THE EFFECTIVENESS OF INTERACTIVE MULTIMEDIA TO TEACH

VOCABULARY OF THE EIGHTH YEAR STUDENTS AT MTS NURUL

HUDA RAJI – DEMAK IN THE ACADEMIC YEAR 2012/2013

A Thesis

In Partial Fulfillment of the Requirements

For Master's Degree in Linguistics

ULIL ALBAB

13020210400032

FACULTY OF HUMANITIES

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Submitted by:

Ulil Albab
13020210400032

Approved by
Advisor,

Dr. Suwandi, M.Pd.
NIP. 195208151983031003

Master's Program in Linguistics
Head,

Yoseph Herudjati Purwoko, M.Sc., Ph.D.
NIP. 195303271981031006

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Submitted by:

Ulil Albab
13020210400032

VALIDATION

Approved by
Strata II Thesis Examination Committee
Master's Degree in Linguistics
Faculty of Humanities Diponegoro University
On July 24, 2013

Chairman
Dr. Suwandi, M.Pd
NIP. 195208151983031003 _____

First Member
Yoseph Herudjati Purwoko, M.Sc., Ph.D. _____
NIP. 195303271981031006

Second member
Dr. Suharno, M. Ed. _____
NIP. 195205081983031001

Third member
Dr. Deli Nirmala, M.Hum _____
NIP. 196111091987032001

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CERTIFICATION OF ORIGINALITY

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in this thesis are quoted or cited in accordance writing standard.

Semarang, July 22, 2013

Ulil Albab
13020210400032

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MOTTO

- ❖ Experience is the best teacher in our lives;

- ❖ A good friend is worth more than a hundred relations;

- ❖ The Process is more important than the result itself;

- ❖ "Knowledge without a religion is blind, a religion without knowledge is lame" (Albert Einstein);

- ❖ If we don't have any expectation in the future, so there is no strength at present;

Dedications

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Abstract

Vocabulary learning is an important life-long experience. English learner will be difficult to create a text and learn the language without knowing its meaning. In this study the researcher tries to use interactive multimedia to teach vocabulary. The objectives of this study are (1) to find out the students' vocabulary mastery taught with interactive multimedia, (2) To find out the students' vocabulary mastery taught without interactive multimedia, (3) to find out whether there is significant difference or not in vocabulary mastery between students taught with interactive multimedia and those taught without interactive multimedia.

The population of this study is the eighth grade students of MTs Nurul Huda Raji. The total population is 117 students. The writer took two classes as the subjects of the study. The classes are, VIII A, VIII B. They are divided into experimental class (VIII A) and control class (VIII B). Each class consists of 40 students. A test as the instrument was used to collect the data. The research was started by conducting the try out test measuring the validity, reliability, discrimination power and level of difficulty of the test. The data were computed and it was found out that 30 items were valid. Then the valid items were used for the pre-test and posttest of vocabulary item tests in experimental and control class.

The average score of the pre-test of the experimental class was 17.10 and control class was 18.53. The students in the experimental class were then taught using interactive multimedia while the students in control class were taught without using interactive multimedia. After that they got the post test. the results of experimental group score increase by 4.90 (17.10 to 22.00), while the control group score improves by 1.62 (18.5 to 20.15). It means, there is a 10,93% improvement difference in the two groups.

The posttest scores of experiment and control group then were calculated using t-test to know whether there was significant difference between the experimental class and control class. The t-test was 3.527 and t-table was 2.042. The data shows that t-test was higher than t-table. It means that there was significant difference between the experimental class and the control class.

Keywords: Teach, Vocabulary, Interactive Multimedia

CHAPTER I

INTRODUCTION

A. Background of the Research

English is the most widely used language in politics, business, trade and diplomatic circle, in the spoken or written forms. Therefore, it is very important for us to learn it. Richards (2007: 2) states that English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivation for learning it come in to play. English is no longer viewed as the property of the English-speaking countries, but it is an international commodity sometimes referred to as World English or English an International Language. In Indonesia, English language has been introduced as a foreign language in Elementary School, Junior High School, Senior High school, and University level.

Teaching means helping, giving instruction, guiding, facilitating someone to learn something, providing with knowledge, and causing to know or to understand in learning process. Now, we are in post method era or in terms of the new millennium. The teaching of English should give more attention on how to be able to communicate. In this case, communicative approach is good for language teaching. Richards (2007:5) says that the post method era has, thus, lead to a focus on the processes of learning and teaching rather than ascribing a central role to methods as the key to successful teaching.

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As mentioned in the KTSP Curriculum that the aim of English education is to develop communicative competence in spoken and written, or discourse competence. Students can achieve a communicative competence if they master supported competences namely linguistic, socio-cultural, strategic, and actional competence.

Linguistic competence is the competence to use vocabulary, structure, in spoken or written language. Thus, if a student has linguistic competence, he/she has the competence to use vocabulary, structure, spelling and pronunciation in a spoken or written language.

To have this competence, students should have the abilities in using vocabulary (lexicogrammar) and structure. Vocabulary is a part of language and an important element in English. Every language has its kinds of words. There is no language without vocabulary. Vocabulary is needed in mastering English. It is the main capital in studying English. It is one of language components beside structure, spelling and pronounciation. In addition, vocabulary is the basis to learn English before students write narrative text, descriptive, news item, recount text and procedure text.

Vocabulary learning is an important life-long experience. English learner will be difficult to create a text and learning the language without knowing its meaning. Vocabulary is very essential for language learners. It makes students know how to produce good sentences and to express ideas and feelings.

Teaching and learning vocabulary, especially for the junior high school students is very important, because they really need the vocabularies to build the interaction among others, particularly with their friends or teachers. Though the standard competence of the vocabulary is not stated detail in the curriculum, in fact, learning vocabulary for the students plays the major role, not only for the final examination but also for the interaction of using English in both oral and written ways. Thornbury (2002: 23) stated that learning vocabulary is not only learning numbers of words, but also remembering and using them. Learning vocabulary is remembering and using them in the real life. Learning vocabulary is one of the first steps of learning a second language, yet a learner never finishes vocabulary acquisition. Whether in one's native language or a second language, the acquisition of new vocabulary is a continual process. Stahl (1999: 3) stated that the importance of learning vocabulary, are: (1) aids expressions and communication, (2) its size has been directly linked to vocabulary and to interact among others.

Students are unique. They have their own characteristics. It is not enough to give consideration only on their intellect, but also have understanding in their feelings, interest, and motivation to learn. It is the teachers'job to reduce learning barriers by creating a nonthreatening environment, enhancing students' feelings of security in order to get students learning better. In this case, learning environment is one of the factors that determines the success or failure in learning a foreign language, especially for young learners. In language learning context it is believed that young learners

will learn a foreign language more effectively under certain conditions. Therefore, there are some assumptions about language learning that should be considered when teaching English as a foreign language to young learners.

According to Larsen and Freeman (2000:25) and Richard and Rodgers (2001:55) that (1) teaching and learning English should be fun and natural for children. (2) The language should be first presented through sounds, not written symbols. (3) Language is taught by having the students use their senses: touch, see, listen, smell, and even taste if necessary. (4) Meaning should be made perceptible through concrete objects or by the presentation of experience. (5) The idea that teaching should start from what the students already know in order to encourage association processes seems to favor children.

In order for them to be successful in learning the target language, there must be the absence of stress. Children are not learn language forms directly; commands are helpful for children to interpret meanings. Listening and speaking are syncronize as the learners produce meaningful utterances concerning physical objects and their own experience. Children are more sensitive to anything that touches the senses; they react easily to physical objects. This will help them relate the linguistic signs to truth that the perceive with their senses. When a language learner makes a mistake or misconception of something, the teacher does not correct it through translation but he/she tries to show something to make the meaning clear. By teaching trough this way, children are expected to know what they are doing.

They are not only saying something without being aware of what they are saying.

Teaching vocabulary to the adolescence is different from teaching vocabulary to the adult. There are many techniques of teaching vocabulary. According to Ngaraj (1996:168-171), there are three techniques of teaching vocabulary, they are: (1) Objects. It is the word we use to refer to real objects in the classroom. (2) Pictures. It is one of the other effective way of getting learners to learn words through the use of pictures. In the initial stage, pictures can be used for teaching vocabulary orally. Later, learners can be asked to match words with pictures. This technique is very effective at primary level. (3) Vocabulary games and crosswords. These are useful for vocabulary expansion. Learners will have to think all words they know and try to complete the task. If they do not know the words they can guess and check their answers.

Most students face difficulties in learning English vocabulary because most words in Indonesian language are different from those of English. English has rich vocabulary and its vocabulary is a complicated mixture of Germanic and Romance words, and it is really complicated. It is one of the problems faced by students of MTs Nurul Huda Raji, Demak. It is obvious why they become passive, confused, shy, afraid of making mistakes, and feel bored when they study English vocabulary, and sometimes they are sleepy in the class when they have lesson. It can lead the learners have negative results; they become unmotivated to learn it and unable to communicate in English.

Based on the KTSP curriculum of SMP, we all know that there are four skills which must be achieved in researching English, they are listening, speaking, reading and writing. And the development of students' literacy is focused on structuralized with the teaching and learning process. For this reason, it would be better if the collaborative activities in the four skills were carried out in class using new kinds of methods not the classical one.

The researcher observes the teaching learning processes in Junior High Schools are still conventional. In teaching English the teachers still rely on the classical media. Teachers always carried on books and lack of other supporting media. Learning methods such as this occasionally does not meet the effective learning principles and does not empowering students. Teaching and learning activity should be able to optimize all of the students' potential to expect the master competencies. Teaching and learning process should be based with the principles of: (1) student centered, (2) developed students creativity, (3) created a fun and challenging conditions, (4) developed variety of valuable capabilities, (5) provided learning experiences, and (6) learned by doing.

Based on the reason above, both teachers and students in Junior High Schools require the innovation of learning media. Learning media innovation is used to improve the quality of learning. One of the products of technology that can be used as an innovation is the interactive multimedia.

According to Phillips and Jenkins (1997), interactive multimedia (IMM) is computer software that primarily deals with the delivery of information. Multimedia refers to the inclusion of some or all of text, pictures, sound, animation and video within a coherent program. Interactive refers to the possibility of user control, usually by means of a computer. Interactivity is so much a part of current implementations of multimedia that any reference to multimedia can be assumed to be referring to IMM unless an alternative meaning is made explicit.

Hypertext is a way of constructing computer-supported, non-linear writing. It is also "the ability to link any place in text stored in a computer with any other place in the same or different texts, that permits rapid access through buttons and other tools across non-linear pathways" stated by Horn (1989). The links in the hypertext information web are analogous to associations in human memory.

According to Horn (1989), Hypermedia is an extension of the idea of hypertext that incorporates other components such as video, illustrations, diagrams, voice and animation, and computer graphics. Typically an author creates computer-supported links between text, graphs, diagrams, photographs, video, music, film and other media.

Multimedia and hypermedia are not synonymous (Tolhurst, 1995). It is possible to create multimedia presentations, even interactive ones, which are essentially linear and do not provide for the richly interconnected web of information which is characteristic of hypermedia.

One of the main assumptions about multimedia is that the combination of graphics, video, sound, animation and text can provide better ways of presenting information than any of these media can alone. There is a general belief that 'more is more' and the 'sum is greater than the parts' (e.g. Lopuck, 1996). In addition, many claims have been made about the 'added value' gained from being able to interact with multimedia in ways not possible with

single media (i.e. books, audio, video), such as easier learning, better understanding, more engagement and more pleasure. One of the main differences is that multimedia allows for rapid access to multiple representations of information. Many multimedia encyclopaedias have been designed based on this multiplicity principle, providing an assortment of audio and visual materials on any given topic. For example, if students want to find out more about the animals, a typical multimedia based encyclopaedia will provide them with:

1. One or two video clips of a real animal live and possibly gives basic information of the animal.

2. Audio recordings of the animal sounds and maybe can be use as a games of animal sounds guessing.

   ➢ Colourfull schematic diagrams (static and animated) of the certain animal related to the topic.

   ➢ Several columns of hypertext, describing the animal from the characterstics, behaviour, and habitat.

   In brief, there is evidence that computers and multimedia can provide benefits to education. Interactive multimedia that teacher used in schools will enhance the way of teaching learning process. Teacher can develop all of students skills in listening, speaking, reading and writing. Both teacher and interactive multimedia need official support for both the supply and use of computers in schools.

