students with their reading by conference during class time and by checking and commenting on written summaries that students do of their reading. Oral and written summaries give students an opportunity to demonstrate their reading.

B. Identification of the Problem

To master a language, firstly the learner must be familiar with the vocabulary item they have. Mastering vocabulary helps the learners to be able to communicate in the language they learned. Some influential and manageable factors in vocabulary mastery is divided into two; 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.

In internal factor there are some factors that make learning vocabulary became difficult. Hiebert and Kamil (2005:70) identify 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 written, how the words 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, while in external factor, we must consider some things. First, the material used to teach the students should be appropriate to the students in certain levels. The needs of the material are different in each school. That is the reason why we cannot only pick the material up from the course book, because not all course books are appropriate for your students. For example, the needs of SMA' students in the city such as Jakarta are different from the needs of SMA' students in the rural area such as Mentawai.

The second factor is the teacher. Being a teacher does not mean that we lead in each part of the teaching-learning process. They should know when the right time to let the students learn by themselves or join their friends in a group. The teachers should only be a guide to encourage the students to learn and share their opinion.

Next are the students. The students should be the center of learning. They should give a chance to express their idea, to learn as they like with only some guidance from the teacher. This strategy will optimize the students' potential.

The last but not least, is the method and the technique. The method and the technique used to teach the students should be able to optimize the students' potential. A good technique and method will help the students to master vocabulary, by making them eager to learn to acquire the language taught. If the students find out that the teaching-learning process is interesting, it will affect

their motivation to stay focus and enjoy the learning, and it will be necessary to master vocabulary.

Extensive-Reading (ER) is one of the teaching techniques. It is specific subject from reading which letting the students to read their favorite books to improve their vocabulary. ER is expecting students to reading of large quantities of material or long text for global understanding with the intention of obtaining pleasure of the text. Further, because reading is individualized with students choosing the book they want to read, it give more profits to the students that they can explore of what they like. Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. To be able to use ER in the teaching teacher should provide the books in certain level of the student needs. It also should come with the conference of the book that they already read, and teacher role is give feed back to it.

C. Delimitation of the Problem

From the identification of the problem explained above, the researcher limits the research only on the use of Extensive-Reading to improve students' vocabulary. ER is chosen because it is rarely used in the teaching and learning process while ER could help the teacher to develop the students' vocabulary mastery. The other reason for the choosing ER is the technique more focusing to increase students vocabulary mastery.

In this research the researcher chooses SMA N 6 Yogyakarta as the place of research. The school is still using the conventional technique of the teaching and learning. The method and technique of teaching only focuses on the teachers.

What the students need is a space to develop, and the conventional technique which is focused on the teachers definitely does not give the students a space to develop. Mostly the conventional technique asks the students to read the text from student's books then the teachers gives task from books or students' work sheets. Those activities make the students only have a fewer attention in teaching-learning process because the teaching process is boring while in fact, motivating students to keep enjoying the teaching- learning process is also the teacher' job not only to guide the students in the teaching process. If the students find out that the teaching-learning process is interesting, it will affect their motivation to stay focus and enjoy the learning, which is necessary to mastering vocabulary.

Seeing those problems, the researcher tries to find out an alternative solution to help students in mastering vocabulary. So the researcher uses ER technique to solve it. ER technique seems to be a good alternative technique to help the students develop their vocabulary mastery.

D. Formulation of the Problem

Based on the delimitation of the problem above, the researcher formulates the problem as follows:

1. What is the vocabulary mastery of the students taught using Extensive-Reading?

2. What is the vocabulary mastery of the students taught without using Extensive-Reading?

3. Is there any significant difference in vocabulary masterybetween the students taught using Extensive-Reading and those taught wihout using it?

E. Objective of the Study

1. To describe the vocabulary mastery of the students taught using extensive-reading.

2. To describe the vocabulary mastery of the students taught without using extensive-reading.

3. To find out whether there is significant difference in students' vocabulary mastery between the students taught with extensive-reading and those taught without using it.

F. Significance of the Study

1. Scientific significance:

It is expected to become one reference to get information about the advantages of using ER in teaching and learning process and to give more insight into or find out new ideas in the building vocabulary mastery.

2. Practical significance:

a. For English teachers, the result can be an additional input for them as a new teaching' technique to improve the students' vocabulary mastery.

b. For the student, the result of the research will help them to improve their vocabulary mastery that is important in learning language and also to help them to apply their knowledge in classroom for real life purpose.

c. For other researchers who are interested to conduct a study with similar topic, the results of the research are hoped to be useful for providing information concerning the effect of using ER technique on vocabulary mastery.

CHAPTER II
LITERATURE REVIEW

A. Theoretical Description

1. Vocabulary

a. The Nature of Vocabulary

Words or so called vocabulary is one of the language components and no language exists without words. Words are signs or symbol for ideas. They are the means by which people exchange their thought. The more words one learns, the more ideas they should have so they can communicate the ideas affectively (Napa 1991:6). It means that language exists because of vocabulary. Words become a sentence. Sentences become a paragraph and paragraphs become a text. Those are the entire components to make a language as a communication way in which people sharing their ideas. Further theory, Karshen and Terrell (1983: 155) state, "Vocabulary is important for the acquisition process and as a base of communication. Acquisition process which depends on the input being comprehensible and comprehensibility is dependent directly on the ability to recognize the meaning of the key elements in the utterances. Therefore, acquisition will not take place without comprehension of vocabulary." It is the reason why is vocabulary important in the learning process.

Learning vocabulary also an ongoing process, that takes times and practices. Nakata (2006) acknowledges that vocabulary acquisition requires continual repetition in order for affective vocabulary learning. Vocabulary is also not something a student can spend time learning or memorizing like grammar and

be successful. Not only that, vocabulary is also more complex than it definition suggest. Thornbury (2002:3) mentioned that there are two divisions of words knowledge. 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.

Lehr, Osborn, and Hiebert (2005) define vocabulary into four stages. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and used in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, words knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Kamil and Hiebert (2005: 3) add that receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definition and connotations or have used them as we speak and write.

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 it productively.

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.

b. Vocabulary Acquisition

The question of mastering vocabulary is how we learn words. In acquiring vocabulary is not as easy as it looks. There are many different variables that affect second language vocabulary acquisition, such as L1, age, amount of exposure, motivation, and culture. Therefore, it is very difficult to formulate a theory of acquisition that can account for them all. Henricksen (1999) gives a description of the various aspects of incremental development in her discussion of vocabulary knowledge. She proposes three dimensions of knowledge, all of which can be acquired to various degrees. First is that for any lexical aspect, learners can have

knowledge ranging from zero to partial to precise. Second dimension is word-knowledge types: depth of knowledge which requires mastery of a number of lexical aspects. And the third dimension is receptive and productive mastery which brings up a longstanding lexical distinction which is students first learned receptively, and then develops to become known productively.

Schmitt (2000) suggests two ways to acquire vocabulary:

1) Explicit learning

   The explicit learning' attention focuses directly on the information to be learned, which gives the greatest chance for its acquisition. In this approach, the teacher focuses on identifying and explaining some aspects of vocabulary that will be given for the learning targets. This strategy also need long time learning, and it, would be too hard for the students to learn an adequately sized lexicon.

2) Incidental learning

   Incidental learning can occur when student is using language for communicative purposes. It also gives a double benefit for time expended. This strategy is slower and more gradual, lacking the focused attention of explicit learning. 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. Students may have to read a great deal of text or converse for quite some time to come across any particular word, especially if it is relatively infrequent.

Even though those two ways are different, but both of them are important for second language learners. While explicit learning is concluded of most frequent words in a language and technical vocabulary, the incidental learning is concluded infrequent words in general English.

In acquiring vocabulary, students also need to understand word meaning and grammatical and morphological knowledge.

a) Word Meaning

To be able to acquire word meaning is to be able to know a core meaning sense of a word. In second language acquisition, students first acquire the core meaning sense of a word before acquiring more figurative senses. They must be able to define the boundaries of word meaning even though they may have trouble initially setting the meaning boundary between two or more related words that are less common, such as *job, career,* and *vocation* which have a same meaning but in a different level of used.

b) Grammatical and Morphological Knowledge.

Grammatical and morphological knowledge define words as two types, independent words and dependent words. Acquiring grammatical and morphological knowledge will help students to understand words as in it complete form. It includes inflection such as suffix, prefix, affix and compounding.

c. Teaching Vocabulary

To teach vocabulary is not only by giving the students new words every day, but we should be able to teach an appropriate material and to choose a good teaching material. Schmitt (2000: 146-148) states that, there are two kinds of approaches applied in the vocabulary teaching and learning, those are:

1) Explicit Approach

   Explicit approach expects the teacher to give varieties 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. This is the way of explicit approach:

a) Build a large vocabulary

b) Provide a number of words contents

c) Facilitate the imaging of the use of the words

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. We must find a technique to increase the students' desire to learn the language knowledge by reading extensively, because reading extensively can improve the students' vocabulary.

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

1) The teacher should focus the learning process on vocabulary by asking 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' vocabulary ability in mastering vocabulary and estimate which vocabulary that should be learned by them.

2) Teacher must have many teaching varieties in the teaching vocabulary, so the teacher can apply an interesting method and 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 are the important activities that are used in the vocabulary teaching and learning process. Repeating and recycling expect the teacher to review the vocabularies that have been taught as often as possible in the learning activities.

4) Students should be able to organize and use the vocabulary they have. Here, the teachers only help as a guide. Organizing vocabulary will make them easier to learn. The teacher only explains how to organize the words clearly into some sentences until they produce the appropriate meanings.

5) Making vocabulary as learning personal. With Making vocabulary as learning personal 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.

d. Vocabulary Teaching in the School-Based Curriculum

In Curriculum 2006, the School-Based Curriculum that is arranged, developed and implemented by each school. The implementation of School-Based Curriculum in English teaching-learning process means the implementation of School-Based Curriculum principles into the English teaching and learning process. Even though vocabulary teaching is not listed and explicitly taught in this curriculum, but as a core unit of learning languages, vocabulary has been taught to the students since they are in the kindergarten. Based on Law number 20 year 2003 about National Education System in Indonesia, the School-Based Curriculum is arranged, developed and implemented by each school it is ready and able to develop (Mulyasa, 2006: 12)by the school. 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 competences (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' competence in using the language. 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.

e. The Characteristics of Effective Material for Vocabulary Teaching

Hiebert and Kamil (2005) state that there are 8 characteristics of effective material to improve students' vocabulary:

1) First, direct instruction of vocabulary items required for a specific text.

2) Second, repetition and multiple exposures to vocabulary items are important. Students should be given items that will be likely to appear in many contexts.

3) Third, learning in rich contexts should be valuable for vocabulary learning. Vocabulary words should be those that the learner will find useful in many contexts. When vocabulary items are derived from content learning materials, the learner will be better equipped to deal with specific reading matter in content areas.

4) Fourth, vocabulary tasks should be restructured as necessary. It is important to be certain that students fully understand what is asked of them in the context

of reading, rather than focusing only on the words to be learned. Restructuring seems to be most effective for low-achieving or at-risk students.

5) Five, vocabulary learning is effective when it entails active engagement in learning tasks.

6) Six, computer technology can be used effectively to help teach vocabulary.

7) Next, vocabulary can be acquired through incidental learning. Much of a student's vocabulary will have to be learned in the course of doing things other than explicit vocabulary learning. Repetition, richness of context, and motivation may also add to the efficacy of incidental learning of vocabulary.

8) The last is dependent on a single vocabulary instruction method will not result in optimal learning. A variety of methods was used effectively with emphasis on multimedia aspects of learning, richness of context in which words are to be learned, and the number of exposures to words that learners receive.

2. Reading

a. The Nature of Reading

Reading is one of four skills in English. From reading we also learn many things such as, morphology and syntax because in reading we are demanded to understand not only the meaning of the text but also knowing the comprehension, Johnston (1983:1) state that, "Reading is more than an interaction between reader and text". In many cases, the students need to make sense and understand the writer intention of writing the text. There are many perspectives about reading from some experts. Spratt, Pulverness, and Williams (2005:21) state that reading

is one of the four language skills: reading, writing, listening and speaking. It is a receptive skill, like listening. It involves responding to text, rather than producing it. They also add that reading involves making sense of text because the readers need to connect the message of the text to their knowledge of the world when they are read. The activity of read is done by the readers because they want to get information and knowledge from the text. In the process of getting information and knowledge, the readers try to connect what they read in form of written language to what they already knew about the text. They also should understand the language of the text at a word level, a sentence level and a whole-text level. In addition Burt, Peyton, and Adams (2003: 24) state that reading is a process of gathering visual information from the text and analyze that information through different system to get important and meaningful information. Such as, Clark and Silberstein (1997: 136-137) in Brown (2001) inform that readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it to an appropriate group of concept already stored in their memories. From the explanation above, it can be concluded that reading is one of the English skills. It refers to the receptive skills, but it is a complicated process. It can be seen when students read a text, at the same time they also have to know what the text tells about by taking the stimulus beyond its graphic representation that have already stored in their memories. Therefore, Spratt, Pulverness, and Williams (2005: 22) add some information about reading. They agree that reading is a complicated process. It involves understanding letters, words, and sentences; understanding the connection between sentences

(coherence) and the grammatical link between the sentence (cohesion); understanding different text types; making sense of the text through readers' knowledge of the world and using the appropriate reading sub skills. Reading may be a receptive skill, but it certainly is not a passive one.

The process of reading may be classified into three stages:

1) The first stage is 'the recognition stage'. At this stage the learner simply recognizes the graphic counterparts of the phonological items difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.

2) The second stage is the 'structuring stage.' The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.

3) The third stage is the 'interpretation stage'. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. This the stage in which a person really reads for information or for pleasure.

Additionally, Carroll (1994: 62) in Hudson (2007: 34) finds some significant findings. One of them is related to the reading process: the bottom up and top-down processing. The bottom-up approach dominates both first and second language research and theory. Assumption in traditional bottom up approaches can be captured according to him reading as the activity of reconstructing (overtly or covertly) a reasonable spoken message from a printed text, and making meaning responses to the reconstructed message that would

parallel those that would be made to the spoken message. In bottom-up processing, the readers process each letter as it is encountered. The readers recognized a multiplicity of linguistic signals and used their linguistic data-processing mechanism to force some sort of order on these signals. The derivation of meaning is the end process in which the language is translated from one symbolic representation to another. Based on some research findings, there is an alternative to the bottom-up approach; that is the top-down approach or the psycholinguistic approach to reading. The top-down processing emphasizes the reconstruction of meaning rather than the decoding of a form. Hudson (2007: 37) says that reading in top-down approach is an active process in which the reader brings to bear not only knowledge of the language, but also internal concepts of how language process is processed, past experimental background, and general conceptual background. In this model, efficient reading is not the result of close perception and identification of all textual features. The central process is the interaction between the readers and the text. Readers bring this interaction to their knowledge of the subject, knowledge of expectations about how language works motivation, interest, and attitudes toward the content of the text.

b. Reading Comprehension

Comprehension in reading is the most important aspect. It supported by Durkin (1993), "comprehension is drawing meaning from words; it is the 'essence of reading'". According to Snow (2002), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and

involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading.

Many researchers agree that increasing students' comprehension is needed in learning another language; mostly it is a priority in the elementary school and middle school in the second language acquisition. Since in Indonesia English is a foreign language, the comprehension learning mostly learned in the junior high.

Tankersley (2005) states four important factors that influence reading comprehension. First is, the command of the linguistic structure of the text is used to help the students to be able to comprehend the text better, it will also help the students to anticipate of what will come next in the text. Second is, adequate vocabulary, it makes students to be able to comprehend the meaning to know however it will fit into the context. Third is know their own ability or known as degree of metacognitive control of the text. Knowing their own level will help students to do self monitoring to reflect of their understanding of the text. The last is adequate domain knowledge. Background knowledge helps the students in their reading comprehension, which are the ability to connect and relate each sentences in the text. The different of background knowledge make differences in how well students understand the text.

To be able to comprehend the texts, Haynes and Zacarian (2010: 74) gave six reading comprehension strategies:

1) Visualizing what is happening in the story

By able to visualize the situation that happened in the story, it means that the students are understood about the story that they had read.

2) Activating background knowledge by making connections

Background knowledge helps students to connect their prior experience, or schema, to the learning material. In this stage there are three distinct types:

a) Text-to-Self Connections:

Text-to-self connection is a link that the students make between the text that they are reading and something that has happened in their own lives. This type of connection helps them to comprehend the text and to share their unique schemas with their classmates.

b) Text-to-Text Connections:

Text-to-text connections are links that students make between the text that they are reading and another book that they had read.

c) Text-to-World Connections:

Text-to-world connections are links that students make between the text that they are reading and something that has happened in the world. When students from other countries make connections with their homelands, they are more likely to learn.

3) Asking mental questions to self-check comprehension

Good readers are always asking themselves questions before, during, and after reading. As many questions they ask, it make their comprehension on the story is become cleaner.

4) Learning how to make inferences about what is read

Good readers draw inferences while they read, that is, they "read between the lines" as much of what authors convey is implied rather than directly stated.

Students need to learn strategies to infer the meaning by making connections
to prior the knowledge, visualizing, and predicting.

5) Determining the importance of information in a text

Good readers can distinguish between important and unimportant information
in nonfiction text. This ability is the key to understanding the content that
students must read. First, teachers should introduce the students to the content
of nonfiction text, such as by having them scan chapter titles, headings,
subheadings, picture captions, maps, glossaries, and indexes. The students
should receive much support before they even begin to read the text. They
need to understand that reading is not necessarily a front-to back task.

6) Synthesizing information that is learned.