Today the existence of computers has expanded to the level of Junior High School but it has not been widely used to improve achievement, especially in learning vocabulary. Many studies worldwide have been conducted to investigate the effect of Computer Assisted Language Learning (CALL) on learning language. Research result demonstared a positive effect of CALL on students' learning and competency (Almekhlafi, 2006; Ertmer, Ottenbreit-Leftwich & York, 2006; Benson & Mekolichick, 2007; Teo, 2009). Interactive multimedia is a teaching component that can be used to support the learning process in teaching vocabulary. Multimedia development based on the perception that learning will run good, effective, and enjoyable if supported by the media learning that can attract students' interest and attention. Therefore, teachers need to make the teaching and learning process more interesting using interactive multimedia so that students enjoy the materials. As a result, they will get better achievement in English vocabulary.

B. Limitation of the Problem

Vocabulary is the basic material in learning English, and it is always used and must be learned by students when they wanted to know the meaning of texts. The language will be acceptable if the vocabulary is correct.

However, students sometimes feel difficult and bored when they study it. In this research, the researcher tries to apply teaching vocabulary using interactive multimedia to overcome the students' problems.

There are many kinds of word that exist in English vocabulary. In this thesis, the writer discusses the vocabulary that are relevant to syllabus or curriculum of Madrasah Tsanawiyah Nurul Huda Raji, Demak, which divided into several topics such as describing things, describing animals, describing plants, knowing sign, my gorgeous idol, it's time for holiday, wonderful places, my unforgettable holiday, growing up, my first experience, and live performance. Interactive multimedia used in the research were using slides, videos, softwares, games , animations or the other materials that emphasis on vocabulary by which the students can learn it better and easier.

C. Formulation of the Problem

Based on the limitation of the problem above, the research problem can be formulated with research questions as follows:

1. To what extent is the students' vocabulary mastery taught with interactive multimedia?

2. To what extent is the students' vocabulary mastery taught without interactive multimedia?

3. Is there any significant difference in vocabulary mastery between students taught with interactive multimedia and those taught without interactive multimedia?

4. Is there any significant difference in vocabulary mastery between students taught with interactive multimedia and those taught without interactive multimedia?

D. Objectives of the Research

The aims of the Research are:

1. To find out the students' vocabulary mastery taught with interactive multimedia.

2. To find out the students' vocabulary mastery taught without interactive multimedia.

3. To find out whether there is significant difference or not in vocabulary mastery between students taught with interactive multimedia and those taught without interactive multimedia.

4. To find out why there is significant difference or not in in vocabulary mastery between students taught with interactive multimedia and those taught without interactive multimedia.

E. Significance of the Research

The result of the Research is expected to give the practical benefits for:

1. The Teacher

The Teachers can use the result of Research in order to find a better technique in teaching vocabulary. Hopefully the teacher would be able to apply it in their teachings. In addition they can achieve the objectives of teaching vocabulary as effectively as possible.

2. The Students

       The Students would be able to develop their vocabulary by doing much practice. Hopefully by using interactive multimedia, they can improve their English vocabulary.

3. Candidates of English Teacher

       The English Teacher candidates would get more detailed way how to teach English for Junior High School students. In addition then they can apply it in teaching.

F. Definition of the Key Terms

1. Interactive Multimedia

       According to Encyclopedia Britannica, interactive multimedia are any computer-delivered electronic system that allows the user to control, combine, and manipulate different types of media, such as text, sound, video, computer graphics, and animation. Interactive multimedia integrates computer, memory storage, digital (binary) data, telephone, television, and other information technologies.

2. Teaching

       Teaching is a complex process which can be conceptualized in a number of different ways (Richard & Charles, 1996:29)

3. Vocabulary

       Vocabulary is all the words that a person knows or uses (Hornby, 2006:482)

5. MTs Nurul Huda Raji Demak

A location where the writer does his research, in this case the research is focused for eight years students of MTs Nurul Huda Raji Demak.

G. Organization of the Thesis

The outline of this study is as follows:

Chapter I discusses general background of the research, limitation of the problem, limitation of the problem, formulation of the problem, objectives of the research, significance of the research, definitions of the terms and organization of the thesis.

Chapter II consists of previous studies and related theories. Related theories present are the definition of Teaching and Learning English as Foreign Language in Junior High School, The Concept of Teaching Vocabulary, and Teaching Vocabulary using IMM for Junior High School Students, The Characteristics of Junior High School Students, and The Benefits of Using Interactive Multimedia.

Chapter III deals with design of the research, variable of the research, population and samples, place and time of the research, research instrument, technique of data analysis and hypothesis.

Chapter IV consists of description of the data, research result and data analysis, the testing of the score of difference of the post- test score in experimental groups and control group, and also research findings.

Chapter V consists of conclusion and suggestion

CHAPTER II

REVIEW OF RELATED LITERATURE

There have been a number studies that have relationship with this research. The results of the research revealed that students in a fully interactive multimedia-based e-learning environment achieved better performance and higher levels of satisfaction than those in a traditional classroom and those in a less interactive e-learning environment (Zhang, 2005:1; Constantinescu, 2007:2), since technology can assist students in vocabulary acquisition and vocabulary mastery.

The computers play critical role in English language teaching and learning. The use of computer programs is to enhance language learning. According to (Huizhong,1985) Computer-Assisted Language Learning is when the computer is being used as an instructional tool to improve learning by helping students acquire a better understanding of the learning content.

In this research, the writer was not only use computer, but also use interactive multimedia as a new media of teaching vocabulary for junior high school students. Researcher want to know not only the meaning of words using educative application but also the synonym and antonym of words in English using pictures, animations, videos, applications, and games provided by interactive multimedia. It is clear that the study is different from the previous researcher and it will give other teaching media that makes the teaching learning process more fun and atractive.

In teaching vocabulary for the students, teachers need certain procedures in order to make students understand and comprehend the lesson. Nations (2001: 107-108) states that there are three procedures in teaching vocabulary, as follows: recycled words, the secondhand cloze, and the vocabulary interview. In addition, Lado (1979:121-126) mentioned several steps in teaching vocabulary: (1) listen the words, (2) pronounce the words, (3) understand the words, (4) make the sentence using the words, (5) practice the words by using some expressions, (6) pronounce the words aloud, and (7) write the words.

Below are the underlying theories used for this research, it is divided into five parts: Teaching and Learning as Foreign Language in Junior High School, The Concept of Teaching Vocabulary, Teaching Vocabulary using IMM for Junior High School Students, The Characteristics of Junior High School Students, and The Benefits of Using Interactive Multimedia.

A. Teaching and Learning English as Foreign Language in Junior High School.

1. Foreign Language Learning

   Nowadays, learning a foreign language becomes an important thing, since we need to communicate and cooperate with other people from other countries from some different purpose, such as in politics, business, tourism, science, technology and educational development.

   Furthermore, in this new millennium, the world has no limits and the communication technology develops very fast. This condition forces

people around the world to have knowledge of foreign language that is used for international communication concerning with many aspects of life.

Learning foreign language is not as easy as learning our native language. To learn a foreign language, the learner will meet all kinds of learning problems dealing with vocabulary, sounds system and how to arrange words into sentences that are quite different from those of the native language. In line with this, Ramelan (1992:4) states:

> If someone wants to learn foreign language, he will obviously meet with all kinds of learning problems. These difficult have to do with the learning of the new sounds system, the learning of the new vocabulary items, and the learning of unfamiliar ways of arranging the foreign words into sentences.

Since child hood, people have been speaking their mother tongue naturally without being interfered by another language system. When they learn a new language, they will be interfered by their earlier language system, which has been well established in their minds.

According to Ramelan (1992:4)

> A foreign language student will meet with difficulties in his learning may be easily understood. Since childhood he has been speaking her mother tongue, which has been implemented in him as part of his habits.

Finnochiaro (1974:12) also support this idea by saying that learning a foreign language is different from learning a native language because the students' environments in achieving their first language and a foreign language are different.

Ramelan (1992:2) states that degree of difficulty in learning is also determined by the degree of difference between the two languages. It is true since like any other learners of English as foreign language learners, Indonesian learners also meet difficulties in learning English, it because their native language is quite different from English. Indonesian learners will find more difficulties to learn English than German learners to learn the same language because the degree similarity between Indonesian and English is lower than that found between German and English.

Learning a foreign language, which is quite different from native language, is very difficult for Indonesian learners. Consequently, the learners should have a great motivation. They should be serious in learning English because learning language actually needs a total physical, intellectual and emotional response.

2. Foreign Language Teaching

According to Richard & Charles (1996:29) teaching is a complex process which can be conceptualized in a number of different ways. Teaching is guiding and facilitating learning enabling the learner to learn, setting the condition for teaching. In teaching, a teacher should have an objective. The common objective of teaching a foreign language is to make learners is able to communicate by using the target language orally and in written form. However, since the emphasis of learning and teaching English as the first foreign language in Indonesia is generally on the mastery of vocabulary, it makes students learn English through written of

the time. It does not mean the other skill such as listening; speaking and writing are completely ignored. The lesson in each English teaching and learning process involves listening and speaking skills. The writing skill is also involved in which students are asked to do exercise on the structure or vocabulary in written form.

Teaching a language, especially a foreign language is not easy task. Since English is a foreign language for Indonesia students, it will surely cause some problems for them but it does not mean that they will always fail in learning it.

Ramelan (1992:1) stated that teaching English in Indonesia is teaching a language to students whose native language is quite different both phonologically and grammatically from that of the foreign language. It is, therefore understandable why it is difficult for Indonesia student to learn English.

For the argument above, it is assumed that students will meet learning problems. The problems, which are faced by students, maybe due to the differences between English and Indonesia, in grammatical as well as phonological system.

3. English Subject at Junior High School

A lot of people speak more than one language in order to communicate with other people from different parts of the world. In Indonesia, English is taught as a foreign language from elementary school to university. In Junior High School, English is usually taught twice a

week which lasts for 90 minutes each meeting. This program focuses on language concepts and language skills.

In learning a foreign language, there are many factors which influence the result, including personal factors like age, motivation, experience and certain environmental factors. Age is one of the influential factors which affect learning. A foreign language should be introduced to children as early as possible, because children are better in attaining the target language than adult people.

The way children learn a foreign language depends on their development stage. Some children develop early, while others in leaps and abound. We cannot say that the same age, the children will have the same ability. In language teaching, the teacher give attention to the characteristic of the average child, and the material must be appropriate to their ability. In order to make the students get involved in learning process, the teacher should choose an appropriate learning method such as the students' active learning method. An active learning process requires students and teacher to commit a dynamic partnership in which both share a vision and responsibility for instruction. Students learn content, develop conceptual knowledge, and acquire language through a discovery-oriented approach; the learner is not only engaged in the activity, but also in the goal of the activity. Essential to this approach is the view of the learners being responsible for discovering, constructing, and creating something new and the view of the teacher as resource and facilitator. It is pointed out further

that instruction will be most effective when situated within students' own knowledge and word view. The students' culture and community play an important role in learning. This theory support the idea that the students learn best when new information presented is just beyond their present knowledge. In the teaching-learning process, they teacher not only has to pay attention to the students' characteristic, but also the students personality, individual differences, because the students have different abilities and points of view, background and experience.

Based on the explanation above they liked to be encouraged to respond to the texts and situation with their own thought and experience, rather than just by answering question and doing abstract learning activities. Teacher had to give students task that they were able to do. It was a supporting point for teaching them using interactive multimedia. As a result, the eighth class of junior high school students psychologically could be taught using interactive multimedia since it involves with their psychomotor in doing this teaching learning process.