Good readers know how to summarize important information and incorporate
it into their schema. As they read, they carry on an internal conversation,
asking themselves what they understand or don't understand, whether they
agree or disagree, and what they wonder.

c. Reading Technique

Reading is an active process which consists of recognition and comprehension
skill. Reading is also an important activity in life with which one can update his/her
knowledge and an important tool for academic success. Patel and Jain (2008) say that
the process of reading itself may be classified into three stages. The first stage is the
recognition stage. At this stage the learner simply recognizes, at instance, the spoken
words in its written form. The difficulty of this stage depends on the difference
between the script of the learner's L1 and English and between the spelling

conventions of two languages. The second stage is the structuring stage. Here, the learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units. The third stage is the interpretation stage. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the use of words, distinguishes between a statement of fact and a statement of opinion. In this stage a person really reads for information or for pleasure. To be able to fulfill of those three stages, here they state of four types of reading:

1) Intensive Reading.

   Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending of knowledge of vocabulary and idioms.

2) Extensive Reading

   Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the students to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

3) Reading Aloud

   Reading aloud mostly introduced in the middle school because it demand the students to read the text aloud to build students' basic pronunciation.

4) Silent Reading

Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.

Those four techniques are practically use in different situation depends on the students' need. This is how teacher should teach her students, not only randomly pick a technique to apply to the students. There are the seven reading comprehension strategies to assist reading techniques. First is activating or building background knowledge as a basic intention of the teaching. Having background knowledge will help the students to be able to connect the new information they have when they integrate and organize new meaning. Second, using sensory images, which is the easiest way because this stage use students' sensory experiences that are hardly to forget. Sensory images can increase students' enjoyment and memory their experiences, also help students to utilize their senses to support their comprehension when they deal with text. Third, after teacher engages students with the text, teacher should give questions before, during, and after reading process. In this technique stage the goal is to make students think more critically about their reading. Fourth is making prediction and inferences. In this stage, students need to use their background knowledge, sensory image and questions to make prediction and inferences. They have to learn how to connect the dots to draw the conclusion. Fifth, after the students make conclusion, next they have to be able to determine main ideas. The main

idea can be determined at the whole text, chapter, pages, passage, or sentences. It depends on the purpose of the reading. Next, is retracing their reading using fix-up options. Here the students should do self-monitoring in their reading to know what they have lost so they will learn how to be an independent reader. The last is Synthesizing; here students need to gather all the knowledge they have. They need to compose the main idea selected through the selection process, and then analyze the information they have before they filter all the information into their interpretation.

With applying this strategy in the reading technique, it will be easier for the teacher to support the students to be an independent reader. Students who master those all; comprehending text, combining information from sources, and passing the information through their own interpretation are proficient in reading.

d. Teaching Reading in Senior High School

In teaching reading, it is important for teachers to know the characteristic of the students, based on their age, levels of language proficiency, and their needs. Based on that characteristic, teacher should know the best way to assist the students. In learning activities, teacher should choose the activity based on deliberate and explicit instruction so it allows multiple opportunities for students to understand the lesson key. That is why teacher should know the best method to use in teaching reading. Harmer (1998) states that there are three elements needed to help the teaching reading effectively, those are:

1) Engaging the students to the teaching activity. Teacher should able to get students' interest so they will enjoy the learning activity and acquire the lesson better.

2) Making the learning activity success. Teacher needs to mix the wise blend between subconscious language acquisition and the kind of the study activities that they have chosen to make the learning success.

3) Activating the exercise that offer a chance for students to try out the real language use in the daily activity. It demands the activity and exercise to involve the students to use the language freely and communicatively.

These element need to be use in the teaching-learning sequences. Engaging the students to their reading may not be an easy task, they need to study the construction of the text, know the used of the tense, and able to process the knowledge they have to understanding the text, but applying these three element, will help the students to learn the language optimally.

Yet, the use of the three elements is still based on the School Based Curriculum as a reference to teach English. Here are the Standard Competencies and the Basic Competencies for X Grade students of Senior High School in the First Semester.

Table 1: **English Reading Competence of Senior High School Grade X of the First Semester.**

The Standard of Competence	The Basic Competence
Reading 5. Understand the meaning of short functional text and simplified essay in the form of recount, narrative and procedure texts in the context of daily life and to accessing the knowledge.	5.1 Responding the meaning of a formal and informal short functional texts (such as, announcement, advertisement, and invitation, etc.) accurately, fluently, and appropriately in the context of daily life and to accessing knowledge. 5.2 Responding to the meaning and to the rhetoric steps accurately, fluently, and appropriately in the context of daily life and to accessing knowledge in the form of recount, narrative and procedure texts.

e. **Extensive-Reading (ER) for Senior High**

An extensive-reading (ER) is a specific subject from reading.ER technique let the students to read their favorite books to improve their vocabulary. The material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. Susser and Robb (1990:3) say that, ER as a language teaching and learning procedure is allow the students to read of large quantities of material or long text for global understanding with the intention of obtaining pleasure of the text. Further, because reading is individualized with students choosing the book they want to read, it gives more profits to the students that they

can explore of what they like. From Mason and Krasen (1997) study, it shows that by reading many interesting texts, foreign language students can:

1) Learn new vocabulary and review old vocabulary
2) Improve their attitude toward reading and language learning
3) Improve their writing ability
4) And learn to read more fluently

Enjoyable is also a key part of ER. ER is much like the way people read for pleasure. Day and Bamford (1998) suggest that it is the best if the books use in ER is self-selected. There is no assumption that learners are reading the same book. It would be unusual and perhaps impossible. While any reading material can be used, graded readers with present stories with controlled vocabulary and at times, limited grammar and information flow are often used. But, interestingly, even listening and speaking are not the goal of the teaching and learning process ER seems to support these skills, possibly because of the increased learning of English vocabulary and discourse. Most of the current theories of language learning are to recognize the roles of language input and intake. ER provides these necessities.

The ER technique expects students to read much from the long text to obtain new words with repetition. The teacher role is to encourage and help the students with their reading by conferencing during class time and by checking and commenting on written summaries that students do on their reading. Oral and written summary give students an opportunity to demonstrate their reading. These are few characteristics of ER:

1) It helps learner to develop to active vocabulary.

2) Extensive reading is silent reading. In extensive reading the subject matter is emphasized.

3) In the extensive reading the learners play main role because they have to ask for measures.

4) In extensive reading the idea can be developed.

5) The aim of extensive reading is to enrich learners' knowledge.

6) Through extensive reading the good reading habit can be developed.

f. The Benefits of Extensive-Reading in Vocabulary Acquisition

Reading has been a conventionaltechnique in teaching foreign language in Indonesia. Just look around and we will find that many schools in this country still use this method to teach foreign language. To be able to read foreign language books means that we have knowledge of the language. Many non-educational learners also use this technique to acquire knowledge of the books, this is called incidental learning. In this learning, they are able to recognize the basic of the language, such as the word meaning and the used of tenses.

ER is one of four techniques in reading. Extensive reading is defined as a language teaching/learning procedure that allow the students to read large quantities of material or long texts for global or general understanding with the intention of obtaining pleasure from the text, because reading is individualized, with students choosing the books they want to read, the books are rarely discussed

in class. ER expects students to read much from the long text to obtain new words with repetition. The teacher role in this technique is to encourage and help the students with their reading by conference during class time, check their activity and give comment on written summaries that students do of their reading. Oral and written summary give students an opportunity to demonstrate their reading. ER specifically, teaches the learners of reading skills/strategies for understanding the elements of reading such as content, textual features, rhetorical elements, and cultural background. This will build their skills, emphasizes skills/strategies for text comprehension. Newmark, (1971) states that second languages learners need to accomplish two hours per week of texts 10-20 pages in length to be called successful in ER.

ER gives some benefits in learning vocabulary such as, helping learners to develop to active vocabulary, developing the idea of the text the students have been read, enriching learners' knowledge of vocabulary, and also developing good reading habit. Renandya and Jacobs state that, "if we would like to support our students in their learning journey as they work towards fluency we must look at the following benefits that come from implementing an extensive reading program." In order to be fluent, students must develop a strong base of vocabulary because it will allow them to become very familiar with particular words. Many fluent readers seem to read easier because they have highly developed of vocabulary which make them recognize immediately (automatically) of the words they found in reading activity, and this decreasing the possibility of any linguistic distractions. In order to provide students with this opportunity to strengthen and

grow their vocabulary acquisition, we must offer them appropriate level of reading material. However, this must be done with the understanding that students choose their own text. Extensive reading also allows students to expand their knowledge of general vocabulary. That is why fluent readers need a massive receptive vocabulary that is rapidly, accurately and automatically accessed. Here are the Techniques and activities in ER:

1) The teacher provides some books to choose by the students.

2) Teacher encourages the students to read the book they choose.

3) Teacher asks the students to make a list of unfamiliar word they find in the book and searching for it meaning.

4) Teacher asks the students to write the summaries or to orally tell the summaries the book they had read.

5) Ask the other students to review or give a feed back

g. The Teaching Vocabulary in SMA 6 Yogyakarta

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 teacher has 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 technique. 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 et all (2006:203) also explains some characteristics of the traditional or conventional teaching method:

the teacher dominates the teaching and learning process, the teaching process focus on memorization technique, and focus on the acquisition of the knowledge where the instruction become the main point of the language teaching-learning activity.

The conditions happened in the vocabulary teaching and learning process of grade X students at SMA 6 Yogyakarta. In the research, the teacher used conventional teaching thatfocused 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 any learning and teaching technique. The students were directed to work individually without given opportunities to work together with others. In the teaching and learning process, the teacher rarely brought up about vocabulary because the teaching focused in doing the LKS book.

In every meeting, the teacher only used a textbook and LKS as media for the students' activities. He 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 that supported the teaching-learning process to be effective. After that, the teacher reviewed the answer.

From the observation, it seems 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 teaching techniquesthat can support their learning process. So, most of them did not pay attention to the

teacher and found it difficult to understand and comprehend the learning materials. This situation could influence the students' achievement in vocabulary mastery.

B. Relevant Research Studies

ER is a new strategy in teaching and learning process. There are only some studies held in this label and the results of the research are presented as follows:

1) Day and Bamford stated in their research finding that extensive reading technique call for a large amount of reading which provides students with multiple opportunities to come across familiar words repeatedly. The more familiar the general and sight vocabulary, the easier and more automatic the reading process will become for our students. This is an important step in strengthening their reading skills that will lead them to become fluent readers.

2) A quasi-experimental research by Domenica (2010) in The Culver Academies in Northern Indiana, found that, comparing to the conventional technique, ER technique shows that there is statistically significant difference between the control group and the experimental group treat by ER technique. ER technique improved the students' comprehension level better than the conventional teaching of teaching language.

C. Conceptual Framework

In SMA N 6 Yogyakarta, the presently used material is text-based syllabus to teach the students, with providing the students with the current material from student' book 'Look ahead'. The teachers ask the students to read and give example only from a book and ask them to answer the questions included in the book after that. The less appropriate teaching material could make the students to lose their affection in the learning process that reflect in how they behave in the teaching and learning process. In their vocabulary itself, the students' actually still have a lack vocabulary which made most of them hardly write or utter their idea of something. They are hardly to engage with what they have learned to be able to build knowledge of the text.

Moreover, they underestimate reading when in the fact; the process of reading is more complex than that. The students have to combine their literary skills to help them comprehending the text. Second, because most of the vocabulary they found in the text is the same vocabulary they had learned and acquire. While the effective material and the ideal learning for the students in each level expect the students to read the text to get new information, learn, and acquire new vocabulary in each level.

Based on the fact the researcher found in SMA N 6 Yogyakarta, the researcher decides to use ER technique to improve the students' vocabulary mastery. ER technique is chosen because it can improve the students' vocabulary mastery and engage the students with their text. ER gives chance to the students to read their favorite books. Because reading is individualized with students

choosing the book they want to read, it gives more profits to the students that they can explore what they like. ER fulfills the most important point of acquiring good vocabulary mastery, it is about the students that should be given new vocabulary that will be likely to appear in many contexts repeatedly (which called repetition), and multiple exposures to vocabulary items which are important for them. Repetition allows students to be forced to read all words consisting in the text and forced to know the meaning of each word repeatedly until they remember it without the help of dictionary. Multiple exposures to vocabulary items help the students to combine their literary skills and to help them comprehending the text. ER also provides rich context of learning. It will help learners to be better equipped to deal with specific reading matter in content areas.

ER is not too different from the presently-used material but in ER learners are less guided by the teacher to reach the better vocabulary mastery. Moreover ER can build their interest in reading; the strategy lets the students to choose their own books types to read, for example; adventure story, love story, mystery, or other kinds of stories. The next step is remembering all new words they meet and combining the information to understand each sentence and paragraph.

ER technique is developed in order to improve students' vocabulary mastery. By using the strategy, the researcher believes that it can help the teacher in improving students' vocabulary and new strategy of teaching.

D. Hypothesis

There are significant differences in students' vocabulary mastery between the students taught using ER technique and those taught without it.

CHAPTER III

RESEARCH METHOD

The previous chapter presents the theoretical review, relevant research studies, framework of the study, and the hypothesis. In reference to the previous chapter, the researcher presents a research method to determine the procedure and the result of the study. The method is presented as follows.

A.   Research Design

This study can be classified as quasi-experimental in nature. It refers to quasi-experimental situations as 'compromise designs'. It is known as the *pre-test post-test control group design. T*he subjects are placed into two groups, the experimental and the control group. The experimental group received a 'treatment', while the control group did not. Both groups received a pre-test on whatever instrument is used to assess the effect of the experiment (e.g. a test) before the treatment is given, and a post-test, after the treatment has been given. The design of the research is visualized in Table 2.

Table 2: **Design of the Research**

	Pre-test	**Treatment**	**Post-test**
Experimental group	O1	X1	O2
Control group	O1	X2	O2

Where:

O1: pre test   X1: extensive reading (treatment)

O2: post test   X2: traditional method (textbook/ *lembar kerja siswa*)

B. The Subject of the Study

The population of the study was the X grade students of SMA N 6 Yogyakarta in the academic year of 2012/2013. There were eight classes of the X grade in the school and the researcher selected two of them as the sample of the research, one as the experimental group and the rest as the control group. In this research, a cluster random sampling was applied. Singh (2006) says that it can be done with a 'lottery method' as follows:

1. Writing each class name on a separate slip of paper

2. Putting the three slips of paper into a container

3. Shaking the container

4. Taking one slip from the container as the experimental group and one slip as the control group

The cluster random sampling result is Class X-8 as the experimental group and the Class X-2 as the control group. The distribution of the sample is presented in Table 3.

Table 3:**The Distribution of Sample**

No.	Class	Quantity
1.	X-2 (control class)	32
2.	X-8 (experimental class)	33
TOTAL		**65**

C.   Instruments of the Research

1. Research Instruments

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 high school of grade X in the first 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.

2. The 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 of the instrument is the extent from which inferences are made from the assessment results that are appropriate, meaningful, and useful in terms of purpose of the assessment. The validity criteria used in this research are; content validity, construct validity, and item characteristic.

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 first 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 SMA 6 Yogyakarta in the first semester. The curriculum that is used in this study was explained as in the following table.

Table 4: **English Reading Competence of Senior High School Grade X of the First Semester.**

The Standard of Competence	The Basic Competence
Reading 5. Understand the meaning of short functional text and simplified essay in the form ofrecount, narrative and procedure texts in the context of daily life and to accessing the knowledge.	5.1 Responding the meaning of a formal and informal short functional texts (such as, announcement, advertisement, and invitation, etc.) accurately, fluently, and appropriately in the context of daily life and to accessing knowledge.

	5.2 Responding to the meaning and to the rhetoric steps accurately, fluently, and appropriately in the context of daily life and to accessing knowledge in the form ofrecount, narrative and procedure texts.

b. Construct Validity

Construct validity is used to examine whether the test has a consistent representation with theories underlying the presented material or not. Here is the description of the test items before and after try-out was explained in the following table.

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

The Definition of Vocabulary	Vocabulary Aspect	Item Number	Total Item
1 Vocabulary as the basic knowledge to apply in the writing good sentence. 2 Vocabulary as the basic knowledge to understanding reading comprehension.	Verb	9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	12
	Noun	36, 37, 38,39, 40, 41, 42,	7
	Adjective	1, 2, 3, 4, 5, 6, 7, 8	8
	Adverb	43, 44, 45, 46, 47, 48, 49, 50	8
	Synonym	21, 22, 23, 24, 25, 26, 27, 28, 29, 30	10
	Antonym	31, 32, 33, 34, 35	5
		Total	50

b. 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 is presented in the table below.

Table 6: **The Criteria 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	Bad
	0.21 – 0.40	Adequate
	0.41 – 0.70	Good
	0.71 – 1.00	Very good
Proportion endorsing	> 0.05	Good function

(Suharsimi Arikunto, 2008:184)

3. The 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. To get the reliability of the vocabulary test, the researcher used SPSS 16.00 for Windows using Iteman Formula. First, the researcher did the tryout to the sample class outside the experimental and control class. Then, after the test was given and the data are collected the researcher calculated the reliability using iteman. The reliability of the vocabulary test was known by its reliability coefficient. Because the value of the reliability coefficients is laid between *0.800 - 1.000*, it can be say that the test has the *veryhigh* 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

4. 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 July 19, 2012 at the different time.