B. The Concept of Teaching Vocabulary

It's almost impossible to say exactly how many words there are in English. The Global Language Monitor, which tracks language trends, especially in the media, has counted up more than a million words. The number of words in the English language according to Global Language Monitor in January 1st 2012 stands at: 1,013,913. Counting words is a complicated business. For a start,

what do we mean by a word? Look at these members of the word family RUN: *run, runs, running, ran, runner,* and *runners.* Should we count these as one "word" or six? How do we count different uses of the same word? For example, is the verb *run* the same in *run a marathon* as in *run a company*? Is it the same as the noun *a run*? How do we deal with idiomatic uses like *run out of gas, feel run down,* or *a run of bad luck*? And, of course, new words are being added to the language all the time; the internet especially has given us lots of new words like *podcast, netizen,* and *blog,* as well as new meanings such as *surf* as in *surf the web.*

Learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them. Some researchers have suggested various numbers of encounters with a word for learning to take place, ranging from five to up to twenty as stated by Nation (1990:35). Some suggestions that an impressive amount of learning can take place when students learn lists of paired items (English word and translation equivalents); others suggest that this method of learning does not aid deeper understanding of the words or help develop fluency. However, most agree that repetition is an important aid to learning and that having to actively recall or "retrieve" a word is a more effective way of learning than simple exposure or just seeing a word over and over according to Sökmen (1997:25). Researchers also agree that repeating words aloud helps students remember words better than repeating them silently. Gu (2003:55) stated that another area of research is how long students can remember words

after first learning them, and again researchers agree that forgetting mostly occurs immediately after we first learn something, and that the rate of forgetting slows down afterward. The implications for the vocabulary classroom are self-evident: Review vocabulary as often as possible in activities that have students actively recall words and produce them rather than merely see or hear them.

Learning vocabulary is a challenge for learners, partly because of the size of the task, and partly because of the variety of vocabulary types to be learned, including single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning, idioms, and fixed expressions. Richards (1976:55) and Nation (2001:25) list the different things learners need to know about a word before we can say that they have learned it. These include:

a. The meaning(s) of the word

b. Its spoken and written forms

c. What "word parts" it has (e.g., any prefix, suffix, and "root" form)

d. Its grammatical behavior (e.g., its word class, typical grammatical patterns it occurs in)

e. Its collocations

f. Its register

g. What associations it has (e.g., words that are similar or opposite in meaning)

h. What connotations it has

i. Its frequency

It is unlikely that teachers can cover in class the huge number of vocabulary items that students will need to use or understand, so it is equally important to help students with how to learn vocabulary as well as with what to learn.

One of the conventional English learning terms related to vocabulay is cooperative learning. Cooperative learning refers to students working on teams on an assignment or project under conditions in which certain criteria are satisfied including that the team members be held individually accountable for the complete content of the assignment project. Artz and Newman (1990: 448) said that cooperative learning is small groups of learners working together as a team to solve problems, complete tasks or accomplish common goals. The cooperative learning model requires student cooperation and interdependence in its task, goal and reward structure. The idea is that lessons are created in such a way that students must cooperate in order to achieve their learning objectives. In practicing the cooperative learning, there are several basic principles that can be used, as follows: group task is designed to be suitable for group work, positive interdependence is built in-cooperative since it is necessary for students to succeed, attention and class time are given to interpersonal/cooperative skill building, participants learn together in small group (2-5 members), students are individually accountable for learning and participations, and the teacher's role changes from bring the 'sage on the stage' to the 'guide on the side'.

Despite its strengths, cooperative learning also has some weaknesses that prevent its application in many situations. However, some of these weaknesses may be overcome with proper planning and preparation.

1. Lack of proper instructions and guidance may lead to unsocial behaviours like all members talk at the same time; some members doi not participates, a member tries to dominate others and impose his views or even a member is ignored.

2. Lack of supervision may lead to the class making lots of noise and discussing unnecessary things rather than the topic to be learnt. Then cooperative learning becomes a waste of time.

3. A pupil who did his share of work honestly and would deserve a very good grade otherwise may be under graded for work not done by others in the group.

4. Bad experience working in a group may leave a bad impression about team work on pupils and this may affect negatively their working life later. They may not be likely to work well in teams.

5. Overusing cooperative learning may make pupils become dependent on each other and may impact negatively when they are required to work individually.

6. Consensus becomes difficult especially when it comes to matters that involve emotions

7. It is a time consuming strategy both for preparation and implementation. Therefore, the teacher may not have enough time to complete his syllabus.

C. Teaching Vocabulary using IMM for Junior High school

Most of us would agree that reading is a useful learning experience. Reading takes us broaden our perspectives, learn new facts and understanding the world better and our place in it. Furthermore, there is an important benefit: reading increases our vocabulary knowledge. Texts introduce us to new words, and in many cases, we can deduce their meanings from the written context. We remember some of these new meaning associations, for example if we continue to read and meet the new items in context again. It seems reasonable to assume that this beneficials of reading is also available to learners reading in a second language. It is cleared that the most complex thing of English is vocabulary. So, vocabulary is a fundamental aspect in language, because it appears in every skill of language listening, speaking, reading and writing skill. People have difficulties in expressing their idea if they have limited vocabulary.

Mastering vocabulary is very important for the students who learn English as a foreign language. That is why everybody who learns English or a certain language should know the words. The mastery of vocabulary can support them in speaking when they are communicating to people can write and translate the meaning of words when they definite English. If they do not know the meaning

of words, they will not be able to speak, write and translate anything English. The students can be said gaining progress in English if they master vocabulary.

1. Definition of Vocabulary

    Vocabulary is very important in English teaching. Students can continuously learn words as they learn structure and as the practice of the sound system. According to Michael McCarthy (1997:1)

    > It is the experience of most language teachers that the single, biggest component of any language course in vocabulary. No matter how well the student learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way.

    We hear and use vocabulary on every occasion and for many purposes every day. It is difficult for someone to communicate each other if they do not have the same vocabulary. Until now, linguists have not had the same opinion about the concept of vocabulary.

    Whenever we talk about language learning, we usually think of the vocabulary mastery. It is true because vocabulary supports the speaker in communication to express their ideas.

    According to Red John (2000: 16) vocabulary is knowledge involvesknowing the meanings of words and therefore the purpose of a vocabulary test into find out whether the learners can match each word with a synonym, adictionary – tape definition, or an equivalent word in their own language.

2. Kinds of Vocabulary

According to Shoebottom (1996:1) Vocabulary can be divided into two groups, passives and actives vocabulary. Passives vocabulary contains all the words that we understand when we read or listen, but which we do not use or cannot remember in our own writing or speaking. Active vocabulary contains all the words we understand and use.

The same as the word, active vocabulary is vocabulary we can call up and use in writing or conversation without having to think very much about it. Passive vocabulary is vocabulary we can recognize when we hear it but cannot remember when we actually have to produce it. These words are easily forgotten since the connection between them and our memory is weak. Based on parts of speech, vocabulary we can use can be divided into these classes, they are: Noun, Pronoun, Adjective, Verb, and Adverb. Initially, in the infancy phase, vocabulary growth requires no effort. Infants hear words and mimic them, eventually associating them with objects and actions. This is the listening vocabulary. The speaking vocabulary follows, as a child's thoughts become more reliant on its ability to express itself without gestures and mere sounds. Once the reading and writing vocabularies are attained – through questions and education – the anomalies and irregularities of language can be discovered.

3. Teaching Vocabulary

Teaching English as a foreign language to Indonesian students is not an easy thing to do. The teachers are demanded to be successful. An

effective teaching is the basic factor for the success of teaching-learning process. To prepare an effective teaching, it is necessary for teacher to make a theory that account for effective language teaching, including a specification of the key variables in effective teaching and how they are interrelated. Such a theory is arrived at through the Research of the teaching process itself.

Therefore, it is important to develop principles for the preparation of language teachers, especially for vocabulary teaching.

Teachers frequently use explain and practice procedures at beginner levels. For example, we might have individual pictures on flashcards showing people who are tired, sad, happy, frightened, exhausted, etc. We hold up a picture, point to it and say 'happy…she's happy. Then we model 'happy' and get the students to repeat it. Next, we hold up (or point to) the next picture and model 'sad'.

For any classes above the complete beginner level we can assume that different students will know arrange of different lexical items. A way of exploiting this is to get the class (with our help) to build their own vocabulary tree. For example, suppose that intermediate students are working on a unit about homes and houses, we might put this diagram on the board (Harmer, 2007:93).

For an English teacher to adolescents, vocabulary teaching also invites notable reactions. Some people believe that in learning a foreign language, teaching vocabulary is a waste of time since the vocabulary is an

unlimited number. These ideas are reasonable, if the participants of the teacher-preparation programs had received emphasis on vocabulary in the classroom. The students who are satisfactory in their vocabulary can be gained through experience. Without special classes on vocabulary the participant in the programs would master a number of words frequently occur. In addition, some several specialists in methodology believe that the meanings of words could not be adequately taught. Therefore, as a result, a little attention was directed to techniques for vocabulary teaching.

However, different from the above ideas, a number of research studies have recently dealt with lexical problems (problem related of word). Through research, the scholars are finding that the lexical/problem frequently interfere with communication; communication breaks down when people do not use the right words.

Therefore, vocabulary is important for English teaching learning because it will be very useful for the students when they are faced to communicate in English according to the context of situations. Based on the educational curriculum of Junior High School, vocabulary is one language component that supports the four skills to be learnt.

4. Technique and Principle of Teaching Vocabulary for Junior High School Students

a. Technique of Teaching Vocabulary for Junior High School Students

Junior High School was formed to provide a school for adolescents in whom they would Research a curriculum different from that of the

elementary school but not as advanced as that of the high school. Teaching vocabulary to adolescents is different from teaching them to children or to adult. To teach vocabulary to adolescents who have wider knowledge than children, a teacher must have some techniques, which are different from that used in teaching vocabulary to children. Furthermore, in this case, teacher has to draw adolescents' interest and a rouse their motivation by choosing a medium in this teaching. If the adolescents are motivated, they will participate actively and will learn hard during the teaching learning process.

Adolescents, of course, have experience in learning vocabulary, so the material taught to them should be the development of children's material. The teacher may give specialized vocabulary to them, because they are actually ready to receive it.

b. Principle of Teaching Vocabulary for Junior High School Students

Teaching English is not easy things to do. Teacher must use an effective medium in teaching-learning process. To prepare all of it, teacher makes a theory that must be prepared well. In teaching vocabulary, teacher has to manage the learning situation where the learners can do some or all the things with the target vocabulary. Therefore, it is important to develop principles for the preparation of language teachers, especially for vocabulary teaching.

According to Wallace (1982: 27-30) there are principles on which teaching vocabulary is based:

1) Aims

The aims have to be clear for the teacher: how many of the things listed does the teacher expect the learners to be able to achieve the vocabulary? What kind of word?

The aims of vocabulary items, for both teaching vocabulary using interactive multimedia and explanation technique, should be based on the curriculum given.

2) Quantity

The teacher may have to decide on the number of vocabulary items to be learned. How many new words in a lesson can the learners learn? If there are too many words, the learners may become confused, discouraged. Those statements mean that the teacher should limit the number of words or phrase that will be taught to the students. Therefore, in teaching vocabulary using interactive multimedia, not all words should be learnt by the students. Teacher should limit the words to be learnt by dividing the vocabulary based on certain theme or topic for the material.

3) Need

In any case, one would hope that the choice of vocabulary would relate to the aims of a course and the objectives of individual lessons. It is possible for the teachers, in a sense, to put the responsibility of choosing the vocabulary to be taught for the students.

Therefore in this Research, the two techniques will be compared to know what kind of techniques he should use to achieve his goal in achieving better result on vocabulary achievement.

c. Interactive Multimedia as Medium in Teaching Vocabulary

Interactive multimedia is a medium in teaching vocabulary. Interactive multimedia is very effective to teach vocabulary for children. Actually, teaching vocabulary to adolescents is different from teaching to children because adolescents have wider knowledge than children. In teaching vocabulary at Junior High School, the teacher should choose the best technique that is suitable for students. When students come across a new word, they are likely to be interested in learning other related word, and what they do present a natural opportunity.

In this digital era, when the students enjoy studying trough computers and gadgets, the teacher should apply an alternative media to make the teaching and learning fun. The need to utilize Information and Communication (ICT) is mandated by the Act of National Education System Number 20 of 2003 and the ministry of National Education Regulation Number 16 of 2007, which state that each teacher is required to familiarize himself or herself with ICT and utilize it within their teaching. One way to utilize ICT is by applying e-learning in the teaching and learning process. The teachers and the students will operate the interactive multimedia by using the computer as an assisted

tool. Mayer (2003:5) states that in computer-based environment, known as multimedia, the external representations may include spoken words, which enter through the ears, and animations, which enter through the eyes. The learner must select relevant aspects of the sounds and images or furtherprocessing.

The concept of learning vocabulary is not the same as learning on your own or self study. When the students learn by themselves, either grouping or individually, they need tools to help them to complete the student's task. The interactive multimedia, here, gives them challenge in completing the task or the assignment given. There are several ways to help the students, especially young learners to improve their vocabulary through the interactive multimedia.

Example picture 1 taken from Kaboose Animal Advanture v1.0

Teacher shows the picture of animals through the interactive multimedia and he asks the students to pay attention to the picture. Then, the teacher asks the students to mention the name of the animals, read the names of animals and finally the teacher asks them to work cooperatively to match the name and the picture of an animal then drag it to its favourite spot on farm.

Through picture stories, students will speak more because they want to say something about the stories. They utter their own idea. The interactive multimedia created can help them in creating the stories by some clicking the correct button.

Example picture 2 taken from VocabAhead v0.8

It is an activity, which the students will be asked to guess what the picture is about. By using this activity, the students will utter all the

pictures and the teacher will ask them to describe about the pictures, so the interaction happens between the students and the teacher orally.

By having this activity, the students will actively speak and enlarge their vocabulary. Thus, multimedia helped them to improve their vocabulary building.

Teaching vocabulary using interactive multimedia is one of the best techniques. Interactive multimedia as the media for teaching is the alternative technique in improving students' vocabulary. Philips (1997: 12) states that "the IMM has the potential to accommodate people with different learning styles ". It means that the interactive multimedia learning can accommodate in different way. Philips further (1997: 12) states that interactive multimedia has the potential to create a multisensory environment that supports a certain learning styles.

In other words, interactive multimedia in teaching and learning process has three functions. First, the multimedia can function as (an instructional tool) for example the procedure in learning vocabulary using interactive multimedia. Second, the multimedia can be use as (an interactive multimedia tutorial) for example in the simulation of choosing the correct vocabulary for certain items. Third, the multimedia can serve as (a source of learning guidance) in understanding the meaning of a word, for example multimedia used to store a series of slides or flash application.

D. The Characteristics of Junior High School Students

Junior High School students or teenager are categorized into adolescent learners. In this period, teenagers like to spend their time for hanging around, making friends, peers and often disruptive behavior in class. However, they have a great capacity in learning if the teacher can engage them.

Moreover, the adolescent learner displays a wide range of individual intellectual development in a transition period from concrete thinking to abstract thinking. They are intensely curious and have a wide range of intellectual pursuits, few of which are sustained to prefer active over passive learning experiences. Adolescent respond positively to opportunities to participate in real life situations and often preoccupied with self with a strong need for approval and may be easily discouraged but develop an increasingly better understanding of personal abilities. They are inquisitive about adults, often challenging their authority, and always observing them. Sometimes they show disinterest in conventional academic subjects but are intellectually curious about the world and themselves and developing a capacity to understand higher levels of humour.

The characteristics of adolescents' learner according to Harmer (2001: 38, 39) are :

    a. They seem to be less lively and humorous than adults.

    b. Identity has to be forged among classmates and friends: peer approval may be considerably more important for the students than attention of the teacher.

c. They would be much happier if such problem did not exist.

d. They may be disruptive in class.

e. They have great capacity to learn, have a great potential for creativity and a passionate commitment to things that interest them.

Thus, adolescent are a period of change, new experiences, learning, instability and the most trying times in life school and teacher should provide adolescent with opportunities to explore and experiment in a stable and supportive atmosphere. Teacher's job is to provoke intellectual activity by helping them to using interactive multimedia which they can resolve by themselves though still with the teacher's guidance.

E. The Benefits of Teaching English Vocabulary Using Interactive Multimedia

These are short descriptions of the key benefits of learning using interactive multimedia. The list is meant to assist in helping teachers think about how the adoption of multimedia for teaching learning and education in schools could enhance the learning process and help teachers achieve measurable performance results. The following are common benefits in using multimedia courseware:

1. Learning Improvement

Numerous studies over the years have shown that interactive multimedia learning takes less time, is enjoyed more and increases learning. In a review of numerous meta-analysis studies, Najjar (1996:30) found that

"learning was higher when information was presented via computer-based multimedia systems than traditional classroom lectures".

2. Interactive

   Interactivity is mutual action between the learner, the learning system, and the learning material. Numerous studies have found that interactivity has a strong positive effect on learning (Bosco, 1986, Fletcher, 1989, 1990, Stanfford, 1990). For example, Bosco (1986:55) reviewed 75 learning studies and found that learners learn faster, and have better attitudes toward learning when using interactive multimedia.

3. Flexible

   Multimedia application or softwares on CD-ROM can be used at work on the desktop or at a learning centre, at home, while travelling, or to enhance facilitated management development programs. Multimedia software can also be used on networks, Intranets or the Internet. These distributed learning approaches allow for even more flexibility, for example in the cases of Internets will involve much higher quality images and will includes the use of video, at least it will be more developed in the near future. Multimedia software can be use to focus on more specific teaching materials such as Vocabulary, Structure, etc.

4. Modular

   Each topic or section can stand alone, so teachers or students can delve deeply into the topic areas they need to learn, and skip over the ones they don't. In many cases applications include the option to custom build the

application for your specific use where you can choose modules, and even edit the content in some fields.

5. Practical

It is capable of presenting true-to-life situations that learners face every day. Adolescent are very practical learners—they learn best when faced with real problems that have real consequences. Decision tree simulation, video simulations or simple animations allow learners to learn-by-viewing, learn-by-doing or learn-by-coaching. All are effective methods for developing practical skill and increasing information retention.

6. Consistent

All learners learn the same principles and skills. Computer-based software typically forces instructional designers to better organise and structure learning materials, and this alone can result in learning advantages.

7. Timely

Learners can turn to the program when situations changes, or when they are faced with new or improved curriculum. This is critical, since research has shown that learning is enhanced and better retained when the topic is relevant to current needs.

8. Engaging

Interactive learning with live-action video, audio, graphics, feedback, expert advice, and questions and answers keep learners interested and reinforces skills. Because it is exciting, challenging, and fun to use, it encourages learners to return to the program again and again. Through

continual practice, learning is absorbed and integrated into daily performance.

9. Cost-effective

Interactive Multimedia may have higher up-front development costs, but overall studies have shown that it is less expensive and more effective than traditional classroom learning only. There can also savings on expensive and time-consuming travel, lodging, facility rentals, the loss of productivity caused by sending learners away, and other expenses. The ability to practice new concepts in a time savings environment improves learners' skills and ability.
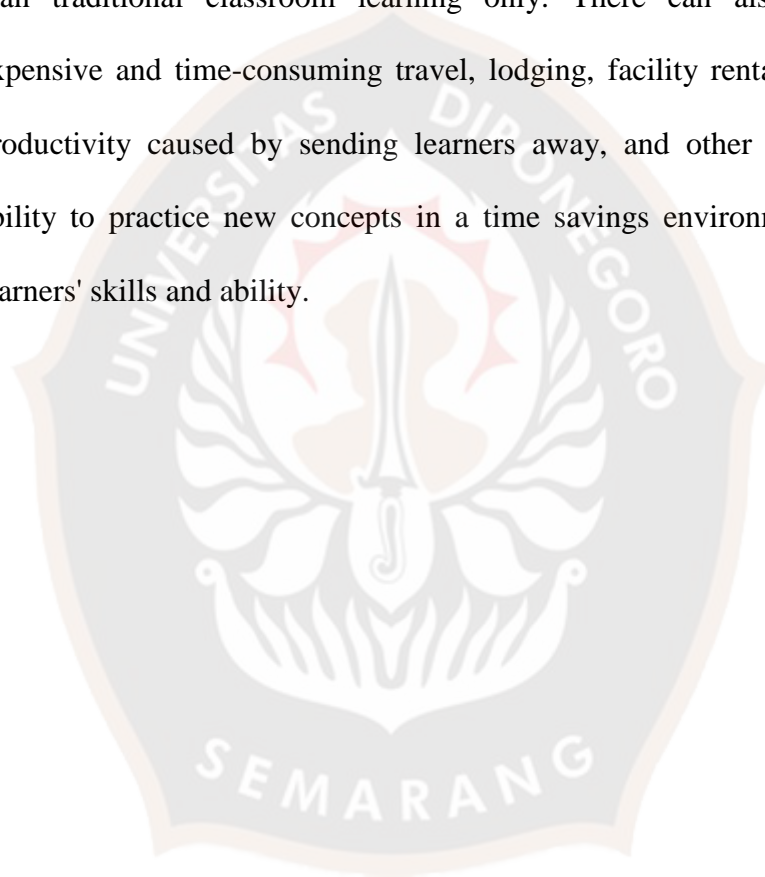
CHAPTER III

RESEARCH METHOD

A. Research Design

Sugiyono (2006:1) stated that research is a scientific way to get data with a goal and certain function. Research is a process which involves defining a problem, starting an objective, and formulating a hypothesis. A method means a systematical work which is estimated and planned to reach a certain goal.

The word 'research' means a systematic attempt to provide answer of the questions. The answer may be abstract and general. It is often the case in basic research or they may be highly concrete and specific in applied research.

The method of the research is experiment. It is concerned primarily with discovering the effectiveness between or among interrelationship of two variables at the same time. Best, (1977:102) states that experiment design is the blueprint of the procedures that enables the researcher to test his hypothesis by reaching valid conclusions about relationships between independent and dependent variables.

The study was aimed at revealing and describing the effectiveness of interactive multimedia to teach vocabulary at MTs Nurul Huda Raji Demak. The design of this research is quasi experiment design with pre-test and post-test procedure. A quasi-experiment is an empirical study used to estimate the causal impact of an intervention on its target population. Quasi-experimental research designs share many similarities with the traditional experimental

design or randomized controlled trial, but they specifically lack the element of random assignment to treatment or control. Quasi-experimental designs are commonly employed in the evaluation of educational programs when random assignment is not possible or practical.

There are two kinds of groups, the experimental and the control group. The different treatments were applied to the two groups; the experimental group was taught using interactive multimedia in teaching vocabulary, and the control group was taught without interactive multimedia in teaching vocabulary. Both of them were taught the same materials based on the curriculum and in the same month. It took about 15 minutes after the material given on each meetings. At the end of treatment, the experimental group and the control group received a post-test, and the results of the two tests were compared to find the significant differences between the experimental group and the control group.

The following is the design of quasi-experimental research:

Exp O_1 **X** O_2

Con O_3 **-** O_4

Where:

Exp   = Experimental Group

Con   = Control Group

$O_{1,3}$ = Pre-test

$O_{2,4}$ = Post-test

X   = Treatment

B. Research Variables

Best (1977: 93) states that variables are the conditions or characteristics that the experimenter manipulates, control, or observes. The independent variables are the conditions or characteristics that the experimenter manipulates in his attempt to ascertain their relationship to observed phenomena. The dependent variables are the conditions or characteristics that appear, disappear, or change as the experimenter introduces, removes, or changes independent variables.

The title of this thesis is 'The Effectiveness of Interactive Multimedia in Teaching Vocabulary of Eight Year Students at MTs Nurul Huda Raji Demak in the Academic Year 2012/2013'. Concerning the research aims, the questions, and the hypotheses addressed in this research, the variables of this study are:

1. Variable X (Independent Variable) is the use of interactive multimedia in teaching Vocabulary to Junior High School Students.

2. Variable Y (Dependent Variable) is the achievement of Vocabulary Mastery of eight year students at MTs Nurul Huda Raji Demak.

C. Subjects of the Research

1. Population

Population is all subjects who are taken in a research. There are some definitions about populations. According to Sutrisno Hadi (1998:220), population refers to individuals used as research subject.

Best (1981: 8) in his book "Research in Education" explains population as follows:

A population is any group of individuals that has one or more characteristics in common that is interest to the researcher. The population may be all the individuals of a particular type or more restricted part of that group.

The population in this research is the eight year students of MTs Nurul Huda Raji Demak in academic year 2012/2013. It consists of 40 students (VIIIA), 40 students (VIIIB), 38 students (VIIIC), 39 students (VIIID). The total population is 117 students. The population of eight year students of MTs Nurul Huda Raji Demak as follows:

Table 1: The population of eight year students of MTs Nurul Huda Raji Demak 2012-2013.