First, the researcher came to the experimental class at 10.15 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 75 minutes. Then, the 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 12.20 a.m. in 75 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 (X-8), the researcher gave the treatment with ER on the students' vocabulary mastery. The experiment started on July 23, 2012 and ended on August 9, 2012. In every meeting, she taught during 75 minutes in twice a week on Monday and Thursday. Here, the researcher as the teacher who gave the treatment to the class during the teaching and learning process. In the experimental class, the teacher used ER to engage the students to their reading. The teacher started the teaching and learning process by greeting the students, checking the students' attendance, and. After that, she gave some questions related to the topic that would be discussed. In the first and second meetings, she taught them with the basic, grammar focuses on past tense, narrative, and introduction to ER. In the second meeting the teacher reviewed about narrative text and presented to the students the material for ER technique. She stimulated

the students to master vocabularyitems by representing to the students many new words repeatedly. Along with reading the novel they choose, the teacher gave an instruction to make a list of difficult words they meet in the novels, and after they finish the reading the teacher gave assignment to them to write the review of their reading. In the third meeting, the teacher asked them to discuss their work with their friends to get feedback and after that two or three students are asked to present their work orally. This method is repeated with new Novels in the three last meeting.

Based on the observation of the teaching and learning process in the experimental class, the students' motivation has increased. By applying ER as the technique 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. The teacher also gave some group activities that involved the students in the learning process to get feedback from students to students. 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 more increased. The students who generally made a noise in the class looked more active in taking part in the learning process when the teacher applied ER technique because they don't want to leave behind by their friends.

In the experimental class, the teacher involved all of the students to participate in the learning process. The use of ER is as an attractive technique to improve 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. She should able to manage the class condition effectively, as the government gave fifteen percent of the chairs to poor students, it made the researcher has to give some more explanation and instructions to these students because most of these poor students have lower knowledge than the rest of the class. They rarely understood of what the teacher instructed to them while the rest of the class is already know the instruction. However, the atmosphere in the class was more active when the teacher used ER as the technique in the teaching and learning process to present the learning materials, and also more concentrated to comprehend the materials which were presented. In every meeting, the teacher gave many kinds of activities to manage the condition of the class. The teacher roles just gave guidance in the beginning of the lesson and 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 (X-2) on July 19, 2012 and ended on August 30, 2012. In every meeting, the teacher taught for 75 minutes in twice a week, on Monday and Thursday too. Here, the English teacher used the conventional teaching without using ER. She taught the students by 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. She gave some activities from the textbook, for example, she gave a text from *Lembar Kerja Siswa* (LKS) 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 keep talking to each other and they also did not do the activities that the teacher gave but they just imitated their friends' answer or the worst they mostly do the next lessons' home-work, in this case is math. Sometimes, they even did not do the home assignment that the teacher gave in home, like they do math' home-work in English lesson, they do English' home-work in the rest time between 6 and 7 lesson. Only some of them had higher motivation in joining the teaching-learning process.

In the learning process, the students looked bored because they just sat and listened to the teacher's explanations. Most of them did not have an interest and attention to the English learning process that influenced their vocabulary mastery. It shows on the exercise given by the teacher. Most of them found some difficulties to identify the meaning of the words and understand the learning materials. That is why they judged that English lesson is difficult for them.

Besides, the teacher found it difficult to manage the class. He has to speak aloud to give instruction in order to make the students pay 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 hardly made them do some exercises to know what vocabulary items 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 both experimental and control classes were given the same post-test on August 30, 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.

Table 8: **The Research Schedule**

No	Date	Activities	Time Allocation	Material
1.	July 16, 2012	Try-out	07.00-8.30	Vocabulary test
2.	July 19, 2012	Pre-test of Experimental Class	10.05-11.20	Vocabulary test
		Pre-test of Control Class	11.35-12.50	Vocabulary test
3.		1st meeting of Experimental Class	07.00-08.15	Past tense and narrative text, and introduction to ER (students

	July23, 2012			choosing their favorite books that presented by the teacher)
		1st meeting of Control Class	08.15-09.30	Past tense and narrative text
4.	July 26, 2012	2nd meeting of Experimental Class	10.05-11.20	Students review their Novels and the make a list of difficult words they find.
		2nd meeting of Control Class	11.35-12.50	Review of Narrative text and the example of it in LKS
5.	July 30, 2012	3rd meeting of Experimental Class	07.00-08.15	Peer feedback (The students book review is discussed student to student) and teacher feedback (Oral speaking of the review by the students. Here the teacher give feedback in the book review and all difficult words the students find)
		3rd meeting of Control Class	08.15-09.30	Reviewing of narrative text and discussing students home work
6.	August 2,2012	4th meeting of Experimental Class	10.05-11.20	Descriptive text and the example of it. Teacher give new books to the students to read
		4th meeting of	11.35-12.50	Descriptive text and the example

		Control Class		of it from LKS
7.	August 6,2012	5th meeting of Experimental Class	07.00-08.15	Students discussing the descriptive text they found in the books and review of the books
		5th meeting of Control Class	08.15-09.30	Review of descriptive text and students describing about things they like
8.	August 9, 2012	6th meeting of Experimental Class	10.05-11.20	Teacher feedback (Oral speaking of the review and describing things by the students. Here the teacher give feedback in the book review and all difficult words the students find)
		6th meeting of Control Class	11.35-12.50	Oral speaking of the students work of describing things
	August 30, 2012	Post-Test of Experimental Class	07.00-08.15	Vocabulary Test
		Post-Test of Control Class	08.15-09.30	Vocabulary Test

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. The Validity of the Instrument

Gronlund in Brown (2004:22) states that validity of the instrument is the extent from which inferences are made from the assessment results that are appropriate, meaningful, and useful in terms of purpose of the assessment. The validity criteria used in this research are; content validity, construct validity, and item characteristic.

Content validity was measured to know whether the topics that used in the pre- and post- test were appropriate or not to the first semester which based in the curriculum. This was explained in Table 4 that can be seen in the appendix. While the construct of the instrument can be seen in Table 5 in the appendix and the results of item characteristic of the data analysis is presented in the appendix.

B. Data Description

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

1. Pre-test

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 technique 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 D. The results of those tests were described below.

a. The Pre-test Scores of the Control Class

In this part, the pre-test scores of the control class is described based on the score criteria. There were four categories of the scores such as very high, high, average, poor, and very poor.

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 is presented in the following table.

Table 9: **Frequency Distribution of the Pre-test Scores in the Control Class**

Score Class	Number of Students	Percentage %	Category
75.0– 100	7	21.9	Very high
58.3 – 74.9	17	53.1	High
41.7 – 58.2	8	25.0	Average
25.0 – 41.6	0	0	Poor
0 – 24.9	0	0	Very poor
Total	32	100	-

Table 9 shows that seven respondents (21.9%)were classified into very high category. Seventeen respondents (53.1%) were categorized into high category, eightrespondents (25.0%) were categorized into poor category, and no respondents were categorized into poor and very poor categories. It could be concluded that the most frequency of the students' pre-test scores in the control class was in the high category so it means that most of the students' capabilities of the control class is high.

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 44, and the maximum score was 84. Moreover, the mean was 66.88, and the standard

deviation was 10.101. The results of the data analysis were presented in the table below.

Table 10: **Descriptive Analysis of the Control Class in the Pre-test**

N	Mean	SD	Minimum	Maximum
32	66.88	10.101	44	84

Based on the table, the mean of the pre-test scores of the control class is 66.88. According to the table of frequency distribution, the students' vocabulary mastery is in the high category because it lied among 64-74. So, it is concluded that the mean of the pre-test scores of the control class could be classified into high 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 are also four categories to classify the scores such as very high, high, average, poor, and very poor.

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 is presented in the following table.

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

Score Class	Number of Students	Percentage %	Category
75.0– 100	6	18.2	Very high
58.3 – 74.9	17	51.5	High
41.7 – 58.2	10	30.3	Average
25.0 – 41.6	0	0	Poor
0 – 24.9	0	0	Very poor
Total	33	100	-

Table 11 shows that no respondent was classified into very high category. Six respondents (18.2%) were categorized into very high category, seventeen respondents (51.5%) were categorized into high category, and ten respondent (30.3%) were categorized into average category, and no respondents were categorized into poor and very poor categories.

From the table above, it could be concluded that the most frequency of the students' pre-test scores in the experimental class is in high category so it means that most of the students' capabilities of the experimental class tended to be classified into high 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 is46, and the maximum score is 84. Moreover, the mean is 65.27, and the standard deviation is 9.615. The results of the data analysis are presented in the table below.

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

N	Mean	SD	Minimum	Maximum
33	65.27	9.615	46	84

Based on the table, the mean of the pre-test scores of the experimental class is 65.27. According to the table of frequency distribution, the students' vocabulary mastery is in the high category because it lied among 64 – 74. So, it is concluded that the mean of the pre-test scores of the experimental is classified into high category.

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

The following table 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 13 displays the statistical data that showed the comparison between the pre-test scores on vocabulary mastery of the control and experimental classes.

Table 13: **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	32	66.88	10.101
Pre-Test Scores on Vocabulary Mastery of the Experimental Class	33	65.27	9.615

N   = the total of the students

M   = the mean

SD = standard deviation

The comparison of the pre-test scores shows that the standard deviation of the control class is 10.101 while the experimental class is 9.615. The mean of the

control class which consisted of 32 students is66.88 while the mean of the experimental class which consisted of 33 students is65.27. It means that the mean of the experimental class is little bit lower than the mean of the control class but the most frequency of the students' pre-test scores in the control class is in the same category as the experimental class. The students' capability of the both classes tended to be classified in high category.

2. Post-test

a. The Post-test Scores of the Control Class

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

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 are presented in the following table.

Table 14: **Frequency Distribution of the Post-test Scores in the Control Class**

Score Class	Number of Students	Percentage %	Category
75.0– 100	20	62.5	Very high
58.3 – 74.9	7	21.9	High
41.7 – 58.2	5	15.6	Average
25.0 – 41.6	0	0	Poor
0 – 24.9	0	0	Very poor
Total	32	100	-

Table 14 shows that twenty respondents (62.5%) were categorized into very high category, seven respondents (21.9%) were categorized into high category, five respondents (15.6%) were categorized into average category, and

no respondents were categorized into poor and very poor categories. Based on the most frequency of the students' post-test scores above, it means that most of the students' capabilities in the control class in the post-test tended to be classified into very high category.

The result of the calculation with using SPSS 16.00 computer program showed that the mean of the control class in the post-test is 74.31, meanwhile the SD is 10.30. The maximum score in the test is 90 and the minimum score is 50. They are presented on the table below.

Table 15: **Descriptive Analysis of the Control Class in the Post-test**

N	Mean	SD	Minimum	Maximum
32	74.31	10.30	50	90

Based on the table above, the mean of the post-test scores in the control class is 74.31. According to the table 14, the students' vocabulary mastery is in the very high category because it lied among 76-86. So, it is concluded that the mean of the post-test of the control class is classified into very high 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 (65.27) to the mean of post-test (74.31).

b. The Post-test Scores of the Experimental Class

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

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 is presented in the following table.

Table 16: **Frequency Distribution of the Post-test Scores in the Experimental Class**

Score Class	Number of Students	Percentage %	Category
75.0– 100	26	78.8	Very high
58.3 – 74.9	6	18.2	High
41.7 – 58.2	1	3.0	Average
25.0 – 41.6	0	0	Poor
0 – 24.9	0	0	Very poor
Total	33	100	-

Table 16 shows that twenty-six respondents (78.8%) were classified into very high category, six respondents (18.2%) were categorized into high category, onerespondent (3.0%) were categorized into average category, and no respondents were categorized into poor and very poor categories. Based on the most frequency of the students' post-test scores above, it is concluded that most of the students' capability of the experimental class after the treatment tended to be classified into very high category.

The result of the calculation using SPSS 16.00 for Windows computer program shows that the mean of the experimental class in the post-test is 80.18, meanwhile the SD is 9.96. The maximum score in the test is 96 and the minimum score is 50. They were presents in the table below.

Table 17: **Descriptive Analysis of the Experimental Class in the Post-test**

N	Mean	SD	Minimum	Maximum

33	80.18	9.96	50	96

Based on the table above, the mean of the post-test scores in the experimental class is 80.18. The students' vocabulary mastery is in the high category because it lied among 76-86. So, it is concluded that the mean of the post-test scores of the experimental class is classified into high category. There is an improvement score of the students' vocabulary mastery in the experimental class from the mean of pre-test (65.27) to the mean of post-test (80.18). The score categorization also increased from high to very 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 18 displays the statistical data that showed the comparison between the post-test scores on vocabulary mastery of the control and experimental classes.

Table 18: **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	32	74.31	10.3
Post-Test Scores on Vocabulary Mastery of the Experimental Class	33	80.18	9.96

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 is 74.31 while the mean of the experimental class is 80.18. It means that the mean of the experimental class after the treatment given is higher than the mean of the control class. Meanwhile, the standard deviation of the control class is 10.3 while the experimental class is 9.96. It was concluded the students of the experimental class who were taught with ER technique 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 meanof the post-test in the experimental class was higher than that of the post-test in the control class. Even though the post-test scores of the experimental class were classified into high category but the number of the students who are categorized to higher category is more than in control class. It means 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.

C. Inferential Analysis

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

1. Pre-Testing Analysis

Before the hypothesis testing was applied, 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 follow.

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 below 0.05, the data are considered deviate from normal. 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 19: **The Result of the Normality Test of the Students' Vocabulary Mastery**

Test	Class	KS-Z	*P*	α	Statement
Pre-test	Control Class	0.958	0.318	0.05	Normal
	Experimental Class	0.526	0.945	0.05	Normal
Post-test	Control Class	1.075	0.198	0.05	Normal
	Experimental Class	1.156	0.138	0.05	Normal

KS-Z = Kolmogorov-Sminorv Z

p = probability

α   = the significant level of 0.05

Table 19 shows that the p value of the pre-test data for the control and experimental classes are greater than α (0.05), i.e., 0.318>0.05 and 0.945>0.05. It means 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., 0.198>0.05 and 0.138>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 is concluded that all of the data of the students' vocabulary mastery had normal distribution which means that the distribution of scores in both class are equivalent.

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_o = 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_o is accepted. The results of the homogeneity test were presented in Table 20. The complete computation was enclosed in Appendix.

Table 20: **The Result of the Homogeneity Test in the Pre- and Post-Tests**

	Levene Statistic	df1	df2	Sig.	Interpretation
Pre-test	0.031	1	63	.860	Homogeneous
Post-test	0.348	1	63	.557	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 are greater than the significant level of 0.05, i.e. *p* value (0.860) > (0.05) for the pre-test and *p* value (0.557) > (0.05) for the post-test. So, Ho is accepted and Ha is rejected. It means that the sample variance in the pre- and post-tests were homogeneous; the research is successfully improves students' vocabulary mastery.

2. Hypothesis Testing

The t-test formula was applied 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_o) 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 (Ho): The students who are taught using ER technique in their vocabulary class have no significant difference in vocabulary mastery with the students who are not.

b. Alternative Hypothesis (Ha): The students who are taught using ER technique in their vocabulary class have significant difference in vocabulary mastery with the students who are not.

Theoretically, the hypothesis was accepted if the *p* value is lower than 0.05. Table 21presents the result of the hypothesis testing.

Table 21: **Test of Hypothesis**

Test	**Class**	**M**	**t_o**	**t_t**	**Sig.(2-tailed)**	**Statement**
Post-test	Control Class	74.31	2.335	2.000	0.023	Significant
	Experimental Class	80.18				

M   = Mean

t_o = t value observed

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

Sig.(2-tailed) = probability value

From Table 21, it shows that the mean of the post-test in the control and experimental classes are different. In the post-test, the mean of the experimental

class is higher than the mean of the control class, (80.18>74.31). Besides, the value of the t- obtained (t_o) is higher than the value of t- table (t_t) and the probability value is lower than 0.05. Based on the result of computation, it is found that the value of t_o (2.335) is higher than that of t_t,(2.000). The Sign (2-tailed) or the probability value is 0.023. There is a significant effect of vocabulary mastery in the post-test. The value of Sig. (2-tailed) is lower than 0.05 (0.023< 0.05), then H_a is accepted and H_o is rejected.

It means that the use of ER technique has showed a significant difference on the students' vocabulary mastery which could be seen from the result of the post-test. It is concluded that the use of ER technique 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 usingER technique and those who were taught using conventional teaching" is accepted.

D. Interpretation

In this part, the interpretation of the findings is presented. The interpretation was concerned with the descriptive and inferential interpretations. 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 ER technique was only given to the experimental class.

Therefore, the effect of using ER technique on the students' vocabulary mastery was identified through the result of T-test.

Based on the descriptive analysis, it is found that the mean of the post-test of the both classes are higher than the scores of the pre-test. It means that both classes had an improvement in the mean on the students' vocabulary mastery. The improvement of the mean in the control class is (7.43). Meanwhile, the improvement of the mean in the experimental class is (14.91). It could be seen that the improvement of the mean in the experimental class is higher than that of the control class.

The improvement of the mean of the vocabulary tests of the control and experimental classes is presented in Table 22.

Table 22: **The Improvement of the Mean of Vocabulary Tests of the Control and Experimental Classes**

Variable		Mean	The improvement
Control Class	Pre-test	66.88	7.43
	Post-test	74.31	
Experimental Class	Pre-test	65.27	14.91
	Post-test	80.18	

Based on the result that shows in the table 22, it indicated that the students' capabilities on vocabulary mastery, in the control and experimental classes, before the treatment given tended to be the equal or the same. But, after the researcher calculated the initial capability of the students using T-sample test the result showed that the p value of control class was greater than 0.05 i.e. (0.138) > (0.05). Besides, it could be seen from the score categorization of the pre-test scores in the both classes. It indicated that the most frequent scores of the

students' pre-test scores in the both classes are classified into high category. Then, in the post test that held after the control and experimental classes were given a different treatment, the improvement of the mean in the experimental class who was taught using ER techniqueis higher than the control class who was taught using conventional teaching.