No	Class	Total
1	VIIIA	40
2	VIIIB	40
3	VIIIC	38
4	VIIID	39
Total of population		117

2. Sample

Samples are taken at random to avoid based sample. Each member of population has an equal chance of being selected as sample Arikunto

(2007:80). Therefore, sampling is an activity to note and investigate some of the objects selected. Sampling is the method of taking a sample.

There are two classes chosen from the four classes of the eighth grade students of MTs Nurul Huda Raji Demak. They are VIII-A, as an experimental group (EG) and VIII-B, as a control group (CG). In one class, the average of students' quality are different. They are low, medium and high intelligence. However, they have equal background. They are in same level, medium to low background. Each class consists of 40 students.

Table 2: Samples of Experimental Group (EG)

No	Class	Sex		Total
		Male	Female	
1	VIIIA	15	25	40
	Total	15	25	40

Table 3: Samples of Control Group (CG)

No	Class	Sex		Total
		Male	Female	
1	VIIIB	17	23	40
	Total	17	23	40

D. Place and Time of the Research

The research was conducted in Madrasah Tsanawiyah Nurul Huda Raji Demak.

It is an institution under the authority of Ministry of Religious Affairs, Directorate General of Islamic Institution. MTs Nurul Huda Raji Demak lies on Jalan Protokol II, Raji Village, Demak sub district, Demak regency, Central Java province. This research was started in Juli 2012.

The English Vocabulary lessons were given once a week for both groups and the duration was forty-five minutes for each meeting. The experiment lasted for fourteen weeks altogether. It began in the first week of July in the Academic Year of 2012 and ended in the last of October 2012. The preparation for experiment test was made before it was started in July 2012. Trying-out the test for the instrument was conducted in order to get valid and reliable tests. The try-out of the test was carried out in the other school (MTs Sunan Barmawi Bonang-Demak) and the results of the test were calculated to find out the reliability and the validity of the tests and then the validated test-items were revised that were ready for the Pre-test of the experiment. The try-out test was carried out in the second grade students of MTs Sunan Barmawi Bonang, Demak in 2012. The schedule of the research can be seen in the following table:

Table 4

No	Topic	Week / Meeting				Month
		1	2	3	4	
1	Try-Out test	X				July
2	Pre Test		X			
3	Describing Things			X		
4	Describing Animals				X	
5	Describing Plants	X				August
6	Knowing Sign		X			
7	My Gorgeous Idol			X		
8	Islamic Holiday				X	
9	Islamic Holiday	X				
10	It's Time for Holiday		X			September
11	Wonderful Places			X		
12	My Unforgettable Holiday				X	
13	Growing Up	X				October
14	My first Experience		X			
15	Live Performance			X		
16	Final Post Test				X	

E. Instruments

Data sources collected by using instrument in which it is important to achieve objectives of the research. Instrument can indicate whether the research is successful or not. Commonly, there are several kinds of research instrument, which can be used to get data. They are observation, test, interview, document, etc.

According Arikunto (2006:149) an instrument is a tool when doing research by using method.

1. Material and Kind of Instrument

The instrument used by the writer is a test. A test is a representative measure of the behavior of population. The test material used by the writer was taken from a source book which is used to teach the eighth grade in MTs Nurul Huda Raji, Demak.

2. Try out of the instruments

To best the individual ability, the writer conducted the try out the instruments. The steps to do were as follows:

a. Preparation deals with consulting the material which used as the instrument to the teacher of eighth grade of MTs Sunan Barmawi Bonang Demak.

b. Doing the try out test

The try out test was done by VIII A as the try out class. The instrument which was tried out in try out class is also used as items test for experiment and control class.

c. Analysis phases

The subject of try out test is the students who gets the material before and is not members of experiment or control class.

The instrument used in this research is a vocabulary test in collecting the data; the writer uses the multiple choices items "a, b, c, and d"with choose one correct answer, the total number of item is 35. The objective test is used because the objective test is more objective and representative.

According to Nitko, (1983: 212) the advantages of multiple choices items include:

a. Versatility in assessing a variety of instructional objectives

b. Reduction of opportunities for the examinee to "bluff" or "dress-up" an answer

c. Focus on reading and thinking and thereby not on writing under examination conditions

d. Reduced chances for an examinee to obtain the correct answer by blind

e. 'Guessing

f. Usefulness in obtaining "diagnostic insight" when distracters are based on common pupil errors or misconceptions.

The topic of the vocabulary is based on the material given from the syllabus. Then, the instrument was made from the vocabulary test given after the materials in a semester. The design of the test is compilation of vocabulary test taken from Nation Examination Test and Text Books.

The following table shows the instrument used in the research.

Table 5: the Research Instruments

No	The Material of Control Group	The Material of Experimental group	Number of item	Total of test item
1	Describing Things	Describing Things using Interactive White Board	2,3,5	3
2	Describing Animals	Describing Animals using Interactive White Board	1,6,7	3
3	Describing Plants	Describing Plants using Interactive White Board	4,8,9	3
4	Knowing Sign	Knowing Sign using Interactive White Board and Active Vote	10,12,13	3
5	My Gorgeous Idol	My Gorgeous Idol using Interactive White Board and Internet Connection	11,14,15	3
6	It's Time for Holiday	It's Time for Holiday using Interactive White	16,20	2

		Board		
7	Wonderful Places	Wonderful Places using Interactive White Board and Internet Connection	17,18,19	3
8	My Unforgettable Holiday	My Unforgettable Holiday using Interactive White Board	21,22,	2
9	Growing Up	Growing Up using Interactive White Board and Active Vote	23,24,25	3
10	My first Experience	My first Experience using Interactive White Board	26,27,28	3
11	Live Performance	Live Performance using Interactive White Board and Internet Connection	29,30	2

To get a valid and reliable instrument, the test was tried out. The tryout of the test was done before the instrument was used in the research. The try-out of

the instrument was carried out in the second grade students of MTs Sunan Barmawi Morodemak, in 2012. The results of try out can be seen in the Appendix 2. After finishing the try-out, it is found that there are thrity valid and reliable items.

1. The Validity of the Test

The data is valid if the instruments used are also valid, and a test is reliable if it is constant, or it is reliable if the results of test show their constancy.

In computing the validity of the test, the writer used correlation coefficient of Hatch Evelyn at al (1982: 205). The formula is as follows:

$$r_{pbi} \frac{\overline{X_p} - \overline{X_q}}{S} \text{ x } \sqrt{pq}$$

Where:

r_{pbi} : The point bi-serial Correlation Pearson product moment

$\overline{X_p}$: The mean score on the total test of Ss answering the item right

$\overline{X_q}$: The mean score on the total test of Ss answering the item wrong

p : proportion of cases answering the item right

q : proportion of cases answering the item wrong

s : Standard deviation of the total sample on the test

After the instruments were tested and analyzed by using Pearson product moment, the researcher found the results below:

Table 6: the result of validity analysis.

No	Classification	Number of items
1	Valid	1,2,4,5,6,7,8,9,10,11,12,14,15, 16,17,18,21, 22,23,24,25,26,27,28,29,30
2	Not valid	3,13,31,33,35
3	It is repaired	19,20,32,34

Source: Appendix 3

2. The Reliability of the Test

In order to get reliable data, a good instrument is needed. Nitko (1983: 395) states that a reliable measure in one that provides consistent and stable indication of the characteristic being investigated.

To determine the reliability of the test in this research, the researcher used the Kuder Richardson (KR20) as follows:

$$KR20 = \left(\frac{k}{k-1}\right)\left(1 - \sum \frac{p(1-p)}{(SD_x)^2}\right)$$

Where:

k   : represents the number of items in the test

p   : represents the proportion or fraction passing each item

$(SD_x)^2$: variance of total test scores

The results of Reliability in try out can be seen in Appendix 2.

There are 30 valid and reliable items. Furthermore, the valid and reliable items were used for the pre-test and post-test in experimental group and control group. The pre-test is used to know the homogeneity of students. The test material of the pre-test has to be the same as the material

of the post-test. Based on the results of the pre-test gained by the two groups that got approximately the same achievement, it is no problem to determine which classes are selected either experimental group or control group. Therefore, there are two parallel classes of the eight year students; they are class VIIIA and VIIIB. In this study, forty students were taken for the experimental group and forty students for the control group. The different treatments were applied in the two groups; the experimental group was taught by using interactive multimedia and the control group was taught conventionally.

3. **Material of the Test**

The experimental group and the control group were taught the same materials based on the curriculum during several months. The interactive multimedia such as; animations, videos, slides, games, internet, express poll, and express vote were used in the treatment.

F. **The Technique of Data Analysis**

Data analysis in this research is quantitative, by which the data is measured in the form of numbers. After the data has been collected, the data is analyzed by using descriptive statistic.

In analyzing the data, the writer used *t-test*. This test is used to determine whether or no there is a significant difference between teaching vocabulary using interactive multimedia to the Junior High School students

who got the treatment and those who did not. The formula of the t-test is as follows:

$$t = \frac{\overline{X_1} - \bar{X}_2}{S_{\bar{D}}}$$

X1 : the mean of x variable

X2 : the mean of y variable

SD : standard deviation of the mean difference

G. The Research Hypothesis

Hatch Evelyn (1982: 3) states that hypothesis is a tentative statement about outcome of the research According to Best (1977: 26), hypothesis is tentative answer to question. It is a hunch, or an educated guess, to be subjected to the process of verification or disconfirmation. The gathering of data and the logical analysis of data relationships provide a method of confirming or disconfirming the hypothesis by deducing its consequences.

Furthermore, he states that the statistical hypothesis should be stated in negative or null form.

1. Hypothesis

In this research, the hypothesis used is a null hypothesis that says "There is no significant difference between teaching vocabulary using interactive multimedia and teaching vocabulary without using interactive multimedia".

This hypothesis can be formulated as follow:

Null hypothesis is Ho: H1 = H2

Alternative hypothesis is Ha: H1 ≠ H2

H1: The achievement of students' vocabulary using interactive multimedia

H2: The achievement of students' vocabulary without interactive multimedia

Hypothesis testing in this research is:

H0: There is no significant difference between teaching vocabulary using interactive multimedia and teaching vocabulary without interactive multimedia.

Ha: There is a significant difference between teaching vocabulary using interactive multimedia and teaching vocabulary without interactive multimedia (Ha alternative).

2. T-Test

The criteria of the test is that the null hypothesis is refused when t value ≥ t table or t ≥ t (1-α) (H1 + H2 -1) and vice verse.

α : The level of significance: 0.05

H1 + H2 – 1: the degree of freedom

t (1- α) (H1+H2 -1) : t. distribution.

When the null hypothesis is refused, the alternative hypothesis accepted implied that H1 > H2 or teaching vocabuary using interactie multimedia is better than vocabulary without interactive multimedia.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the result of the research. It consists of two sections; the first section is the description of the data. It is about where the data is derived from and what kind of data is used. The second section tells about the research result.

A. Description of the Data

The type of this research is quantitative, which is an quasi experimental research. The method of the research concerns with discovering the effectiveness of interactive multimedia in teaching vocabulary. The research aims at showing the effectiveness of teaching vocabulary using interactive mutimedia and the significant difference between teaching vocabulary using interactive multimedia and without interactive multimedia to the students of Madrasah Tsanawiyah Nurul Huda Raji, Demak.

The total population are 337 students. They are 115 students of the third year, 117 students of the second year, and 105 students of the first year. Random sampling was used to get the samples so that all individuals of population had equal chance to be the sample. There are two kinds of group; the experimental and the control group. Both them were given pre- test and post-test.

The research data were collected from July to October 2012 in the first semester of the academic year of 2012-2013. The preparation for the instruments was made in the previous months. The instruments were pre-tested in order to get valid and reliable tests. There were 30 questions in the try-out test, and then they were analyzed in order to get the valid and reliable instrument.

Furthermore, 30 questions were ready for the Pre-test and post-test. The pre-test is used to know the homogeneity of students, and the post-test is used to know the significant difference between the experimental and the control groups. The result of the pre-test and post-test from both the control group and experimental group is mentioned below:

Table 7: The Pre-test and Post-test result of Control and Experimental group

No	Experimental Group	$\bar{X}$	No	Control Group	$\bar{X}$
1	Pre-test	17.10	1	Pre-test	18.53
2	Post-test	22.00	2	Post test	20.15
	Increasing	4.90		Increasing	1.62
	percentage	16.33%		Percentage	5,40%

Source: Appendix 8

Based on the calculation above, we can see that the results of experimental group increase by 4.90 (17.10 to 22.00), while the control group improves by 1.62 (18.5 to 20.15). It means, there is a 10,93% improvement difference in the two groups.