Based on the inferential analysis result that shows in appendix it indicated that all of the data were in the normal distribution and homogeneous. It could be seen from the result of the normality test of the both classes. The probability value of the pre-test data of the control and the experimental group was higher than 0.05, i.e., 0.318>0.05 and 0.945>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 are also higher than 0.05, i.e., 0.198>0.05 and 0.138>0.05. So, the post-test data of the both classes were also normal. It is concluded that all of the data had normal distribution, so it can be concluded that there are differences in scores between students taught by ER technique and students taught with conventional teaching. The result of the homogeneity testing also indicated that the p value is greater than the significant level of 0.05 for the both pre- and post-tests. So, it is 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 is higher than the t value at the significance level of 5% i.e.,2.335>2.000. The p value (Sig.) is lower than 0.05, i.e., 0.023< 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 SMA 6 Yogyakartawho are taught using ER technique and those who are taught using conventional teaching" was accepted.

E. Discussion

The findings of the research proved that there is a significant difference between the vocabulary mastery of the students who were taught using ER technique and those who were taught using conventional teaching.

To be able to master a foreign language, people should have knowledge of the language itself. Many non-educational learners also learn languages just form reading books to acquire knowledge of the books, this is called incidental learning. In this learning, the students are able to recognize the basic of the language, such as the word meaning and how they use the tenses. That is why ER technique becomes one of good teaching techniques to be applied in the teaching-learning process in indonesia. ER expects students to read much from the long text to obtain new words with repetition.

It is supported by Susser and Robb (1990:3) who mention that, ER is reading of a large quantities of material or long text for global understanding with the intention of obtaining pleasure of the text. Further, because reading is individualized with students choosing the book they want to read, it gives more profits to the students that they can explore of what they like. From the experiment the researcher held, it indicated that the students' capabilities on vocabulary mastery, in the control and experimental classes, before the treatment

given tended to be the equal or the same. But, after the researcher calculated the initial capability of the students using T-sample test the result showed that the *p* value of control class is greater than 0.05 i.e. (0.138) > (0.05). Besides, it could be seen from the score categorization of the pre-test scores in the both classes. Then, in the post test that held after the control and experimental classes were given a different treatment, the improvement of the mean in the experimental class who was taught using ER techniqueis higher than the control class who was taught using conventional teaching.

From the explanation above, it is concluded that the use of ER technique on the vocabulary teaching is appropriate to be applied as a technique in teaching vocabulary. The students looked more interested to comprehend the learning materials, discussed them and mastered the meaning of the words more easily, and it also increased the students' motivation in vocabulary learning and improved their ability in the reading subject.

After the treatment, the students' vocabulary mastery of the experimental class who were treated with ER technique was increased more than the students in the control class. In the experimental class, the teacher stimulated the students to master sufficient vocabularies by presenting the material (novels) related to the vocabularies. So, they could identify some new words and the meanings and force to remember them. By applying ER technique as the media in the teaching and learning process, it is stimulated the students' motivation. They looked more active in the group participation and some activities that the teacher gave. Besides, the students who previously always made noises in the class now looked more

interested in joining the learning process. Most of them involved in the activities that the teacher gave. The researcher could also manage and monitor the students' participation in the class easily.

Meanwhile, the conventional teaching technique that was applied in the control class improved the students' vocabulary fewer than in experimental class. The teacher only used textbook as media in the teaching and learning process, explained the material from it. The students just sat and listened to the teacher's explanation. So, the students' motivation and attention in joining the learning process were low. Most of them also did not pay attention to the teacher's explanation and mostly they talked to the other friends in the middle of the lesson. The teacher found it difficult to manage the class because the teacher has to speak a loud to give some instructions in the class.

ER technique that allows the students to read large quantities of material or long texts for global or general understanding expects the students to obtain pleasure from the text, and because reading is individualized with students to choose the books they want to read, which are rarely discussed in class, but ER expects students to obtain new words with repetition.

Besides, the teacher gave many kinds of interesting activities including individual and group activities to the students using ER technique. 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 using ER technique 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 frequent scores of the pre-test of the both classes, it indicated that the students' vocabulary mastery of both classes before the treatment tended to be equal, they were classified into high category (although, the control class is 1.61 point higher than experimental class).Besides, it was proved from the result of T sample test of the pre-test scores in both classes that the p value is greater than 0.05 i.e. (0.138) > (0.05). So, 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 result of the mean of the post-test in the experimental class is higher than that of the control class, i.e. 80.18>74.31. The improvement of students' vocabulary mastery can be seen from the mean of both classes. The mean score in experimental class was higher than that of the control class, i.e. 14.91> 7.43. Even though the post-test scores of the experimental class and control class is classified into very high category but the experimental class had accomplished the school levels of minimum score in the level of 75 (80.18>75). It means 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 is

lower than 0.05, i.e. 0.023< 0.05. It means that there is a significant difference on the students' vocabulary mastery who were taught using ER technique and those who were not. Here, the null hypothesis of no treatment effect is rejected and the alternative hypothesis is accepted.

Finally, the hypothesis proposed in this research which said "The students who are taught using ER technique on their vocabulary mastery will be more increased than those who were taught using conventional teaching" is 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

This study investigated the effect of ER technique on grade X students' vocabulary mastery of SMA 6 Yogyakarta. The result of the research indicated that the uses of ER technique improved students' vocabulary. According to the data analysis, it showed that there is a significant difference between vocabulary' mastery of the students taught using ER technique and students taught with convensional teaching. The results show that the value of significance is lower than 0.05, i.e. 0.023<0.05 and the t_o is higher than t_t, i.e. *2.335>2.000* which mean that the alternative hypothesis is accepted (Ha) is accepted and the null hypothesis (Ho) is rejected.

Based on the research finding and the discussion in the previous chapter it can be concluded that, first, ER technique is a better choice to be applied in the teaching and learning process. Second, the students in the experimental class who were taught using ER technique vocabulary teaching and learning process are more motivated and interested in joining the lesson. It can be seen in the previous

chapter that the students' vocabulary mastery of the experimental class improves from the high to very high category after the treatment using ER technique was given. It indicates that the use of ER technique can improve the students' vocabulary mastery in the experimental class. Third, in the control class, the students were taught by using conventional teaching. Their motivation and attention in joining the vocabulary teaching and learning process are poor. It indicates that the conventional teaching that was applied on the vocabulary teaching and learning process in the control class had not improved well. Fourth, there is a significant difference in vocabulary mastery between the experimental class which were taught using ER technique 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 is categorized into very high category is higher than that of the control class which is classified into the same category, i.e., (80.18) > (74.31). It can be concluded that using ER technique in the teaching vocabulary is more effective than the using of conventional teaching.

B. Implications

It is obvious that using ER technique could improve the students' vocabulary mastery in the English teaching and learning process. The students became more interested in the lesson given and more easily to understand the learning materials. Besides, ER technique in teaching and learning process did not make them bored. This implied that the English teacher should apply ER

technique as one of the technique for some following reasons. First, it improved the students' vocabulary mastery. Second, it attracted the students' attention and made them feel happy and enthusiastic in joining the lesson. Finally, all these positive effects made the students' learning motivation and students' learning achievement better.

C. Suggestions

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

1. For English Teachers

In the English teahing and learning process, a teaching strategy is important.Considering on the students' needs, ER technique could be an alternative medium in teaching vocabulary that can encourage the students' attention and motivation in the learning process.

2. For students

ER technique helps the teacher to engage the students with their class activity. It helps students to be more active and supportive in each activity which affect to their scores. From the result the mean of students taught with ER is higher.

3. 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 ER technique on the

other specific language skills.ER technique has many aspects and skills that can be applied in the teaching- learning processes in the classroom.

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Appendix A

Research Instrument

Task 1 – 20

Complete the sentences with marking the suitable word to fill in the blank.

1. She doesn't think about anything seriously or have any deep feelings. She's
   so_____.
   a. mature   b. independent
   c. superficial   d. brave

2. She's the most _____ person in the school. Everybody likes her.
   a. popular   b. weird
   c. awful   d. naughty

3. He's very _____. If he says he'll do something, then he does it.
   a. reliable   b. proud
   c. sensible   d. miserable

4. She's very _____. She never complains about the pain she is in all the
   time.
   a. mature   b. trustworthy
   c. selfish   d. sensible

5. He's very _____ teacher. He doesn't get cross even when he has to
   repeat something three times.
   a. patient   b. warm
   c. popular   d. generous

6. They were very _____ when we said they could stay in our house when
   we were away.
   a. aweful   b. brave
   c. miserable   d. grateful

7. He never drinks and drives. He's too _____ to do something silly like that.
   a. doubtful   b. grateful
   c. sensible   d. miserable

8. She's going to travel around the world for six months on her own. She must be very _____.
   a. moody   b. immature
   c. brave   d. strict

9. At first, I really _____ him. I found him very attractive.
   a. annoyed   b. argued
   c. fancied   d. uninterested

10. We started going out together and we _____ everything: money, clothes, and even friends.
    a. shared   b. pretended
    c. critized   d. supported

11. We were trying to have a conversation but her little boy kept _____ us.
    a. informing   b. interupting
    c. congratulating   d. advertising

12. Our first night in the hotel was terrible. The next morning we _____ to see the manager.
    a. informed   b. explained
    c. demanded   d. contacted

13. Martha hasn't _____ me about the trip next week. I don't think she wants to come.
    a. requisited   b. presented
    c. hasseled   d. contacted

14. I know he copied his essay from the internet, but he continues to _____ it when I confronted him.

    a. present   b. contact

    c. deny   d. translate

15. She _____ me not to did the computer course but I'm still thinking of doing it because it might be useful.

    a. explained   b. persuaded

    c. confronted   d. informed

16. I _____ to her three times how to use my mobile, but she still couldn't make a call.

     a. explained   b. persuaded

     c. advised   d. informed

17. Sometimes my boyfriend is_____ in front of my friends by drinking too much and telling the same stupid jokes over and over again.

    a. embarrass   b. regret

    c. separate   d. support

18. Once he have_____ me to go camping with his parents in Wales. I hate camping and I didn't get on with his parents.

    a. crawled   b. pretended

    c. forced   d. annoyed

19. I think we both _____ badly. He was lazy and passive and I was rude and agressive.

    a. denied   b. communicated

    c. sparated   d. behaved

20. Once he came around with his mother and she _____ me by saying my house was a mess.

    a. reminded   b. comforted

    c. offended   d. annoyed

Task 21 - 30

Mark the correct synonym of each word in the italic.

21. There's only one way of describing Hanni. She is completely *crazy*.

    a. normal   b. insane

    c. perserving   d. sane

22. A good friend is someone who is kind, considerate, and totally *dependable*.

    a. reliable   b. loveable

    c. filthy   d. creative

23. I didn't mean to break the vase- it wasn't *deliberate*.

    a. tentional   b. incapable

    c. incautious   d. intentional

24. Hendra is a hero. He *rescued* my son from drowning.

    a. killed   b. saved

    c. helped   d. took

25. Tania's hands are very *rough* because she spends most of her time working in the garden.

    a. coarse   b. soft

    c. hard   d. delicate

26. I'm *really hungry*. I could eat a horse.

    a. full   b. satisfied

    c. starving   d. stuffed

27. Take those trousers off. You look *ridiculous* in them.

    a. beautiful   b. nice

    c. absurd   d. suitable

28. Charles has some really *strange* ideas sometimes such as traveling word in
    feet.
    a. nasty   b. good
    c. pathetic   d. weird

29. Dany is really *good-looking*. All the girl fancy him.
    a. ugly   b. preety
    c. handsome   d. lovely

30. The government is going to *lower* the amount of tax on fuel.
    a. reduce   b. degrade
    c. increase   d. maximalize

Task 31 - 35

Mark the suitable antonym of each word in the italic.

31. Tony enjoys picking fights with people. He really is *aggressive*.
    a. opprobrious   b. selfish
    c. gentle   d. calm

32. The improvement in his health was very *gradual.* At first we didn't notice that
    he was getting better.
    a. sudden   b. slowly
    c. clearly   d. irritable

33. At first I didn't realise those roses were *artificial*. I tried smelling one of them.
    a. real   b. preposterous
    c. imagination   d. sufficient

34. I wish I was more *daring*. I'd like to try surfing but I'm too scared.
    a. bohemian   b. cautious
    c. receptive   d. slack

35. We're just a *tiny* creature in this universe.

    a. light   b. tidy

    c. gigantic   d. small

Task 36-42

There are some pictures of daily stuff, mark the suitable name of each picture.

36.

    a. scooter   b. car

    c. motorcycle   d. bicycle

37.

    a. grinder   b. tray

    c. blender   d. mixer

38.

    a. bag   b. briefcase

    c. purse   d. suitcase

39.

    a. tray   b. tea-towel

    c. peeler   d. coat-hanger

40.

a. snorkel   b. binocular

c. weights   d. google

41.

a. deodorant   b. aftershave

c. lipstic   d. antiseptic

42.

a. shampoo   b. lotion

c. antiseptic   d. handcream

Task 43-50

Complete the sentences by marking the suitable adverb word to fill in the blank.

43. They say it's difficult to get a job in TV, but I found one_____.

a. luckily   b. easily

c. hardly   d. hopely

44. The crowed waited _____ for the movie stars to arrive.

a. soundly   b. angrily

c. agitately   d. patiently

45. They live very close to the motorway, and cars and lorries

_____ passed their house durring the day and night.

a. continously   b. fastly

c. mostly   d. finaly

46. Tinna shouted _____ at Rena to mind her own bussiness.

    a. softly   b. patiently

    c. angrily   d. happily

47. The weather has been _____ cold recently. In fact, this is the

   coldest November over seventy-five years.

    a. changing   b. deadly

    c. lovely   d. extremely

48. Have you got any idea what's happened to Annie? I haven't seen her

    _____.

    a. previsiously   b. nowday

    c. lately   d. hardly

49. He took his driving test for the seventh time and _____ manged to

   pass it.

    a. continously   b. luckly

    c. finaly   d. hardly

50. He crashed his motorbike, but he wasn't going fast so he wasn't

    _____ hurt. He just cut his hand.

    a. nicely   b. hardly

    c. easily   d. seriously

COURSE GRID

GRADE   : X

SEMESTER   : 1

SKILL   : Reading

Standard of Competence : 5. Understand the meaning of short functional text and simplified essay in the form ofrecount, narrative and procedure texts in the context of daily life and to accessing the knowledge.

Basic Competence   : 5.1 Responding the meaning of a formal and informal short functional texts (such as, announcement, advertisement, and invitation, etc.) accurately, fluently, and appropriately in the context of daily life and to accessing knowledge.

                          5.2 Responding to the meaning and to the rhetoric steps accurately, fluently, and appropriately in the context of daily life and to accessing knowledge in the form of recount, narrative and procedure texts.

Objectives   : students are able to read and catch information from descriptive and narrative texts

Topic	Indicators	Learning Material	Learning Activities	Assessment	Time	Sources
a. Descriptive text	1. The students can recognize	Input text:	1. The students are asked about the	-pretest and post-test	3x35 minutes	- English on sky for grade X

	the generic structure of the descriptive text 2. The students can recognize tense that is used in the descriptive text 3. The students can recognize the adjectives and the verb to describe things, place, or men 4. The students can find the main idea of a paragraph 5. The students can find the information from the text 6. The students can find the synonym/ antonym/ references words from the	- Some authentic written materials (simplify novels and short stories) such as, The Strange Case of Dr. Jekyll and Mr. Hyde, The Time Machine, Mobby Dick, The Neklace, A Chrismast Carol Grammar: - Simple present tense - Noun phrase Generic structure: identification, description	generic structure of the text (question and answer) 2. The students are asked what tense is used in the text (question and answer) 3. The students are asked to find the adjectives and the verb from the text (question and answer) 4. The students are asked to find the main idea each paragraph (discussion) 5. The students are asked to find an example of descibtive text from the text. (assignment) 6. The students are			students of senior high - *Lembar Kerja Siswa* for grade X semester 1 of Senior High - Test Your Vocabulary 3 for high school - Given media from the teacher (novel)

	hint in the text	Social function: to describe a particular person, place or thing	asked to find the synonym and antonym word of a word based on the text.			
b. Narrative text	1. The students can recognize the generic structure of the narrative text 2. The students can recognize tense that is used in the narrative text 3. The students can recognize the verb in the narrative text 4. The students can find the information from the text 5. The students can find the synonym/ antonym/ references	Input text: - Some authentic written materials (simplify novels and short stories) such as, The Strange Case of Dr. Jekyll and Mr. Hyde, The Time Machine, Mobby Dick, The Neklace, A Chrismast Carol Grammar: - Simple past tense - vocab Generic structure:	1. The students are asked about the generic structure of the text (question and answer) 2. The students are asked what tense is used in the text (question and answer) 3. The students are asked to find the adjectives and the verb from the text (question and answer) 4. The students are asked to find the main idea each paragraph (discussion 5. The students are asked to find an example of descibtive text from the text.	- Pretest and post-test	3x35min utes	- English on sky for grade X students of senior high - *Lembar Kerja Siswa* for grade X semester 1 of Senior High - Test Your Vocabulary 3 for high school - Given media from the teacher (novel)

	words from the hint in the text	- orientation - complication - relsolution - reorientation Social function : to entertain	(assignment) 6. The students are asked to find the synonym and antonym word of a word based on the text.			

Appendix C

Lesson Plans

Experimental class

RencanaPelaksanaanPembelajaran

RPP

Namasekolah : SMA N 6 Yogyakarta

Mata pelajaran: BahasaInggris

Kelas/Semester: X/ 1

Jenis text   : Narrative

Tema   : Stories

Aspek/ Skill   : Reading

Alokasiwaktu : 3 X 45 menit

A. **StandarKompetensi:**

Memahamimaknatekstulisfungsionalpendekeseisederhanaberbentuk
narrative,   recount,   dan   procedure   dalamkontekskehidupansehari-
haridanuntukmengaksesilmupengetahuan.

B. **KompetensiDasar:**

Meresponmaknadanlangkahretorikatekstulisesseisecaraakurat,   lancar,
danberterimadalamkontekskehidupansehari-
haridanuntukmengaksesilmupengetahuandalamteksbentuk: Naratif,
Recount, danProcedure.

C. **TujuanPembelajaran:**

- Siswadapat mengenali ciri-ciri text Narrative.
- Siswadapatmeresponwacanadalam text Narrative.

D. Indicator:

Siswa mampu:

- Menganalisa generic structure dari teksNarrative
- Mengenali bentuk tenses dari teks narrative
- Mengenali jenis-jenis vocabulary (adjective, adverb, noun, verb, synonym, and antonym.) dalam kalimatnarrative.
- Dapat mengevaluasi tenses yang benar dalam teks narrative.

E. Teaching Materials:

Simple Past Tense

- $S + V_2 + \ldots$
- $S + V_1/$

Generic structure:

- orientation
- reorientation
- complication
- relsolution

Input text:

- Text Narrative: students will be given short stories/ simplified novels and will have to choose the story they want to read. Example: The Strange Case of Dr. Jekyll and Mr. Hyde, The Time Traveler, The Necklace, The Doll House, etc.

F. MetodedanLangkah-langkahpembelajaran: Text-Based Syllabus (ER procedure)

Kegiatanpendahuluan:

- Guru memberikansalam
- Guru mendaftarkehadiransiswa

1. Building construction of the text:

   The teacher asking about the students' knowledge about the material that will be given to them.

2. Modeling of the text:

   The teacher give the model of the text to the students such as short stories/ simplified novels and will have to choose the story they want to read. Example: The Strange Case of Dr. Jekyll and Mr. Hyde, The Time Traveler, The Necklace, The Doll House, etc.

3. Join construction of the text

   - Questioning the students about the story they had read.
   - Make small groups of 3-4 people that already read the same book.

4. Independent construction of the text

   - Teacher asks the students to write down all difficult words that they find in there.
   - Teacher asks the students to write down the review of the book that they read.

G. Penilaian:

   Test tertulismengenai Narrative text, memintamengerjakan test di lembar kerja siswa task 4.

Yogyakarta, …………….…….

Guru Pembimbing,   Praktikan,

(_____)   (_LyanAndamSyari_)

RencanaPelaksanaanPembelajaran

RPP

Namasekolah : SMA N 6 Yogyakarta

Mata pelajaran: BahasaInggris

Kelas/Semester: X/ 1

Jenis text   : Descriptive

Tema   : Stories

Aspek/ Skill   : Reading

Alokasiwaktu : 3 X 45 menit

H. StandarKompetensi:

Memahamimaknatekstulisfungsionalpendekeseisederhanaberbentuk narrative, recount, dan procedure dalamkontekskehidupansehari-haridanuntukmengaksesilmupengetahuan.

I. KompetensiDasar:

Meresponmaknadanlangkahretorikatekstulisesseisecaraakurat, lancar, danberterimadalamkontekskehidupansehari-haridanuntukmengaksesilmupengetahuandalamteksbentuk: Narrative, recount, dan descriptive.

J. TujuanPembelajaran:

- Siswadapat mengenali ciri-ciri   text Descriptive.
- Siswadapatmeresponwacanadalam text Descriptive.

K. Indicator:

Siswa mampu:

- Menganalisa generic structure dari teks deskriptif
- Mengenali bentuk tenses dari teks deskriptif

- Mengenali jenis-jenis vocabulary (adjective, adverb, noun, verb, synonym, and antonym.) dalam kalimat untuk mendiskripsikan suatu benda, tempat, ataupun orang.
- Dapat mengevaluasi tenses yang benar dalam teks diskriptif.

L. Teaching Materials:

Simple Present Tense

- S + TOBE +…..
- S + V_1/ Vs +…

Adj. of size	Adj. of color	Adj. of shape	Adj. of quality	Adj. of age	Adj. of origin	Adj. of material
• Small	• Yellow	• Square	• Good	• Antique	• Indonesian	• silk
• Big	• Black	• Conical	• Bad	• New	• French	• gold
• Large	• Blue	• Triangular	• Worse	• Young	• Japan	• cotton
• Tiny	• Red	• Oval	• Ugly	• Modern	• Europe	• wood
• Short	• Green	• Circular	• Nice	• Old	• American	• metal
• Little	• White	• Cubical	• Dirty	• 17century	• China	• platinum
• dst	• dst	• dst	• dst	• dst	• dst	• dst

Input text:

- Text descriptive: students will be given short stories/ simplified novels and will have to choose the story they want to read. Example: The Strange Case of Dr. Jekyll and Mr. Hyde, The Time Traveler, The Necklace, The Doll House, etc.

M. MetodedanLangkah-langkahpembelajaran: Text-Based Syllabus (ER procedure)

Kegiatanpendahuluan:

- Guru memberikansalam
- Guru mendaftarkehadiransiswa

5. Building construction of the text:

The teacher asking about the students' knowledge about the material that will be given to them.

6. Modeling of the text:

The teacher give the model of the text to the students such as short stories/ simplified novels and will have to choose the story they want to read. Example: The Strange Case of Dr. Jekyll and Mr. Hyde, The Time Traveler, The Necklace, The Doll House, etc.

7. Join construction of the text

- Questioning the students about the story they had read.
- Make small groups of 3-4 people that already read the same book.

8. Independent construction of the text

- Teacher asks the students to write down all difficult words that they find in there.
- Teacher asks the students to write down the review of the book that they read.

N. Penilaian:

The students answer multiple choice questions in *Lembar Kerja Siswa*.

Yogyakarta, …………….…….

Guru Pembimbing,   Praktikan,

(_____)   (LyanAndamSyari)

Control class

Rencana Pelaksanaan Pembelajaran

RPP

Nama sekolah : SMA N 6 Yogyakarta

Mata pelajaran: Bahasa Inggris

Kelas/Semester: X/ 1

Jenis text   : Narrative

Tema   : Stories

Aspek/ Skill   : Reading

Alokasi waktu : 3 X 45 menit

A. Standar Kompetensi:

Memahami makna teks tulis fungsional pendek esei sederhana berbentuk narrative, recount, dan procedure dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar:

Merespon makna dan langkah retorika teks tulis essei secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks bentuk: Naratif, recount, dan discriptif.

C. Tujuan Pembelajaran:

- Siswa dapat mengenali ciri-ciri textNarrative.
- Siswa dapat merespon wacana dalam text Narrative.

D. Indicator:

Siswa mampu:

- Menganalisa generic structure dari teks Narrative

- Mengenali bentuk tenses dari teks Narrative
- Mengenali jenis-jenis vocabulary (adjective, adverb, noun, verb, synonym, and antonym.) dalam kalimat untuk mendiskripsikan suatu benda, tempat, ataupun orang.
- Dapat mengevaluasi tenses yang benar dalam teks Narrative.

E. Teaching Materials:

Simple Present Tense

- S + TOBE +…..
- S + V_1/ Vs +…

Input text:

- Text descriptive: students will be given text from *Lembar Kerja Siswa.*

F. Metode dan Langkah-langkah pembelajaran: Text-Based Syllabus (ER procedure)

Kegiatan pendahuluan:

- Guru memberikan salam
- Guru mendaftar kehadiran siswa

1. Building construction of the text:

   The teacher asking about the students' knowledge about the material that will be given to them.

2. Modeling of the text:

   The teacher give the model of the text to the students.

3. Join construction of the text

   - Questioning the students about the text, they had read.

4. Independent construction of the text

   - Teacher asks the students to answer the following question in *Lembar Kerja Siswa.*

G. Penilaian:

The students answer the questions in *Lembar Kerja Siswa*.

Nilai= <u>Total benar</u>   x 100

Jumlah butir soal

Yogyakarta, …………….…….

Guru Pembimbing,   Praktikan,

(_____)   (Lyan AndamSyari)

Rencana Pelaksanaan Pembelajaran

RPP

Nama sekolah : SMA N 6 Yogyakarta

Mata pelajaran: Bahasa Inggris

Kelas/Semester: X/ 1

Jenis text   : Descriptive

Tema   : Stories

Aspek/ Skill   : Reading

Alokasi waktu : 3 X 45 menit

H. Standar Kompetensi:

Memahami makna teks tulis fungsional pendek esei sederhana berbentuk narrative, recount, dan procedure dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

I. Kompetensi Dasar:

Merespon makna dan langkah retorika teks tulis essei secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks bentuk: Naratif, recount, dan discriptif.

J. Tujuan Pembelajaran:

- Siswa dapat membedakan text Descriptive.
- Siswa dapat merespon wacana dalam text Descriptive.

K. Indicator:

Siswa mampu:

- Menganalisa generic structure dari teks deskriptif
- Mengenali bentuk tenses dari teks deskriptif

- Mengenali jenis-jenis vocabulary (adjective, adverb, noun, verb, synonym, and antonym.) dalam kalimat untuk mendiskripsikan suatu benda, tempat, ataupun orang.
- Dapat mengevaluasi tenses yang benar dalam teks diskriptif.

L. Teaching Materials:

Simple Present Tense

- S + TOBE +…..
- S + V_1/ Vs +…

Adj. of size	Adj. of color	Adj. of shape	Adj. of quality	Adj. of age	Adj. of origin	Adj. of material
• Small	• Yellow	• Square	• Good	• Antique	• Indonesian	• silk
• Big	• Black	• Conical	• Bad	• New	• French	• gold
• Large	• Blue	• Triangular	• Worse	• Young	• Japan	• cotton
• Tiny	• Red	• Oval	• Ugly	• Modern	• Europe	• wood
• Short	• Green	• Circular	• Nice	• Old	• American	• metal
• Little	• White	• Cubical	• Dirty	• 17century	• China	• platinum
• dst	• dst	• dst	• dst	• dst	• dst	• dst

Input text:

- Text descriptive: students will be given text from *Lembar Kerja Siswa.*

M. **Metode dan Langkah-langkah pembelajaran**: Text-Based Syllabus (ER procedure)

Kegiatan pendahuluan:

- Guru memberikan salam
- Guru mendaftar kehadiran siswa

5. Building construction of the text:

The teacher asking about the students' knowledge about the material that will be given to them.

6. Modeling of the text:

   The teacher give the model of the text to the students.

7. Join construction of the text

   - Questioning the students about the text, they had read.

8. Independent construction of the text

   - Teacher asks the students to answer the following question in *Lembar Kerja Siswa.*

N. Penilaian:

The students answer the questions in *Lembar Kerja Siswa*.

Nilai= Total benar   x 100

Jumlah butir soal

Yogyakarta, …………….…….

Guru Pembimbing,   Praktikan,

(_____)   (Lyan AndamSyari)

Appendix D

Validity and Realibility

INPUT ITEMAN: REKAP DATA HASIL UJICOBA

TES BAHASA INGGRIS

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=========================================================================
070 O N 03

BDDAAACBCCCABACDCBAADCCDBBAADBCCCDBADDBCDBABADCCDCCDAAAABBCDADDCCBDCCBD

4444444444444444444444444444444444444444444444444444444444444444444444

YYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYY

01  BDDAAACBCCCABCCDCAABDDDDBBABABCCCDBADDADBBABADCCCDDDAAADBADDDCCCADCCBD

02  AADCAACDABAAAAADCBAADCDDCBABBBAAAAABBBCABBACAACBDACBAACBACAAADCABDACAA

03  BBBBCAABCBCCABBBCDCBADCDCDDBCBCBCADBDBBDCBACADDBDCCDDAACCCAADDCCCDDCCD

04  CBBDBCCCBDACBADBAABDBDCACBDBCBBDAAABDBBBBABAACBBADABDAADBBBDDCBACBBDDB

05  BCDAAACBCCCABCBDCBAACDDDDBBABDBCCCDBADBCADBABADCDDACDABABBCDBDCACBDACAD

06  BCDACDCBDCBACABAABCADCDBDBABDBCBBABAACACCBBAACDCADCDBACCBBDADDCBDDACAD

07  CCBACDCABCC-BADDABAADCCDBADBCBCDCBBADCBCDCACBDABACCDBACBBBCCBDCCDDCCAD

08  BBDBCACBDDCDBACDAADADACCACAACBCDDADBAABCADCBABBCDCAABABABCAAADDCBBBCAC

09  BCDADDCADBCABABCBBDADCDABCDCCBCDCCCCADBCDBADAACDCCCAAABCBDDCABCCDACABA

10  DBBDAACBCBBCBADCACABDBDBDBAAABCCDBDBAAACAADDACCCDCBDAACBAABADCCDBDACDC

11  ADCDCAACADBADAADACDBABCBCACCAADBCCABDDBCBDCDABAABDABDCACDDABBCBDDDAACA

12  BBAADABCCDCDBAADABDADCBACBAADACDDADBABBBABABADCCCDBDCACBBCBADABCBCDABD

13  DBAACCDABDBAAADDCBBACBCCCDADBCDADCABBDDDACAAADBACBCCDCABBDDBCCCBAABACD

14  BBDAAACBACCABACDCBADDCCDBBACDBCCCDBADBBCDBABADCCDBCDAAABACCADDCCADCCBD

15  AADBBCCAAABBBABCCDDAABCBDCCAACCACACDCCDBCBCBABDABBDABDAABCACCABABBDBCA

16  BADABCCBCCBDBABBDDDADBBBBDBDDBBCDCCDACDDCCBDBABDCDDCDBAAAAADDCACABBDCCD

17  BADCAACBDCDCDACBADAABCCADBBAADCACBBADDBBABAADDCBBDADBACCDADCDAABDDDACD

18  CCBBDABBACCACCBBDDABDBDBBBDADADBAAACCDABBADDDC-DDDDACDAAAACBDACDCBDBCDB
```

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19  BCDDAACBAADDBAABABAADBCBABABABCCCAACBDCCCBDBCBCBDDCADABBACAAADDCACCADD

20  BBCDDADBABDDBCBABDACCBDBABAADDCDDCBACCBBCDBCBCCCDDBAAADDBDCCDDBDCBDDDD

21  BCDADACBCBDABCCBCBAADBCCDBADADDDCDCDBDABCDCCABBDDDCDCADDACDACDDDBCDBCD

22  CBDBBDCBCADDBABDBDABDCCBBDABDBBCBBACCCBDBBABAAACDDCCAABABDBAADCCDBBCDD

23  DBBCDABDBBDDDCBDBCBDBACDAACDBDCBABCDDDD-BCCDA-AADBDCCADDBDBDB-DC-ABBBD

24  ABBBBDCCDBDDBABBBDCABACBABADAACABABADCAAAADAACCBDDABCDABBBABAADCBBACAD

25  BADACDCBCCCABAADCBAADCCDCBABDBCCCBADDDBCCBABACCCDDCDAADBACDADBCCDDCCDD

26  BBACDACBABCABDCDACAADAADCBACABCADBCCAAACCACACAABDDDDACBCBDDADDCCDDACBB

27  CCAACBCBCACABCCDDBAADCABDBAADBCBCBADDDBCDBBBACACDDCCACABCCDBDACCADCBAD

28  DBCDDACCADCCCDBBDBAAAACBAABAADDCABABBACCBBADBBADDDDDAADCCBBBCBDDCBBDAA

29  BBCADACBCCDABABDCBACDCCCBBABADCACABACDBAABCDCDCADDCBADACBCDADDCCADBCDD

30  BAAACACBCAACBDBDCBABDACACBABABAACDDBDACCABADBACCBDCBACACCBDDACBBABCBBD

31  DBCCCCACAAABBBBDCBABDCCDABABDDCACADACDBBCBAADDCDDACBACCBBBDAADBCCABDDD

32  AADBCACBCACABACDCBAACCCDBBAADACACABAADBADDAAADCCBDCDAACBBCDADCCCCDBCAD
```

INPUT ITEMAN: ITEM AND SCALE STATISTICS

TES BAHASA INGGRIS

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============================================================================
MicroCAT (tm) Testing System

Copyright (c) 1982, 1984, 1986, 1988 by Assessment Systems Corporation

Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file LYAN.TXT

Page  1
```

		Item Statistics			Alternative Statistics			
		----------------------			--------------------------------			
Seq.	Scale	Prop.		Point		Prop.		Point
No.	-Item	Correct	Biser.	Biser.	Alt.	Endorsing	Biser.	Biser. Key
----	-----	-------	------	------	-----	---------	------	------ --
1	0-1	0.531	0.598	0.477	A	0.156	-0.292	-0.193
					B	0.531	0.598	0.477 *
					C	0.156	-0.164	-0.108
					D	0.156	-0.538	-0.355
					Other	0.000	-9.000	-9.000
2	0-2	0.063	0.022	0.011	A	0.219	0.180	0.128
					B	0.469	-0.322	-0.256
	CHECK THE KEY				C	0.250	0.227	0.167 ?
	D was specified, C works better				D	0.063	0.022	0.011 *
					Other	0.000	-9.000	-9.000
3	0-3	0.469	0.611	0.487	A	0.156	-0.014	-0.009
					B	0.219	-0.505	-0.361
					C	0.156	-0.377	-0.249
					D	0.469	0.611	0.487 *

```
                                         Other    0.000    -9.000   -9.000


4   0-4    0.438    0.710    0.564      A        0.438     0.710    0.564   *

                                        B        0.219    -0.202   -0.144

                                        C        0.156    -0.228   -0.150

                                        D        0.188    -0.616   -0.425

                                        Other    0.000    -9.000   -9.000


5   0-5    0.219    0.587    0.419      A        0.219     0.587    0.419   *

                                        B        0.156    -0.495   -0.326

                                        C        0.344     0.159    0.123

                                        D        0.281    -0.335   -0.252

                                        Other    0.000    -9.000   -9.000


6   0-6    0.625    0.126    0.098      A        0.625     0.126    0.098   *

                                        B        0.031     0.383    0.155   ?