1. The Post-test Results of Describing Things Vocabulary

There are three questions for Describing Things Vocabulary, and the result of students' answers can be seen in the table below:

Table 8: The Students' Answers of the Describing Things Vocabulary Questions of the Control Group

The total number of the correct answers	Frequency	Percent
0	25	62,5%
1	7	17,5%
2	2	5,0%
3	6	15,0%
Total	40	100,0%

Table 9: The Students' Answers of the Describing Things Vocabulary Questions of the Experimental Group

The total number of the correct answers	Frequency	Percent
0	3	7,5%
1	5	12,5%
2	8	20,0%
3	24	60,0%
Total	40	100,0%

2. The Post-test Results of Describing Animals Vocabulary

There are three questions for Describing Animals Vocabulary, and the result of students' answers can be seen in the table below:

Table 10: The Students' Answers of Describing Animals Vocabulary Questions of the Control Group

The total number of the correct answers	Frequency	Percent
0	5	12,5%
1	15	37,5%
2	15	37,5%
3	5	12,5%
Total	40	100,0%

Table 11: The Students' Answers of Describing Animals Vocabulary Questions of the Experimental Group

The total number of the correct answers	Frequency	Percent
0	11	27,5%
1	13	32,5%
2	9	22,5%
3	7	17,5%
Total	40	100,0%

3. The Post-test Results of Describing Plants Vocabulary

There are three questions for Describing Plants Vocabulary, and the result of students' answers can be seen in the table below:

Table 12: The Students' Answers of Describing Plants Vocabulary Questions of the Control Group

The total number of the correct answers	Frequency	Percent
0	5	12,5%
1	19	47,5%
2	8	20,0%
3	8	20,0%
Total	40	100,0%

Table 13: The Students' Answers of Describing Plants Vocabulary Questions of the Experimental Group

The total number of the correct answers	Frequency	Percent
0	10	25,0%
1	10	25,0%
2	13	32,5%
3	7	17,5%
Total	40	100,0%

4. The Post-test Results of Knowing Sign Vocabulary

There are three questions for Knowing Sign Vocabulary, and the result of students' answers can be seen in the table below:

Table 14: The Students' Answers of Knowing Sign Vocabulary Questions of the Control Group

The total number of the correct answers	Frequency	Percent
0	3	7,5%
1	8	20,0%
2	20	50,0%
3	9	22,5%
Total	40	100,0%

Table 15: The Students' Answers of Knowing Sign Vocabulary Questions of the Experimental Group

The total number of the correct answers	Frequency	Percent
0	1	2,5%
1	13	32,5%
2	15	37,5%
3	11	27,5%
Total	40	100,0%

5. The Post-test Results of My Gourgeous Idol Vocabulary

There are three questions for My Gougeous Idol Vocabulary, and the result of students' answers can be seen in the table below:

Table 16: The Students' Answers of My Gougeous Idol Vocabulary Questions of the Control Group

The total number of the correct answers	Frequency	Percent
0	23	57,5%
1	11	27,5%
2	2	5,0%
3	4	10,0%
Total	40	100,0%

Table 17: The Students' Answers of My Gougeous Idol Vocabulary Questions of the Experimental Group

The total number of the correct answers	Frequency	Percent
0	8	20,0%
1	13	32,5%
2	17	42,5%
3	2	5,0%
Total	40	100,0%

6. The Post-test Results of It's Time for Holiday Vocabulary

There are two questions for It's Time for Holiday Vocabulary, and the result of students' answers can be seen in the table below:

Table 18: The Students' Answers of It's Time for Holiday Vocabulary Questions of the Control Group

The total number of the correct answers	Frequency	Percent
0	12	30,0%
1	15	37,5%
2	13	32,5%
Total	40	100,0%

Table 19: The Students' Answers of It's Time for Holiday Vocabulary Questions of the Experimental Group

The total number of the correct answers	Frequency	Percent
0	12	30,0%
1	7	17,5%
2	21	52,5%
Total	40	100,0%

7. The Post-test Results of Wonderful Places Vocabulary

There are three questions for Wonderful Places Vocabulary, and the result of students' answers can be seen in the table below:

Table 20: The Students' Answers of Wonderful Places Vocabulary

Questions of the Control Group

The total number of the correct answers	Frequency	Percent
0	24	60,0%
1	10	25,0%
2	2	5,0%
3	4	10,0%
Total	40	100,0%

Table 21: The Students' Answers of Wonderful Places Vocabulary

Questions of the Experimental Group

The total number of the correct answers	Frequency	Percent
0	23	57,5%
1	5	12,5%
2	5	12,5%
3	7	17,5%
Total	40	100,0%

8. The Post-test Results of My Unforgettable Holiday Vocabulary

There are two questions for My Unforgettable Holiday Vocabulary, and the result of students' answers can be seen in the table below:

Table 22: The Students' Answers of My Unforgettable Holiday Vocabulary Questions of the Control Group

The total number of the correct answers	Frequency	Percent
0	15	37,5%
1	16	40,0%
2	9	22,5%
Total	40	100,0%

Table 23: The Students' Answers of My Unforgettable Holiday Vocabulary Questions of the Experimental Group

The total number of the correct answers	Frequency	Percent
0	13	32,5%
1	18	45,0%
2	9	22,5%
Total	40	100,0%

9. The Post-test Results of Growing Up Vocabulary

There are three questions for Growing Up Vocabulary, and the result of students' answers can be seen in the table below:

Table 24: The Students' Answers of Growing Up Vocabulary Questions of

the Control Group

The total number of the correct answers	Frequency	Percent
0	12	30,0%
1	3	7,5%
2	2	5,0%
3	23	57,5%
Total	40	100,0%

Table 25: The Students' Answers of Growing Up Vocabulary Questions of

the Experimental Group

The total number of the correct answers	Frequency	Percent
0	5	12,5%
1	2	5,0%
2	6	15,0%
3	27	67,5%
Total	40	100,0%

10. The Post-test Results of My First Experience Vocabulary

There are three questions for My First Experience Vocabulary, and

the result of students' answers can be seen in the table below:

Table 26: The Students' Answers of My First Experience Vocabulary

Questions of the Control Group

The total number of the correct answers	Frequency	Percent
0	27	67,5%
1	7	17,5%
2	4	10,0%
3	2	5,0%
Total	40	100,0%

Table 27: The Students' Answers of My First Experience Vocabulary

Questions of the Experimental Group

The total number of the correct answers	Frequency	Percent
0	19	47,5%
1	15	37,5%
2	1	2,5%
3	5	12,5%
Total	40	100,0%

11. The Post-test Results of Live Performance Vocabulary

There are three questions for Live Performance Vocabulary, and the result of students' answers can be seen in the table below:

Table 27: The Students' Answers of Live Performance Vocabulary

Questions of the Control Group

The total number of the correct answers	Frequency	Percent
0	4	10,0%
1	12	30,0%
2	8	20,0%
3	16	40,0%
Total	40	100,0%

Table 28: The Students' Answers of My First Experience Vocabulary

Questions of the Experimental Group

The total number of the correct answers	Frequency	Percent
0	3	7,5%
1	4	10,0%
2	14	35,0%
3	19	47,5%
Total	40	100,0%

B. The Research Data Analysis

In this research, there are two groups; the experimental and the control group. After the test had been applied to the students, so the results of the data were obtained. The first ones are the post-test scores of the experimental group

as attached in appendix 6, and the second ones are the post-test score of the control group as attached in appendix 7. After tabulating the post-test data of experimental and the control groups, the analysis to identify the score differences among the tests of each group was conducted. Furthermore, the results of the post-test were analyzed by using statistical analysis with the SPSS 20.0.

1. **Control Group Result**

Based on the result of statistical analysis calculation using the SPSS 20.0, it shows that the average score of the control group is 18.53 with standard deviation of 2.73. The minimum value is 13, and the maximum value is 23. The scores before teaching vocabuary using interactive multimedia were classified into seven classes. The calculation uses;

k = 1 + 3.33 log n = 1 + 3.33 log 40 = 6,33 formula.

6,33 is converted to six.

The interval (class) is determined:

Interval class formula = (maximum score – minimum score)/6

= (23-13)/6

= 1.7

1.7 is converted to 2.

Therefore, the classification of control group score or teaching vocabulary through conventional score can be seen at table 29 below:

Table 29: The Frequency Distribution of Control Group Score of the
Students taught conventionally

No	Interval (Class)	Frequency	Percent
1	13-17	16	40%
2	18-23	24	60%
	Total	40	100%

From the table above, we can see the distribution spread of the control group score who were taught conventionally. There are sixteen students (40%) in the control group scores of 13-17. Then, there are twenty four students in score of 18-23 (60%).

As a whole, it can be seen in the table 29 above, and it can make the histogram as follows:
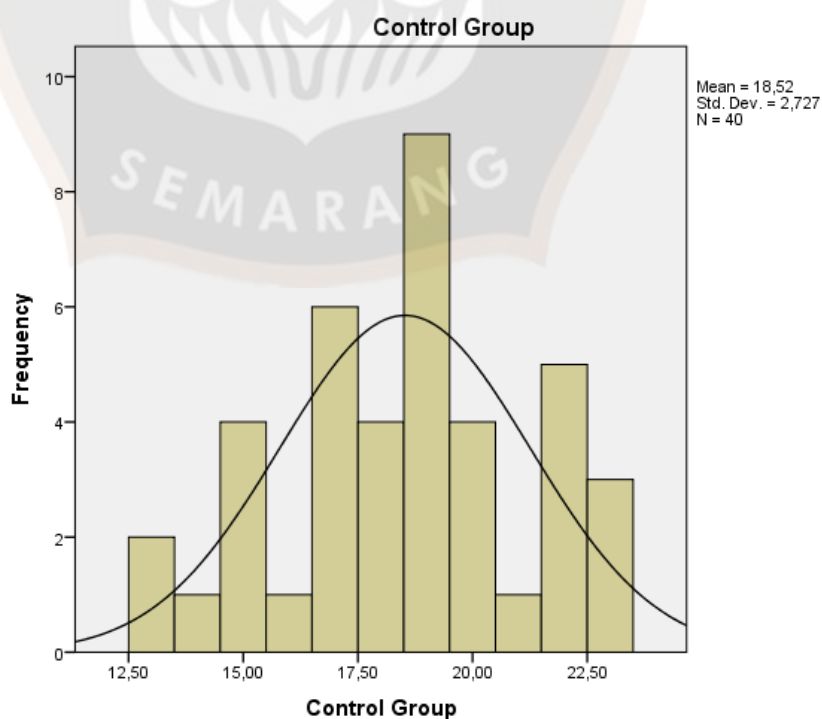
The Distribution Histogram of Control group

Figure 1: The Histogram of the Control Group Score of the Students taught conventionally.

2. Experimental Group Result

The average score of experimental group of the students were taught using interactive multimedia is 17.10 with standard deviation of 2.56. The minimum score is 10, and the maximum score is 22. The score after teaching vocabulary using interactive multimedia was classified into eight classes.

The calculation uses;

k = 1 + 3.33 log n = 1 + 3.33 log 40 = 6,33 formula

6,33 is converted to six

Interval (class) is determined:

Interval class formula = (maximum score – minimum score)/three

= (22-10)/6

= 2

Therefore, the classification of experimental group score or teaching vocabulary using interactive multimedia score can be seen at table 30 as follows:

Table 30: The Frequency Distribution of Experimental Group Score of the Students who were taught by Using Interactive Multimedia.

No	Interval (Class)	Frequency	Percent
1	10-15	11	27,5%
2	16-22	29	72,5%
	Total	40	100%

It shows experimental group score of the students who are taught by using Interactive Multimedia.