           CHECK THE KEY                C        0.156    -0.527   -0.348

    A was specified, B works better     D        0.188     0.192    0.132

                                        Other    0.000    -9.000   -9.000


7   0-7    0.750    0.578    0.424      A        0.094    -0.312   -0.179

                                        B        0.094    -0.434   -0.249

                                        C        0.750     0.578    0.424   *

                                        D        0.063    -0.477   -0.242

                                        Other    0.000    -9.000   -9.000
```

8	0-8	0.625	0.686	0.537	A	0.125	-0.247	-0.154	
					B	0.625	0.686	0.537	*
					C	0.188	-0.606	-0.418	
					D	0.063	-0.373	-0.190	
					Other	0.000	-9.000	-9.000	
9	0-9	0.406	0.652	0.515	A	0.313	-0.337	-0.258	
					B	0.125	-0.545	-0.339	
					C	0.406	0.652	0.515	*
					D	0.156	-0.089	-0.059	
					Other	0.000	-9.000	-9.000	
10	0-10	0.313	0.681	0.520	A	0.219	0.102	0.073	
					B	0.281	-0.320	-0.240	
					C	0.313	0.681	0.520	*
					D	0.188	-0.606	-0.418	
					Other	0.000	-9.000	-9.000	
11	0-11	0.438	0.620	0.492	A	0.125	-0.272	-0.169	
					B	0.188	-0.435	-0.300	
					C	0.438	0.620	0.492	*
					D	0.250	-0.223	-0.164	
					Other	0.000	-9.000	-9.000	
12	0-12	0.469	0.553	0.441	A	0.469	0.553	0.441	*
					B	0.063	-0.352	-0.179	
					C	0.188	-0.378	-0.261	
					D	0.250	-0.288	-0.211	
					Other	0.031	0.237	0.096	

13	0-13	0.719	0.586	0.439	A	0.094	-0.190	-0.109	
					B	0.719	0.586	0.439	*
					C	0.094	-0.419	-0.241	
					D	0.094	-0.572	-0.328	
					Other	0.000	-9.000	-9.000	
14	0-14	0.625	0.099	0.077	A	0.625	0.099	0.077	*
					B	0.063	-0.040	-0.020	
					C	0.219	0.058	0.042	
					D	0.094	-0.297	-0.170	
					Other	0.000	-9.000	-9.000	
15	0-15	0.250	0.590	0.433	A	0.156	0.082	0.054	
					B	0.469	-0.348	-0.277	
					C	0.250	0.590	0.433	*
					D	0.125	-0.334	-0.208	
					Other	0.000	-9.000	-9.000	
16	0-16	0.563	0.549	0.436	A	0.063	-0.165	-0.084	
					B	0.281	-0.464	-0.348	
					C	0.094	-0.235	-0.135	
					D	0.563	0.549	0.436	*
					Other	0.000	-9.000	-9.000	
17	0-17	0.406	0.567	0.447	A	0.313	-0.200	-0.153	
					B	0.156	-0.409	-0.270	
					C	0.406	0.567	0.447	*
					D	0.125	-0.247	-0.154	
					Other	0.000	-9.000	-9.000	

18	0-18	0.531	0.592	0.472	A	0.094	-0.006	-0.004	
					B	0.531	0.592	0.472	*
					C	0.125	-0.495	-0.308	
					D	0.250	-0.417	-0.306	
					Other	0.000	-9.000	-9.000	
19	0-19	0.625	0.605	0.474	A	0.625	0.605	0.474	*
					B	0.094	-0.770	-0.442	
					C	0.094	-0.144	-0.083	
					D	0.188	-0.283	-0.195	
					Other	0.000	-9.000	-9.000	
20	0-20	0.594	0.165	0.131	A	0.594	0.165	0.131	*
					B	0.250	-0.135	-0.099	
					C	0.063	0.022	0.011	
					D	0.094	-0.144	-0.083	
					Other	0.000	-9.000	-9.000	
21	0-21	0.625	0.584	0.458	A	0.125	-0.632	-0.393	
					B	0.125	-0.620	-0.386	
					C	0.125	0.176	0.109	
					D	0.625	0.584	0.458	*
					Other	0.000	-9.000	-9.000	
22	0-22	0.406	0.672	0.531	A	0.188	-0.473	-0.326	
					B	0.281	-0.540	-0.405	
					C	0.406	0.672	0.531	*
					D	0.125	0.238	0.148	

```
                                        Other   0.000    -9.000   -9.000


23   0-23    0.625    -0.205   -0.160    A      0.063     0.188    0.096

                                         B      0.063     0.064    0.032

            CHECK THE KEY                C      0.625    -0.205   -0.160   *

     C was specified, D works better     D      0.250     0.147    0.108   ?

                                        Other   0.000    -9.000   -9.000


24   0-24    0.344     0.632    0.489    A      0.156    -0.175   -0.115

                                         B      0.375    -0.490   -0.384

                                         C      0.125    -0.023   -0.015

                                         D      0.344     0.632    0.489   *

                                        Other   0.000    -9.000   -9.000


25   0-25    0.281     0.696    0.522    A      0.219    -0.496   -0.354

                                         B      0.281     0.696    0.522   *

                                         C      0.281    -0.222   -0.166

                                         D      0.219    -0.046   -0.033

                                        Other   0.000    -9.000   -9.000


26   0-26    0.656     0.606    0.469    A      0.125    -0.582   -0.363

                                         B      0.656     0.606    0.469   *

                                         C      0.094    -0.220   -0.126

                                         D      0.125    -0.322   -0.200

                                        Other   0.000    -9.000   -9.000


27   0-27    0.688     0.590    0.451    A      0.688     0.590    0.451   *

                                         B      0.063    -0.352   -0.179

                                         C      0.094    -0.801   -0.460

                                         D      0.156    -0.132   -0.087
```

					Other	0.000	-9.000	-9.000	
28	0-28	0.281	-0.100	-0.075	A	0.281	-0.100	-0.075	*
					B	0.406	0.395	0.312	?
		CHECK THE KEY			C	0.125	0.126	0.078	
	A was specified, B works better				D	0.188	-0.540	-0.372	
					Other	0.000	-9.000	-9.000	
29	0-29	0.313	0.660	0.504	A	0.406	-0.317	-0.250	
					B	0.125	-0.384	-0.239	
					C	0.156	-0.132	-0.087	
					D	0.313	0.660	0.504	*
					Other	0.000	-9.000	-9.000	
30	0-30	0.563	0.562	0.446	A	0.125	-0.110	-0.069	
					B	0.563	0.562	0.446	*
					C	0.063	-0.581	-0.295	
					D	0.250	-0.400	-0.294	
					Other	0.000	-9.000	-9.000	
31	0-31	0.719	0.616	0.462	A	0.063	-0.019	-0.010	
					B	0.094	-0.495	-0.284	
					C	0.719	0.616	0.462	*
					D	0.125	-0.595	-0.370	
					Other	0.000	-9.000	-9.000	
32	0-32	0.250	0.582	0.427	A	0.344	-0.196	-0.152	
					B	0.156	-0.260	-0.172	
					C	0.250	0.582	0.427	*
					D	0.250	-0.159	-0.117	
					Other	0.000	-9.000	-9.000	

33	0-33	0.563	0.640	0.508	A	0.156	-0.719	-0.474	
					B	0.094	-0.128	-0.074	
					C	0.563	0.640	0.508	*
					D	0.188	-0.217	-0.150	
					Other	0.000	-9.000	-9.000	
34	0-34	0.156	0.701	0.463	A	0.406	-0.165	-0.131	
					B	0.281	-0.002	-0.001	
					C	0.156	-0.431	-0.284	
					D	0.156	0.701	0.463	*
					Other	0.000	-9.000	-9.000	
35	0-35	0.313	0.602	0.460	A	0.281	-0.252	-0.189	
					B	0.313	0.602	0.460	*
					C	0.188	-0.454	-0.313	
					D	0.219	-0.020	-0.014	
					Other	0.000	-9.000	-9.000	
36	0-36	0.375	0.549	0.430	A	0.375	0.549	0.430	*
					B	0.313	-0.482	-0.368	
					C	0.156	-0.121	-0.080	
					D	0.156	-0.036	-0.024	
					Other	0.000	-9.000	-9.000	
37	0-37	0.438	0.139	0.111	A	0.219	0.188	0.134	?
					B	0.156	-0.292	-0.193	
	CHECK THE KEY				C	0.188	-0.150	-0.104	
	D was specified, A works better				D	0.438	0.139	0.111	*
					Other	0.000	-9.000	-9.000	

```
38   0-38    0.438    0.198    0.157    A     0.188    -0.331   -0.228

                                        B     0.188     0.306    0.211   ?

            CHECK THE KEY               C     0.188    -0.264   -0.182

    D was specified, B works better     D     0.438     0.198    0.157   *

                                        Other 0.000    -9.000   -9.000



39   0-39    0.531    0.232    0.185    A     0.188     0.068    0.047

                                        B     0.531     0.232    0.185   *

                                        C     0.156     0.039    0.026

                                        D     0.125    -0.582   -0.363

                                        Other 0.000    -9.000   -9.000



40   0-40    0.438    0.204    0.162    A     0.156     0.402    0.265   ?

                                        B     0.250    -0.465   -0.341

            CHECK THE KEY               C     0.438     0.204    0.162   *

    C was specified, A works better     D     0.125     0.089    0.055

                                        Other 0.031    -0.671   -0.272



41   0-41    0.188    0.800    0.552    A     0.281    -0.199   -0.149

                                        B     0.219    -0.453   -0.323

                                        C     0.313    -0.041   -0.031

                                        D     0.188     0.800    0.552   *

                                        Other 0.000    -9.000   -9.000



42   0-42    0.594    0.555    0.438    A     0.125    -0.421   -0.262

                                        B     0.594     0.555    0.438   *

                                        C     0.094    -0.373   -0.214

                                        D     0.188    -0.245   -0.169

                                        Other 0.000    -9.000   -9.000

43   0-43    0.500    0.548    0.437    A     0.500     0.548    0.437   *
```

					B	0.125	-0.210	-0.131	
					C	0.219	-0.375	-0.268	
					D	0.156	-0.271	-0.179	
					Other	0.000	-9.000	-9.000	
44	0-44	0.344	0.611	0.473	A	0.250	-0.215	-0.158	
					B	0.344	0.611	0.473	*
					C	0.156	-0.046	-0.031	
					D	0.250	-0.457	-0.335	
					Other	0.000	-9.000	-9.000	
45	0-45	0.688	0.186	0.142	A	0.688	0.186	0.142	*
					B	0.125	-0.272	-0.169	
					C	0.125	-0.023	-0.015	
					D	0.063	-0.040	-0.020	
					Other	0.000	-9.000	-9.000	
46	0-46	0.344	0.639	0.495	A	0.156	-0.004	-0.002	
					B	0.219	-0.436	-0.311	
					C	0.219	-0.080	-0.057	
					D	0.344	0.639	0.495	*
					Other	0.063	-0.664	-0.337	
47	0-47	0.500	0.625	0.499	A	0.219	-0.323	-0.231	
					B	0.125	-0.409	-0.254	
					C	0.500	0.625	0.499	*
					D	0.156	-0.292	-0.193	
					Other	0.000	-9.000	-9.000	
48	0-48	0.406	0.586	0.463	A	0.156	-0.570	-0.376	

```
                                         B      0.250    -0.199   -0.146

                                         C      0.406     0.586    0.463   *

                                         D      0.188    -0.103   -0.071

                                      Other     0.000    -9.000   -9.000


  49   0-49   0.625   0.112   0.088      A      0.094    -0.159   -0.091

                                         B      0.156    -0.196   -0.129

              CHECK THE KEY              C      0.125     0.151    0.094   ?

       D was specified, C works better   D      0.625     0.112    0.088   *

                                      Other     0.000    -9.000   -9.000

  50   0-50   0.156   0.060   0.040      A      0.094     0.284    0.163   ?

                                         B      0.125    -0.222   -0.138

              CHECK THE KEY              C      0.156     0.060    0.040   *

       C was specified, A works better   D      0.625    -0.043   -0.034

                                      Other     0.000    -9.000   -9.000


  51   0-51   0.563   0.679   0.539      A      0.188    -0.606   -0.418

                                         B      0.094    -0.128   -0.074

                                         C      0.563     0.679    0.539   *

                                         D      0.156    -0.345   -0.228

                                      Other     0.000    -9.000   -9.000


  52   0-52   0.469   0.624   0.497      A      0.156    -0.249   -0.164

                                         B      0.219    -0.349   -0.249

                                         C      0.156    -0.356   -0.235

                                         D      0.469     0.624    0.497   *

                                      Other     0.000    -9.000   -9.000


  53   0-53   0.500   0.625   0.499      A      0.500     0.625    0.499   *

                                         B      0.188    -0.074   -0.051
```

```
                                      C      0.125    -0.334   -0.208

                                      D      0.188    -0.597   -0.412

                                   Other     0.000    -9.000   -9.000


54   0-54   0.688    0.149    0.114    A      0.688     0.149    0.114   *

                                      B      0.031     0.710    0.287   ?

           CHECK THE KEY              C      0.188    -0.236   -0.163

     A was specified, B works better  D      0.094    -0.235   -0.135

                                   Other     0.000    -9.000   -9.000


55   0-55   0.438   -0.023   -0.018    A      0.438    -0.023   -0.018   *

                                      B      0.156     0.018    0.012

           CHECK THE KEY              C      0.250     0.219    0.161   ?

     A was specified, C works better  D      0.156    -0.271   -0.179

                                   Other     0.000    -9.000   -9.000


56   0-56   0.406    0.540    0.427    A      0.156    -0.313   -0.207

                                      B      0.406     0.540    0.427   *

                                      C      0.281    -0.176   -0.132

                                      D      0.156    -0.313   -0.207

                                   Other     0.000    -9.000   -9.000

57   0-57   0.563   -0.055   -0.044    A      0.250     0.284    0.208   ?

                                      B      0.563    -0.055   -0.044   *

           CHECK THE KEY              C      0.125    -0.098   -0.061

     B was specified, A works better  D      0.063    -0.394   -0.200

                                   Other     0.000    -9.000   -9.000


58   0-58   0.438    0.542    0.430    A      0.125     0.213    0.132

                                      B      0.219    -0.358   -0.255

                                      C      0.438     0.542    0.430   *
```

					D	0.219	-0.514	-0.367	
					Other	0.000	-9.000	-9.000	
59	0-59	0.469	0.546	0.436	A	0.219	-0.384	-0.274	
					B	0.219	-0.566	-0.404	
					C	0.094	0.376	0.216	
					D	0.469	0.546	0.436	*
					Other	0.000	-9.000	-9.000	
60	0-60	0.469	0.521	0.415	A	0.469	0.521	0.415	*
					B	0.188	-0.274	-0.189	
					C	0.156	-0.196	-0.129	
					D	0.188	-0.321	-0.222	
					Other	0.000	-9.000	-9.000	
61	0-61	0.469	0.643	0.512	A	0.281	-0.184	-0.138	
					B	0.094	-0.465	-0.267	
					C	0.156	-0.484	-0.319	
					D	0.469	0.643	0.512	*
					Other	0.000	-9.000	-9.000	
62	0-62	0.406	0.243	0.192	A	0.188	-0.131	-0.091	
					B	0.094	0.085	0.049	
					C	0.281	-0.077	-0.058	
					D	0.406	0.243	0.192	*
					Other	0.031	-0.671	-0.272	
63	0-63	0.500	0.664	0.529	A	0.063	0.396	0.201	
					B	0.219	-0.548	-0.392	
					C	0.500	0.664	0.529	*
					D	0.219	-0.514	-0.367	
					Other	0.000	-9.000	-9.000	

```
64   0-64    0.594    0.621    0.490    A      0.125    -0.433  -0.270

                                        B      0.125    -0.148  -0.092

                                        C      0.594     0.621   0.490   *

                                        D      0.156    -0.506  -0.334

                                      Other    0.000    -9.000  -9.000


65   0-65    0.313   -0.142   -0.109    A      0.219     0.500   0.357   ?

                                        B      0.313    -0.142  -0.109   *

            CHECK THE KEY               C      0.188    -0.293  -0.202

     B was specified, A works better    D      0.250     0.091   0.066

                                      Other    0.031    -0.671  -0.272


66   0-66    0.500    0.651    0.519    A      0.125    -0.384  -0.239

                                        B      0.281    -0.570  -0.428

                                        C      0.094     0.070   0.040

                                        D      0.500     0.651   0.519   *

                                      Other    0.000    -9.000  -9.000


67   0-67    0.250    0.702    0.515    A      0.219    -0.089  -0.064

                                        B      0.313    -0.381  -0.291

                                        C      0.250     0.702   0.515   *

                                        D      0.219    -0.210  -0.150

                                      Other    0.000    -9.000  -9.000


68   0-68    0.531    0.630    0.503    A      0.188    -0.236  -0.163
```

					B	0.156	-0.271	-0.179	
					C	0.531	0.630	0.503	*
					D	0.125	-0.595	-0.370	
					Other	0.000	-9.000	-9.000	
69	0-69	0.219	0.275	0.196	A	0.281	0.218	0.164	
					B	0.219	0.275	0.196	*
					C	0.219	-0.418	-0.299	
					D	0.281	-0.093	-0.070	
					Other	0.000	-9.000	-9.000	
70	0-70	0.688	0.612	0.467	A	0.156	-0.516	-0.341	
					B	0.094	-0.526	-0.302	
					C	0.063	-0.040	-0.020	
					D	0.688	0.612	0.467	*
					Other	0.000	-9.000	-9.000	

MicroCAT (tm) Testing System

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Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file LYAN.TXT

There were 32 examinees in the data file.

Scale Statistics

```
  Scale:          0                  -------
N of Items        70
N of Examinees    32
Mean          32.469
Variance     149.249
Std. Dev.     12.217
Skew           0.343
```

```
Kurtosis        -0.403

Minimum         13.000

Maximum         61.000

Median          32.000

Alpha            0.908

SEM              3.715

Mean P           0.464

Mean Item-Tot.   0.366

Mean Biserial    0.473
```

RINGKASAN HASIL ANALISIS ITEM/BUTIR TES

TES BAHASA INGGRIS

No Butir	Tingkat Kesukaran		Daya Pembeda		Alternatif Jawaban			Keterangan
	p	Status	r_{pbis}	Status	Pengecoh Tdk Efektif	Kunci	Cek	
1	0.531	SD	0.477	B	- - - - -	B	- -	gunakan
2	0.063	SK	0.011	J	- - - - -	D	C	hilangkan
3	0.469	SD	0.487	B	- - - - -	D	- -	gunakan
4	0.438	SD	0.564	B	- - - - -	A	- -	gunakan
5	0.219	SK	0.419	B	- - - - -	A	- -	gunakan
6	0.625	SD	0.098	J	- - - - -	A	B	gunakan
7	0.750	MD	0.424	B	- - - - -	C	- -	gunakan
8	0.625	SD	0.537	B	- - - - -	B	- -	gunakan
9	0.406	SD	0.515	B	- - - - -	C	- -	gunakan
10	0.313	SD	0.520	B	- - - - -	C	- -	gunakan
11	0.438	SD	0.492	B	- - - - -	C	- -	gunakan
12	0.469	SD	0.441	B	- - - - -	A	- -	gunakan
13	0.719	MD	0.439	B	- - - - -	B	- -	gunakan
14	0.625	SD	0.077	J	- - - - -	A	- -	gunakan
15	0.250	SK	0.433	B	- - - - -	C	- -	gunakan
16	0.563	SD	0.436	B	- - - - -	D	- -	gunakan
17	0.406	SD	0.447	B	- - - - -	C	- -	gunakan

No Butir	Tingkat Kesukaran		Daya Pembeda		Alternatif Jawaban			Keterangan
	p	Status	r_{pbis}	Status	Pengecoh Tdk Efektif	Kunci	Cek	
18	0.531	SD	0.472	B	- - - - -	B	- -	gunakan
19	0.625	SD	0.474	B	- - - - -	A	- -	gunakan
20	0.594	SD	0.131	J	- - - - -	A	- -	gunakan
21	0.625	SD	0.458	B	- - - - -	D	- -	gunakan
22	0.406	SD	0.531	B	- - - - -	C	- -	gunakan
23	0.625	SD	-0.160	J	- - - - -	C	- -	gunakan
24	0.344	SD	0.489	B	- - - - -	D	- -	gunakan
25	0.281	SK	0.522	B	- - - - -	B	- -	gunakan
26	0.656	SD	0.469	B	- - - - -	B	- -	gunakan
27	0.688	SD	0.451	B	- - - - -	A	- -	gunakan
28	0.281	SK	-0.075	J	- - - - -	A	- -	gunakan
29	0.313	SD	0.504	B	- - - - -	D	- -	gunakan
30	0.563	SD	0.446	B	- - - - -	B	- -	gunakan
31	0.719	MD	0.462	B	- - - - -	C	- -	gunakan
32	0.250	SK	0.427	B	- - - - -	C	- -	gunakan
33	0.563	SD	0.508	B	- - - - -	C	- -	gunakan
34	0.156	SK	0.463	B	- - - - -	D	- -	gunakan
35	0.313	SD	0.460	B	- - - - -	B	- -	gunakan
36	0.375	SD	0.430	B	- - - - -	A	- -	gunakan
37	0.438	SD	0.111	J	- - - - -	D	- -	gunakan

No Butir	Tingkat Kesukaran		Daya Pembeda		Alternatif Jawaban			Keterangan
	p	Status	r_{pbis}	Status	Pengecoh Tdk Efektif	Kunci	Cek	
38	0.438	SD	0.157	J	- - - - -	D	- -	gunakan
39	0.531	SD	0.185	J	- - - - -	B	- -	gunakan
40	0.438	SD	0.162	J	- - - - -	C	- -	gunakan
41	0.188	SK	0.552	B	- - - - -	D	- -	gunakan
42	0.594	SD	0.438	B	- - - - -	B	- -	gunakan
43	0.500	SD	0.437	B	- - - - -	A	- -	gunakan
44	0.344	SD	0.473	B	- - - - -	B	- -	gunakan
45	0.688	SD	0.142	J	- - - - -	A	- -	gunakan
46	0.344	SD	0.495	B	- - - - -	D	- -	gunakan
47	0.500	SD	0.499	B	- - - - -	C	- -	gunakan
48	0.406	SD	0.463	B	- - - - -	C	- -	gunakan
49	0.625	SD	0.088	J	- - - - -	D	- -	gunakan
50	0.156	SK	0.040	J	- - - - -	C	- -	gunakan
51	0.563	SD	0.539	B	- - - - -	C	- -	gunakan
52	0.469	SD	0.497	B	- - - - -	D	- -	gunakan
53	0.500	SD	0.499	B	- - - - -	A	- -	gunakan
54	0.688	SD	0.114	J	- - - - -	A	- -	gunakan
55	0.438	SD	-0.018	J	- - - - -	A	- -	gunakan
56	0.406	SD	0.427	B	- - - - -	B	- -	gunakan
57	0.563	SD	-0.044	J	- - - - -	B	- -	gunakan

No Butir	Tingkat Kesukaran		Daya Pembeda		Alternatif Jawaban			Keterangan
	p	Status	r_{pbis}	Status	Pengecoh Tdk Efektif	Kunci	Cek	
58	0.438	SD	0.430	B	- - - - -	C	- -	gunakan
59	0.469	SD	0.436	B	- - - - -	D	- -	gunakan
60	0.469	SD	0.415	B	- - - - -	A	- -	gunakan
61	0.469	SD	0.512	B	- - - - -	D	- -	gunakan
62	0.406	SD	0.192	J	- - - - -	D	- -	gunakan
63	0.500	SD	0.529	B	- - - - -	C	- -	gunakan
64	0.594	SD	0.490	B	- - - - -	C	- -	gunakan
65	0.313	SD	-0.109	J	- - - - -	B	- -	gunakan
66	0.500	SD	0.519	B	- - - - -	D	- -	gunakan
67	0.250	SK	0.515	B	- - - - -	C	- -	gunakan
68	0.531	SD	0.503	B	- - - - -	C	- -	gunakan
69	0.219	SK	0.196	J	- - - - -	B	- -	gunakan
70	0.688	SD	0.467	B	- - - - -	D	- -	gunakan

Tingkat Kesukaran

0.00 – 0.29 Sukar   = SK

0.30 – 0.69 Sedang   = SD

0.70 – 1.00 Mudah   = MD

Daya Pembeda

0.00 – 0.19 Jelek   = J

0.20 – 0.39 Cukup   = C

0.40 – 0.69 Baik   = B

0.70 – 1.00 Baik Sekali = BS

Pengecoh yang dapat dinyatakan Tdk Efektif jika yang memilih kurang dari 5% dari keseluruhan peserta tes.