There are eleven students (27,5%) in the experimental group scores of 10-15. Then, there are twenty nine students in score of 16-22 (72,5%). As a whole, it can be seen in the table 30 above, and it can make the histogram as follows:
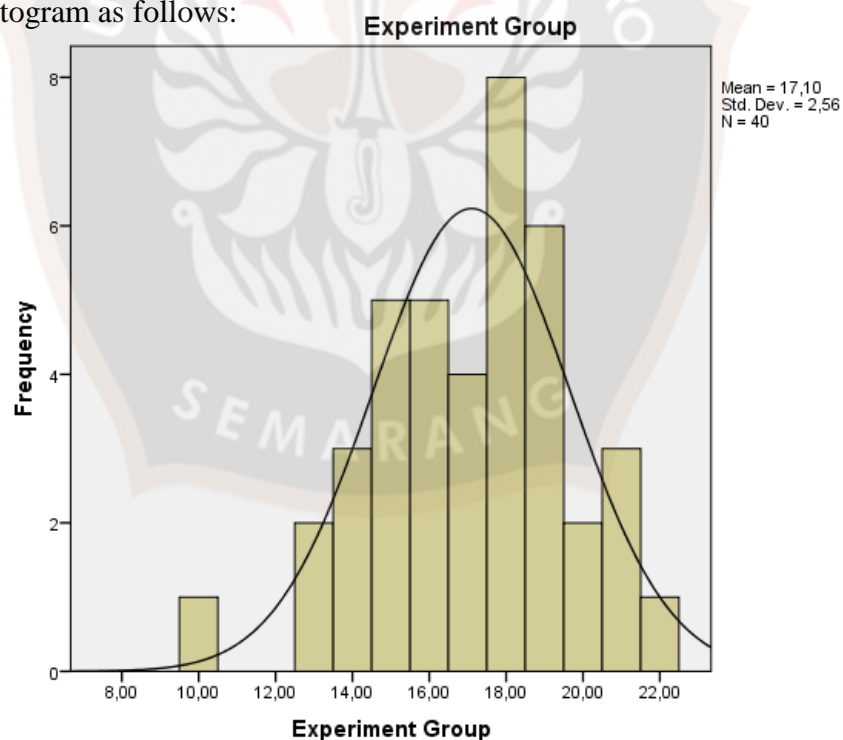
Figure 2: The Histogram of the Experimental Group Score of the Students who were taught by using Interactive Multimedia.

C. The Testing of the Score Difference of the Post Test Score in Experimental and Control Groups

To test the differential score in experimental and control group the independent sample t-test is used. It is used to test differences of the average score of two samples with no a correlation (Santoso, 2003; Ghozali, 2006). The estimation can be seen in the table 31 as follows:

Table 31: The Result of the Analysis of Independent Samples T-Test

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Control Group	40	20,1500	2,49666	,39476
	Experimental Group	40	22,0000	2,18386	,34530

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	,584	,447	-3,527	78	,001	-1,85000	,52447	-2,89413	-,80587
	Equal variances not assumed			-3,527	76,643	,001	-1,85000	,52447	-2,89442	-,80558

Resource: Output SPSS 20.0

In the independent sample t-test, there are two phases of test. The first phase is to do the levene's test; to find," is there a variance", and the second, "is the population the same or not?" Based on the table 31 above, we can see the result of levene's test. The variable score of the control and experimental group shows level that the results are not significant with p-value: it is 0.447 higher than 0.05 (reality α=5%). It shows that the score of the both group have the same variance or, there are not the differences because the both population have the same variance. Therefore, the decision making (the independent sample t-test) uses t value in equal variance assumed column.

Test of Hypothesis

Hypothesis testing in this research are:

H_0 : **"**There is no significant difference between teaching vocabulary using interactive multimedia and teaching vocabulary without interactive multimedia or conventional in Mts Nurul Huda Raji, Demak".

H_a : **"**There is a significant difference between teaching vocabulary using interactive multimedia and teaching vocabulary without interactive multimedia or conventional in Mts Nurul Huda Raji, Demak".

D. Research Result

Hypothesis analysis is intended to know whether there are the differences between experimental and control group: there are significant or not significant. For this purpose, the t-test method is used to do the analysis. In addition, based on the statistic calculation result at table 31, the t calculation value is 3.527, with significant probability (sig) of 0.000 t table is 2.042 with $\alpha=0.05$ and df = n-1 = 40-1= 39, the calculation value obtain (3.527) > t table (2.042). This result means that there is significant difference in the two groups.

Besides, we can also see the significance of probability value (sig) 0.001 lower than 0.05 (reality level 5%) hence H0 is refused and accept the Ha, so hypothesis states that "there is a significant difference between teaching vocabulary using interactive multimedia and teaching vocabulary without interactive multimedia" is accepted. Furthermore, the hypothesis-testing picture can be described as follow:

Picture 3

T-test
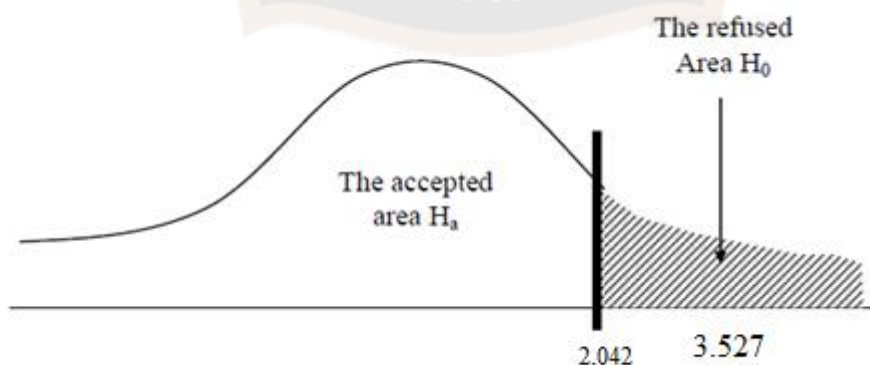
Teaching vocabulary using Interactive Multimedia makes the classroom climate interesting for the students to study and learn more. The students feel comfortable to learn and the teacher also teaches well. Teaching vocabulary without Interactive Multimedia makes students passive. Sometimes both the teacher and the students become bored.

As we know from the research findings, the students who were taught using Interactive Multimedia have higher score than the students who were taught without Interactive Multimedia. It is proved by the calculation of mean score on experimental class was 22,0 and control class was 20,15. In percentage of the average achievement in vocabulary, the control class had 60% and the experimental class had 72,5%. So, we can say that there was 12,5% difference. The difference is statistically significant. The calculation of hypothesis test indicated $t_{account} > t_{table}$. Therefore, the null hypothesis, "there is no significant difference in the student's vocabulary mastery between those taught using Interactive Multimedia and those taught without Interactive Multimedia" is rejected.

The result is also confirmed with the observations data that show improvement in students' interest to learn vocabulary. It is proven by the increased level of understanding and participation of students in learning vocabulary. Most of the students were interested in learning vocabulary through games and watching videos downloaded from the internet rather than recite vocabulary from dictionary or textbooks.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Vocabulary is the main capital and an element in language, which is still important to be taught nowadays. Without correct vocabulary, there might be miscommunication. In addition, the language will be acceptable if the vocabulary is correct.

Students sometimes feel difficult and bored in learning conventional vocabulary from dictionary. To solve the problem, there is an alternative technique of teaching English vocabulary using interactive multimedia. Based on the theoretical framework of interactive multimedia, interactive multimedia is an activity allows the user to control, combine, and manipulate different types of media, such as text, sound, video, computer graphics, and animation and nearly everyone would agree if learning can be enjoyable, then students would learn better. It creates fun and enjoy but in discipline atmosphere. Interactive Multimedia is a teaching device; it is a good device for practicing vocabuary. Interactive Multimedia can also be used as tools of the language teaching - learning.

Based on the findings and discussions in chapter IV, it can be concluded that there are significant differences between the experimental groups taught by using interactive multimedia as a treatment, and the control group was taught conventionally, the results of the analysis of Independent

Samples T-Test Teaching Vocabulary using Interactive Multimedia to the Students of MTs Nurul Huda Raji, Demak are as follows:

The mean ($\bar{X}$) of the experimental group is 17.10.

The mean ($\bar{X}$) of the control group is 18.53.

The improvement difference between the two groups is 10.93%.

It means that teaching vocabulary using interactive multimedia is better than teaching vocabulary conventionally. Besides, the t calculation value of -3.527, with significant probability (sig) of 0.001 with $\alpha=0.05$ and df = n-1 = 40-1= 39, the t table is 2.042, so the t calculation value obtained (3.527) > t table (2.042). Thus, H0 is refused and Ha or H alternative is accepted. It can also be seen that the significance of probability value (sig) 0.001 is lower than 0.05 (reality level 5%) hence H0 is refused and the Ha, or H alternative is accepted. Therefore, the hypothesis stating that, "there is a significant difference between teaching vocabulary using interactive multimedia and teaching without using interactive multimedia" is accepted.

B. Suggestion

This research had proven that the use of interactive multimedia in teaching English structure shows good results. Then, it is suggested;

1. A teacher of English at Junior High Schools should be creative in selecting interesting methods and media in teaching learning – process. In addition, Interactive Multimedia can be used as an alternative tool or media of teaching English vocabulary. In fact, Interactive Multimedia can improve

the knowledge of English vocabulary, and the student's mastery in vocabulary.

2. For the students, they should always do the communicative activity to enrich their English vocabulary.

3. For the schools, it is expected that they provide the interactive multimedia for teaching English, particularly for those who concern to the development of English for students.

4. For the authors, they should include more digital media such as slides, videos, animations, applications or games in their book of English textbooks, in order that students can use vocabulary to communicate in acceptable language.
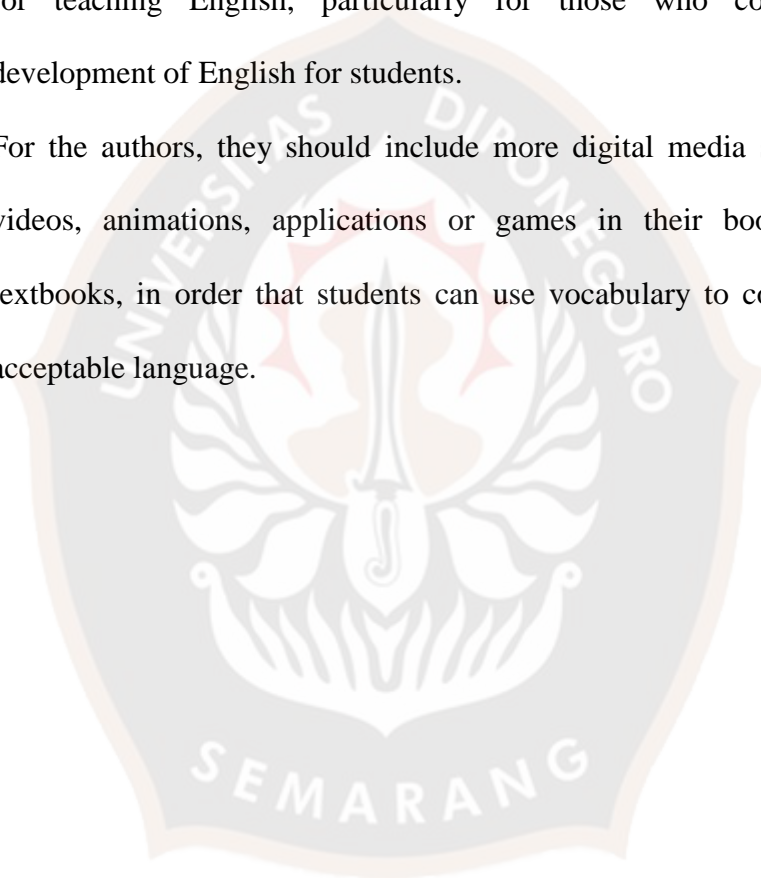
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APPENDIXES