```
===============

Alpha            0.890  tes sangat reliabel

SEM              2.270  menunjukkan standar error pengukuran

Mean P           0.667  tes memiliki tingkat kesukaran rata2 sedang

Mean Item-Tot.   0.482  tes memiliki daya pembeda baik

Mean Biserial    0.625  (alternative daya pembeda)
```

Descriptive Analysis and Inferential Analysis

Summarize

Case Summaries[a]

	Group	Pre	Post	Pre	Post
1	Experimental	58	80	Average	Very good
2	Experimental	76	92	Very good	Very good
3	Experimental	64	84	Good	Very good
4	Experimental	58	68	Average	Good
5	Experimental	66	90	Good	Very good
6	Experimental	74	78	Good	Very good
7	Experimental	72	86	Good	Very good
8	Experimental	74	84	Good	Very good
9	Experimental	66	86	Good	Very good
10	Experimental	66	72	Good	Good
11	Experimental	52	50	Average	Average
12	Experimental	76	82	Very good	Very good
13	Experimental	76	78	Very good	Very good
14	Experimental	64	86	Good	Very good
15	Experimental	84	92	Very good	Very good
16	Experimental	50	66	Average	Good
17	Experimental	54	96	Average	Very good
18	Experimental	66	78	Good	Very good

Case Summaries[a]

	Group	Pre	Post	Pre	Post
19	Experimental	54	64	Average	Good
20	Experimental	64	68	Good	Good
21	Experimental	64	90	Good	Very good
22	Experimental	68	80	Good	Very good
23	Experimental	80	92	Very good	Very good
24	Experimental	80	82	Very good	Very good
25	Experimental	74	86	Good	Very good
26	Experimental	58	78	Average	Very good
27	Experimental	60	82	Good	Very good
28	Experimental	46	86	Average	Very good
29	Experimental	72	82	Good	Very good
30	Experimental	54	62	Average	Good
31	Experimental	54	80	Average	Very good
32	Experimental	62	82	Good	Very good
33	Experimental	68	84	Good	Very good
34	Control	50	56	Average	Average
35	Control	78	84	Very good	Very good
36	Control	76	80	Very good	Very good
37	Control	58	50	Average	Average
38	Control	70	78	Good	Very good
39	Control	58	66	Average	Good
40	Control	74	76	Good	Very good

Case Summaries[a]

	Group	Pre	Post	Pre	Post
41	Control	74	70	Good	Good
42	Control	46	76	Average	Very good
43	Control	82	80	Very good	Very good
44	Control	76	70	Very good	Good
45	Control	44	56	Average	Average
46	Control	68	78	Good	Very good
47	Control	68	78	Good	Very good
48	Control	66	86	Good	Very good
49	Control	72	88	Good	Very good
50	Control	72	80	Good	Very good
51	Control	84	90	Very good	Very good
52	Control	76	84	Very good	Very good
53	Control	56	80	Average	Very good
54	Control	76	76	Very good	Very good
55	Control	70	70	Good	Good
56	Control	62	68	Good	Good
57	Control	54	56	Average	Average
58	Control	72	72	Good	Good
59	Control	52	58	Average	Average
60	Control	70	76	Good	Very good
61	Control	62	86	Good	Very good
62	Control	68	68	Good	Good

Case Summaries^a

	Group	Pre	Post	Pre	Post
63	Control	70	80	Good	Very good
64	Control	70	84	Good	Very good
65	Control	66	78	Good	Very good
Total N	65	65	65	65	65

a. Limited to first 100 cases.

Descriptive: Pre_Test_Experimental

Statistics

Pre_Test_Experimental

N	Valid	33
	Missing	0
Mean		65.27
Median		66.00
Mode		54[a]
Std. Deviation		9.615
Variance		92.455
Range		38
Minimum		46
Maximum		84

a. Multiple modes exist. The smallest value is shown

Pre_Test_Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46	1	3.0	3.0	3.0
	50	1	3.0	3.0	6.1
	52	1	3.0	3.0	9.1
	54	4	12.1	12.1	21.2
	58	3	9.1	9.1	30.3

	Frequency	Percent	Valid Percent	Cumulative Percent
60	1	3.0	3.0	33.3
62	1	3.0	3.0	36.4
64	4	12.1	12.1	48.5
66	4	12.1	12.1	60.6
68	2	6.1	6.1	66.7
72	2	6.1	6.1	72.7
74	3	9.1	9.1	81.8
76	3	9.1	9.1	90.9
80	2	6.1	6.1	97.0
84	1	3.0	3.0	100.0
Total	33	100.0	100.0	

Pre_Test_Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	10	30.3	30.3	30.3
	Good	17	51.5	51.5	81.8
	Very good	6	18.2	18.2	100.0
	Total	33	100.0	100.0	
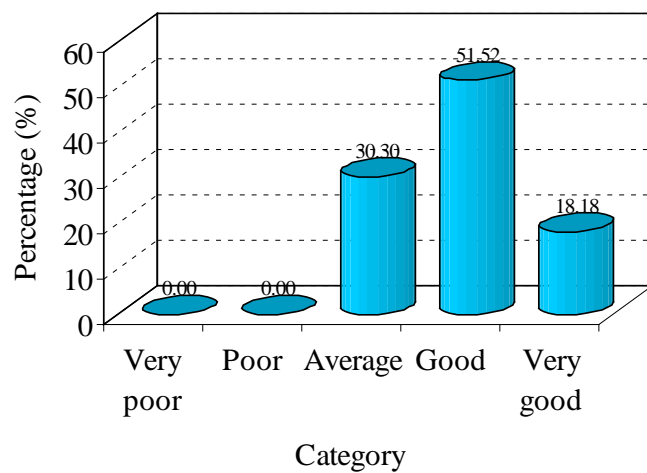
Descriptive: Pre_Test_Control

Statistics

Pre_Test_Control

N	Valid	32
	Missing	0
Mean		66.88
Median		70.00
Mode		70
Std. Deviation		10.108
Variance		102.177
Range		40
Minimum		44
Maximum		84

Pre_Test_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	3.1	3.1	3.1
	46	1	3.1	3.1	6.2
	50	1	3.1	3.1	9.4
	52	1	3.1	3.1	12.5
	54	1	3.1	3.1	15.6
	56	1	3.1	3.1	18.8
	58	2	6.2	6.2	25.0
	62	2	6.2	6.2	31.2
	66	2	6.2	6.2	37.5
	68	3	9.4	9.4	46.9
	70	5	15.6	15.6	62.5
	72	3	9.4	9.4	71.9
	74	2	6.2	6.2	78.1
	76	4	12.5	12.5	90.6
	78	1	3.1	3.1	93.8
	82	1	3.1	3.1	96.9
	84	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Pre_Test_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	8	25.0	25.0	25.0
	Good	17	53.1	53.1	78.1
	Very good	7	21.9	21.9	100.0
	Total	32	100.0	100.0	
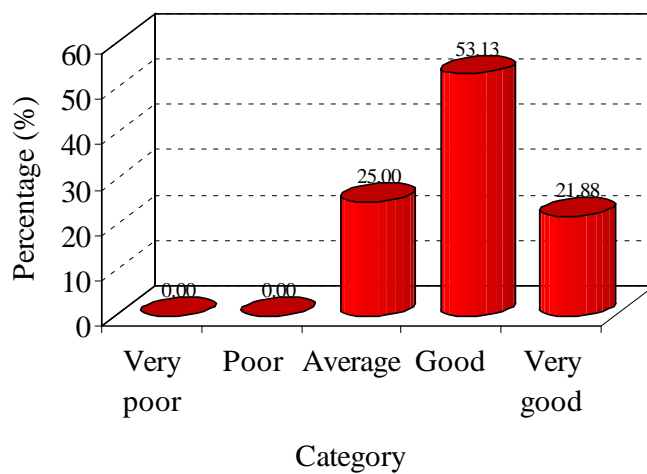
Descriptive: Post_Test_Experimental

Statistics

Post_Test_Experimental

N	Valid	33
	Missing	0
Mean		80.18
Median		82.00
Mode		82[a]
Std. Deviation		9.967

Variance	99.341
Range	46
Minimum	50
Maximum	96

a. Multiple modes exist. The smallest value is shown

Post_Test_Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3.0	3.0	3.0
	62	1	3.0	3.0	6.1
	64	1	3.0	3.0	9.1
	66	1	3.0	3.0	12.1
	68	2	6.1	6.1	18.2
	72	1	3.0	3.0	21.2
	78	4	12.1	12.1	33.3
	80	3	9.1	9.1	42.4
	82	5	15.2	15.2	57.6
	84	3	9.1	9.1	66.7
	86	5	15.2	15.2	81.8
	90	2	6.1	6.1	87.9
	92	3	9.1	9.1	97.0
	96	1	3.0	3.0	100.0

Post_Test_Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3.0	3.0	3.0
	62	1	3.0	3.0	6.1
	64	1	3.0	3.0	9.1
	66	1	3.0	3.0	12.1
	68	2	6.1	6.1	18.2
	72	1	3.0	3.0	21.2
	78	4	12.1	12.1	33.3
	80	3	9.1	9.1	42.4
	82	5	15.2	15.2	57.6
	84	3	9.1	9.1	66.7
	86	5	15.2	15.2	81.8
	90	2	6.1	6.1	87.9
	92	3	9.1	9.1	97.0
	96	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

Post_Test_Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	3.0	3.0	3.0
	Good	6	18.2	18.2	21.2
	Very good	26	78.8	78.8	100.0
	Total	33	100.0	100.0	
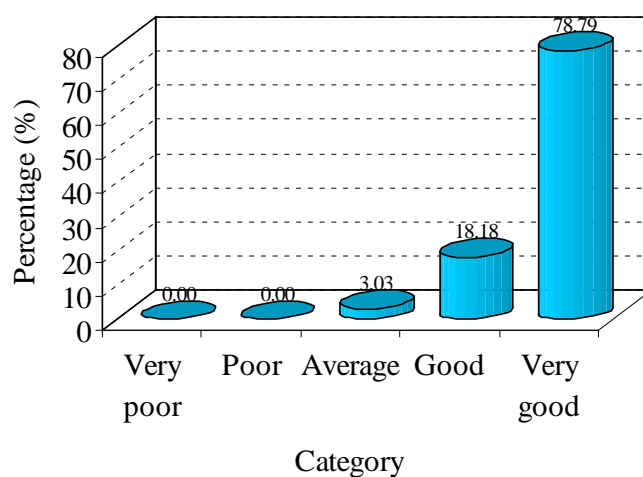
Descriptive: Post_Test_Control

Statistics

Post_Test_Control

N	Valid	32
	Missing	0
Mean		74.31
Median		77.00

Mode	80
Std. Deviation	10.300
Variance	106.093
Range	40
Minimum	50
Maximum	90

Post_Test_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3.1	3.1	3.1
	56	3	9.4	9.4	12.5
	58	1	3.1	3.1	15.6
	66	1	3.1	3.1	18.8
	68	2	6.2	6.2	25.0
	70	3	9.4	9.4	34.4
	72	1	3.1	3.1	37.5
	76	4	12.5	12.5	50.0
	78	4	12.5	12.5	62.5
	80	5	15.6	15.6	78.1
	84	3	9.4	9.4	87.5
	86	2	6.2	6.2	93.8
	88	1	3.1	3.1	96.9
	90	1	3.1	3.1	100.0

Post_Test_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3.1	3.1	3.1
	56	3	9.4	9.4	12.5
	58	1	3.1	3.1	15.6
	66	1	3.1	3.1	18.8
	68	2	6.2	6.2	25.0
	70	3	9.4	9.4	34.4
	72	1	3.1	3.1	37.5
	76	4	12.5	12.5	50.0
	78	4	12.5	12.5	62.5
	80	5	15.6	15.6	78.1
	84	3	9.4	9.4	87.5
	86	2	6.2	6.2	93.8
	88	1	3.1	3.1	96.9
	90	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Post_Test_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	5	15.6	15.6	15.6
	Good	7	21.9	21.9	37.5
	Very good	20	62.5	62.5	100.0
	Total	32	100.0	100.0	
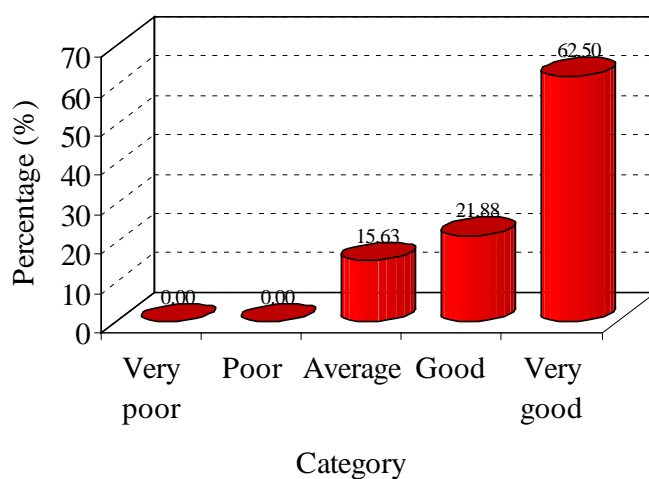
Descriptives

Descriptives

		Experimental		Control	
		Statistic	Std. Error	Statistic	Std. Error
Pre	Mean	65.27	1.674	66.88	1.787
	95% Confidence Interval for	Lower Bound	61.86		63.23	

	Mean	Upper Bound	68.68		70.52	
	5% Trimmed Mean		65.30		67.19	
	Median		66.00		70.00	
	Variance		92.455		102.177	
	Std. Deviation		9.615		10.108	
	Minimum		46		44	
	Maximum		84		84	
	Range		38		40	
	Interquartile Range		16		15	
	Skewness		-.031	.409	-.667	.414
	Kurtosis		-.764	.798	-.172	.809
Post	Mean		80.18	1.735	74.31	1.821
	95% Confidence Interval for Mean	Lower Bound	76.65		70.60	
		Upper Bound	83.72		78.03	
	5% Trimmed Mean		80.80		74.71	
	Median		82.00		77.00	
	Variance		99.341		106.093	
	Std. Deviation		9.967		10.300	
	Minimum		50		50	
	Maximum		96		90	
	Range		46		40	
	Interquartile Range		8		12	

Skewness	-1.102	.409	-.787	.414
Kurtosis	1.445	.798	-.072	.809

Crosstabs

Pre * Group Crosstabulation

			Group		Total
			Experimental	Control	
Pre	Average	Count	10	8	18
		% within Group	30.3%	25.0%	27.7%
	Good	Count	17	17	34
		% within Group	51.5%	53.1%	52.3%
	Very good	Count	6	7	13
		% within Group	18.2%	21.9%	20.0%
Total		Count	33	32	65
		% within Group	100.0%	100.0%	100.0%
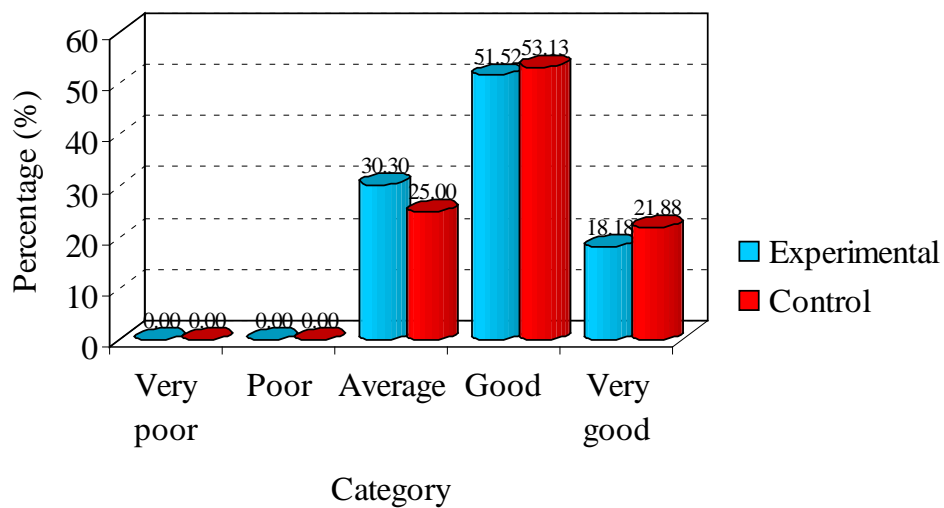
Post * Group Crosstabulation

			Group		Total
			Experimental	Control	
Post	Average	Count	1	5	6
		% within Group	3.0%	15.6%	9.2%
	Good	Count	6	7	13
		% within Group	18.2%	21.9%	20.0%
	Very good	Count	26	20	46
		% within Group	78.8%	62.5%	70.8%
Total		Count	33	32	65
		% within Group	100.0%	100.0%	100.0%
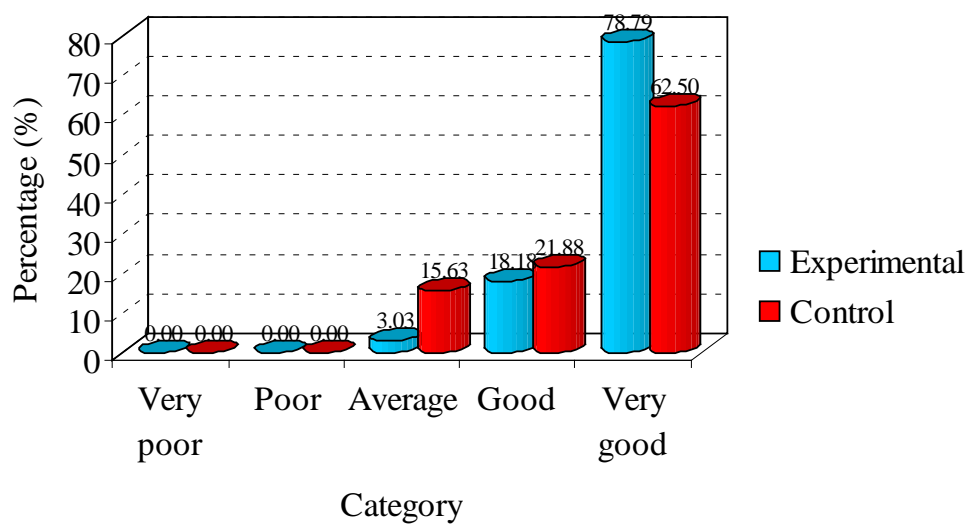
Test of Normality

One-Sample Kolmogorov-Smirnov Test

		Pre_Test_Contr ol	Post_Test_Con trol
N		32	32
Normal Parameters[a]	Mean	66.88	74.31
	Std. Deviation	10.108	10.300
Most Extreme Differences	Absolute	.169	.190
	Positive	.090	.100
	Negative	-.169	-.190
Kolmogorov-Smirnov Z		.958	1.075
Asymp. Sig. (2-tailed)		.318	.198

a. Test distribution is Normal.

One-Sample Kolmogorov-Smirnov Test

		Pre_Test_Expe rimental	Post_Test_Exp erimental
N		33	33
Normal Parameters[a]	Mean	65.27	80.18
	Std. Deviation	9.615	9.967
Most Extreme Differences	Absolute	.092	.201
	Positive	.092	.098
	Negative	-.091	-.201
Kolmogorov-Smirnov Z		.526	1.156

Asymp. Sig. (2-tailed)	.945	.138

a. Test distribution is Normal.

Test of Homogeneity

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pre	Based on Mean	.031	1	63	.860
	Based on Median	.007	1	63	.934
	Based on Median and with adjusted df	.007	1	59.094	.934
	Based on trimmed mean	.014	1	63	.905
Post	Based on Mean	.348	1	63	.557
	Based on Median	.194	1	63	.661
	Based on Median and with adjusted df	.194	1	62.991	.661
	Based on trimmed mean	.330	1	63	.568

Paired Samples T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post_Test_Control	74.31	32	10.300	1.821
	Pre_Test_Control	66.88	32	10.108	1.787

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Post_Test_Control & Pre_Test_Control	32	.638	.000

Paired Samples Test

			Pair 1
			Post_Test_Control - Pre_Test_Control
Paired Differences	Mean		7.438
	Std. Deviation		8.684
	Std. Error Mean		1.535
	95% Confidence Interval of the Difference	Lower	4.307
		Upper	10.568
t			4.845

df	31
Sig. (2-tailed)	.000

Paired Samples T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post_Test_Experimental	80.18	33	9.967	1.735
	Pre_Test_Experimental	65.27	33	9.615	1.674

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Post_Test_Experimental & Pre_Test_Experimental	33	.480	.005

Paired Samples Test

			Pair 1
			Post_Test_Experimental - Pre_Test_Experimental
Paired Differences	Mean		14.909
	Std. Deviation		9.989
	Std. Error Mean		1.739
	95% Confidence Interval of the Difference	Lower	11.367
		Upper	18.451

t	8.574
df	32
Sig. (2-tailed)	.000

Independent Samples T-Test

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre	Experimental	33	65.27	9.615	1.674
	Control	32	66.88	10.108	1.787

Independent Samples Test

		Pre	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.031	
	Sig.	.860	
t-test for Equality of Means	t	-.655	-.654
	df	63	62.588
	Sig. (2-tailed)	.515	.515
	Mean Difference	-1.602	-1.602
	Std. Error Difference	2.446	2.448
	95% Confidence Interval of the Difference — Lower	-6.491	-6.496
	Upper	3.287	3.291

Independent Samples T-Test

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Post	Experimental	33	80.18	9.967	1.735
	Control	32	74.31	10.300	1.821

Independent Samples Test

		Post	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.348	
	Sig.	.557	
t-test for Equality of Means	t	2.335	2.334
	df	63	62.742
	Sig. (2-tailed)	.023	.023
	Mean Difference	5.869	5.869
	Std. Error Difference	2.514	2.515
95% Confidence Interval of the Difference	Lower	.846	.843
	Upper	10.893	10.896

Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
Group	1	Experimental	33
	2	Control	32

Descriptive Statistics

Dependent Variable:Post

Group	Mean	Std. Deviation	N
Experimental	80.18	9.967	33
Control	74.31	10.300	32
Total	77.29	10.479	65

Levene's Test of Equality of Error Variances[a]

Dependent Variable:Post

F	df1	df2	Sig.
.051	1	63	.823

Tests the null hypothesis that the error
variance of the dependent variable is equal
across groups.

a. Design: Intercept + Pre + Group

Tests of Between-Subjects Effects

Dependent Variable:Post

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2595.608[a]	2	1297.804	18.156	.000
Intercept	2105.923	1	2105.923	29.461	.000
Pre	2035.946	1	2035.946	28.482	.000
Group	744.610	1	744.610	10.417	.002
Error	4431.839	62	71.481		
Total	395344.000	65			
Corrected Total	7027.446	64			

a. R Squared = .369 (Adjusted R Squared = .349)

Parameter Estimates

Dependent Variable:Post

Parameter	B	Std. Error	t	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Intercept	35.760	7.377	4.848	.000	21.013	50.506
Pre	.576	.108	5.337	.000	.361	.792
[Group=1]	6.793	2.105	3.228	.002	2.586	11.000
[Group=2]	0[a]	.	.	.	.	.

Parameter Estimates

Dependent Variable:Post

Parameter	B	Std. Error	t	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Intercept	35.760	7.377	4.848	.000	21.013	50.506
Pre	.576	.108	5.337	.000	.361	.792
[Group=1]	6.793	2.105	3.228	.002	2.586	11.000
[Group=2]	0^a	.	.	.	.	.

a. This parameter is set to zero because it is redundant.

Estimated Marginal Means

1. Grand Mean

Dependent Variable:Post

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
77.240^a	1.049	75.144	79.337

a. Covariates appearing in the model are evaluated at
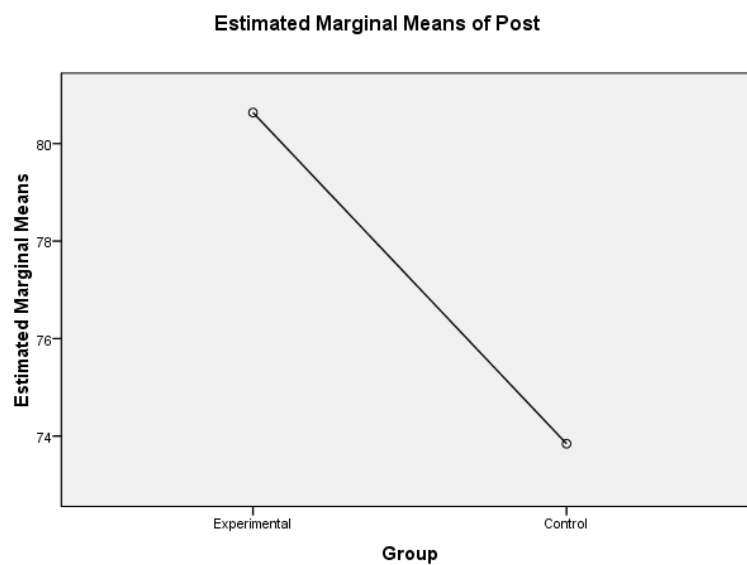the following values: Pre = 66.06.

2. Group

Dependent Variable:Post

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Experimental	80.637[a]	1.474	77.690	83.584
Control	73.844[a]	1.497	70.851	76.836

a. Covariates appearing in the model are evaluated at the following values: Pre = 66.06.

Profile Plots

Estimated Marginal Means of Post

Appendix F

Documentation

Appendix G

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

Nomor   : 1250/UN.34.12/PP/X/2012   19 Oktober 2012
Lampiran : 1 Berkas Proposal
Hal   : **Permohonan Izin Penelitian**

Kepada Yth.
Kepala SMA Negeri 6 Yogyakarta
Di Yogyakarta

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

The Effect of Using Extensive-Reading on Vocabulary Mastery of the X Grade Students of SMA Negeri 6 Yogyakarta in the Academic year of 2012/2013

Mahasiswa dimaksud adalah :

Nama   : LYAN ANDAM SYARI
NIM   : 07202244083
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan   : Juli - Agustus 2012
Lokasi Penelitian   : SMA Negeri 6 Yogyakarta

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

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

a.n. Dekan
Pembantu Dekan I,

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

Tembusan:
Kepala SMA Negeri 6 Yogyakarta

PEMERINTAH KOTA YOGYAKARTA
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 6 YOGYAKARTA
Jln. C. Simanjuntak No. 2 Kota Yogyakarta Telpon 513335 Kode Pos 55223
Website : http://www.sman6-yogya.sch.id Email : sman6@sman6-yogya,sch.id

SURAT KETERANGAN
Nomor : 070/2111

Yang bertanda tangan di bawah ini

a. Nama	: Drs. MIFTAKODIN, MM
b. NIP	: 19680813 199402 1 001
c. Jabatan	: Kepala SMA Negeri 6 Yogyakarta

Dengan ini menerangkan bahwa :

a. Nama	: Lyan Andam Syari
b. NIM	: 07202244083
c. Jurusan/Program Study	: Pendidikan Bahasa Inggris
d. Waktu Pelaksanaa	: Juli – Agustus 2012
e. Lokasi Penelitian	: SMA Negeri 6 Yogyakarta

Telah melaksanakan Penelitian untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS) dengan judul : The Effect of Using Extensive-Reading on Vocabulary Mastery of the X Grade Studentr of SMA Negeri 6 Yogyakarta in the Academic year of 2012/2013.

Demikian surat keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 22 Oktober 2012
Kepala Sekolah,

DRS. MIFTAKODIN, M.M.
NIP 19680813 199402 1 001