Name of Students

	EXPERIMENTAL GROUP			CONTROL GROUP	
No	Reg. Number	Name	No	Reg. Number	Name
1	1101	Abdul Rohman	1	1102	Abdul Rokim
2	1103	Andriyanto	2	1104	Achmad Syaifuddin
3	1105	Anik Yuliana	3	1106	Ahmad Ridho
4	1107	Diyan Nur Mellina	4	1108	Aldi Hidayat
5	1109	Ela Elvianingsih	5	1110	Anis Maulida
6	1111	Fadlan	6	1112	Arini Nur Cahyani
7	1113	Fathur Rohim	7	1114	Deny Agus Prasetio
8	1115	Ferri andrianto	8	1116	Dita Cahya Utami
9	1117	Fiska Nindya Dewantari	9	1118	Edi Sasongko
10	1119	Heri Susanto	10	1120	Fitri Sofia
11	1121	Herlina Rahmawati	11	1122	Haryanti
12	1123	Husni Mubarok	12	1124	Heru Purwanto
13	1125	Indah Ayu Lestari	13	1126	Indah Dwi Ningrum
14	1127	Intania Almaidah	14	1128	Indah Puspita Sari
15	1129	Irfan Sarifudin	15	1130	Ismiati
16	1131	Isdayanti	16	1132	Jalalludin
17	1133	Kholifatul Azizah	17	1134	M. Aris Arianto
18	1135	Kiki Fitriyanto	18	1136	Misbahul Miftah
19	1137	Lina Widya Astutik	19	1138	Muhamad Roin
20	1139	M. Agus Shobirin	20	1140	Muhamad Tomi
21	1141	M. Samsul Ma'arif	21	1142	Muhammad Siroj
22	1143	Maslikah Popon	22	1144	Niswatun Hasanah
23	1145	Masto	23	1146	Nur Asiyah
24	1147	Mau'idhotul Khasanah	24	1148	Nur Farida
25	1149	Novia Gemaning W.P	25	1150	Nur Setiawan
26	1151	Nur Azizah	26	1152	Putri Oktaviani
27	1153	Nur Filla	27	1154	Riki Agus Setiawan
28	1155	Okti Sulistiowati	28	1156	Rina Andriyani
29	1157	Rika Yunita Damayanti	29	1158	Ririn Listiani
30	1159	Rinaldi Dwi Afandi	30	1160	Sifa Leni Nur Liyani
31	1161	Rizal Fahmi Kurniawan	31	1162	Siti Khoiriyah
32	1163	Siti Indah Lutfiah	32	1164	Siti Mafruroh
33	1165	Siti Khotijah	33	1166	Siti Zulaihah
34	1167	Siti Kuswati	34	1168	Siti Zulaikah
35	1169	Siti Munawaroh	35	1170	Sri Widyaningsih
36	1171	Siti Zumrotun	36	1172	Suparko
37	1173	Sri Fatmawati	37	1174	Tri Yogo Nurohmat
38	1175	Sri Indrayani	38	1176	Umi Fadhilah
39	1177	Sriningsih	39	1178	Yuni Nurul Faizah
40	1179	Sumber Sucipto	40	1180	Zubaidah

Try Out Score

MTs Sunan Barmawi Morodemak

No	Nama	Item Number																														Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	Aan Edy Saputra	0	0	1	0	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	1	1	0	0	0	1	0	0	0	0	0	15
2	Adibatul Janah	1	0	0	0	0	1	1	1	0	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	13
3	Ahmad Andi Saputro	1	1	1	1	0	1	0	0	0	1	1	1	0	1	0	1	0	1	0	0	0	0	1	0	0	0	1	1	1	0	15
4	Ari Eka Purnama Sari	1	1	1	0	0	0	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	1	1	1	0	0	0	1	1	0	18
5	Asih Novita Sari	1	0	1	1	1	1	1	1	0	0	0	0	1	0	1	0	0	0	1	1	0	1	1	0	1	0	1	0	0	0	15
6	Desi Ayunawati	0	0	0	1	0	1	0	1	0	1	1	1	0	0	1	1	0	1	0	0	0	0	1	0	1	1	1	0	1	0	14
7	Devi Nur Fatikhan	1	1	1	0	0	1	0	1	0	1	0	1	0	0	1	1	1	1	0	1	0	1	1	0	1	0	1	1	0	0	17
8	Dewi Rafita	1	0	1	0	0	1	0	1	0	1	0	1	0	0	1	1	0	1	0	0	0	1	1	1	1	0	1	0	0	0	14
9	Didik Prayogo	1	0	1	0	0	1	0	1	0	1	0	1	1	0	1	1	0	1	0	0	0	1	1	0	1	0	1	1	0	0	15
10	Dwi Ari Bowo Utomo	1	0	1	1	1	1	0	1	1	1	0	1	0	0	1	1	0	1	1	0	0	1	1	1	1	1	1	0	0	1	20
11	Endang Sulastri	1	0	1	0	0	1	1	1	0	1	0	1	0	0	1	1	1	1	0	0	1	1	1	1	1	0	0	1	1	0	18
12	Evi Nursyafitri	1	0	1	0	0	1	0	1	0	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	0	0	1	1	20
13	Fadkur Rahman	1	1	1	1	1	1	0	1	0	1	0	0	0	0	1	1	1	0	0	1	1	1	1	0	1	1	1	0	1	0	19
14	Fadlilatus Sofiroh	1	0	0	0	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	19
15	Guntur Susilo	1	0	1	1	1	1	0	0	0	1	0	0	0	0	0	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	16
16	Hanik Mualifatun U.	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1	0	0	1	1	1	0	1	0	1	0	0	0	10
17	Hendrik Nurul F	1	0	1	0	0	0	0	1	0	0	0	1	1	1	0	1	0	1	0	0	0	1	1	1	1	1	0	0	1	1	15
18	Herman Felani	0	0	1	1	1	0	1	1	1	0	0	0	1	1	0	1	1	0	0	1	1	0	1	1	1	0	1	0	1	1	18
19	Ifa Rahmawati	0	0	0	1	1	0	1	1	0	1	0	1	0	0	0	1	0	1	0	1	1	0	1	1	1	1	1	0	1	1	17

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No	Name																															Total
20	Iin Hidayat	1	0	1	0	0	0	0	1	0	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	0	18
21	Imam Teguh Santoso	1	1	1	0	1	0	1	1	0	1	0	1	1	0	0	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	21
22	Kirni Mufaidah	1	0	1	0	0	0	1	1	1	1	0	1	0	0	0	1	1	1	1	1	1	1	0	0	1	0	1	0	0	0	16
23	M. Andi Purnomo	1	0	1	0	0	0	1	1	0	1	0	1	1	0	0	1	1	1	1	1	1	0	1	0	1	0	0	0	0	1	16
24	Mar'atus Sholekhah	1	0	1	1	0	0	1	1	1	1	1	1	0	0	1	1	0	0	0	0	1	0	1	0	1	0	1	1	1	1	18
25	Muhamad Aminudin	1	1	1	0	0	1	1	1	1	1	0	0	1	1	0	1	0	1	1	1	1	0	0	0	1	0	0	0	0	0	16
26	Muhamad Mudiono	1	0	0	1	1	0	1	1	1	1	1	0	0	1	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	13
27	Murdiyanti	1	1	0	0	1	1	1	1	0	1	1	1	1	1	0	1	0	1	0	0	0	0	1	0	0	0	1	1	1	0	17
28	Nanik Fitriyah	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	0	0	1	1	1	0	1	1	1	0	0	0	1	1	0	19
29	Nur Ahmat Sarifudin	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	0	0	0	1	1	0	1	1	0	1	0	1	0	0	0	16
30	Nur Islamiyah	1	0	1	0	0	1	1	1	0	1	0	1	0	0	0	1	0	1	0	0	0	1	0	1	1	1	0	1	0		14
31	Nur Kosim	1	0	1	0	0	0	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	0	0	18
32	Nurul Chariroh	1	1	0	0	1	1	0	1	1	1	0	1	0	1	1	1	0	1	0	0	0	1	1	1	1	0	1	0	0	0	17
33	Rini Handayani	1	0	1	0	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	0	0	1	1	0	1	0	1	1	0	0	18
34	Rumaedi	1	1	1	0	1	1	1	1	0	1	1	1	1	0	0	1	0	1	1	0	0	1	1	1	1	1	1	0	0	1	21
35	Sartika	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	0	1	1	0	22
36	Siti Alfiyatur R	1	1	1	1	1	1	1	0	0	1	0	1	0	0	0	1	0	0	1	1	0	1	1	1	1	1	0	0	1	1	19
37	Sri Wahyuningsih	1	0	1	0	0	0	1	0	0	1	0	1	1	1	0	1	1	0	0	1	1	1	1	0	1	1	1	1	1	0	18
38	Wahyuni	1	0	1	1	1	0	1	1	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	19
39	Wawan Gunarso	0	0	0	1	1	0	1	1	0	0	0	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	19
40	Zuliati	0	0	0	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	21

TRY OUT TEST RESULT

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.905	.907	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q1	21.1250	43.599	.406	.	.904
Q2	20.9750	44.384	.358	.	.904
Q3	21.0500	43.331	.493	.	.902
Q4	21.1000	43.733	.394	.	.904
Q5	20.9000	44.862	.348	.	.904
Q6	20.9750	43.563	.523	.	.902
Q7	20.9750	43.358	.565	.	.901
Q8	20.9250	44.430	.409	.	.903
Q9	21.0000	43.538	.499	.	.902
Q10	20.9750	44.487	.338	.	.904
Q11	21.2250	43.615	.379	.	.904
Q12	20.9250	44.328	.433	.	.903
Q13	21.1250	43.958	.348	.	.905
Q14	21.0500	43.895	.393	.	.904
Q15	21.0750	43.712	.410	.	.903
Q16	21.1000	43.426	.446	.	.903
Q17	21.2250	43.615	.379	.	.904
Q18	21.1250	43.292	.457	.	.903
Q19	21.0250	43.204	.537	.	.901
Q20	21.1000	42.503	.603	.	.900
Q21	20.9750	43.410	.554	.	.901
Q22	21.0500	43.946	.384	.	.904
Q23	21.0250	42.640	.643	.	.899
Q24	21.1500	42.182	.630	.	.899
Q25	21.0250	43.102	.556	.	.901
Q26	21.1250	42.881	.525	.	.901
Q27	21.0750	42.225	.670	.	.899
Q28	21.2500	42.603	.534	.	.901
Q29	21.2750	42.974	.474	.	.902
Q30	21.2750	43.333	.418	.	.903

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PRE TEST RESULT OF EXPERIMENTAL GROUP

NO	REG. NO	NAME	KEY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	TOTAL	SCORE
		ANALYSIS		B	D	B	B	C	B	C	B	A	D	D	A	D	C	A	C	A	B	B	B	C	D	A	B	D	C	A	D	D	A		
1	1101	Abdul Rohman		B	D	B	B	C	B	C	B	B	D	C	A	D	C	A	C	A	B	B	B	D	D	A	C	D	C	B	C	D	D	23	7,7
2	1103	Andriyanto		B	C	A	D	B	B	B	B	B	B	B	B	B	C	A	D	B	B	B	B	D	C	B	A	B	C	B	A	D	A	11	3,7
3	1105	Anik Yuliana		B	C	B	B	C	B	D	C	B	D	C	B	B	D	B	C	A	C	C	B	C	D	A	B	D	D	A	A	B	A	16	5,3
4	1107	Diyan Nur Mellina		B	C	C	D	A	C	B	A	B	D	A	A	B	D	C	C	B	B	C	C	C	D	A	A	D	B	A	A	C	B	10	3,3
5	1109	Ela Elvianingsih		B	C	B	D	B	C	A	B	A	A	D	B	A	C	B	C	A	B	B	A	D	B	B	C	D	B	B	A	D	A	13	4,3
6	1111	Fadlan		A	C	B	B	C	B	C	B	A	B	D	B	B	C	C	A	B	B	B	A	D	B	A	C	B	C	A	C	D	A	16	5,3
7	1113	Fathur Rohim		A	A	A	B	C	D	B	B	A	A	D	C	B	A	B	C	B	B	B	B	D	B	B	C	D	A	B	A	D	A	12	4,0
8	1115	Ferri andrianto		B	B	B	D	A	B	C	B	A	B	D	B	B	C	D	B	B	B	B	A	C	B	C	B	C	B	A	D	A		14	4,7
9	1117	Fiska Nindya Dewantari		B	D	B	A	C	B	C	B	A	A	C	B	B	A	B	C	A	B	B	A	D	B	B	C	A	D	B	A	D	A	14	4,7
10	1119	Heri Susanto		B	A	B	C	B	C	D	B	A	A	D	D	B	A	B	C	A	B	C	C	B	C	B	C	B	A	A	D	D	A	12	4,0
11	1121	Herlina Rahmawati		B	B	B	C	B	B	C	B	A	B	D	B	B	C	A	D	A	B	D	C	B	A	B	C	B	A	A	D	D	A	15	5,0
12	1123	Husni Mubarok		B	C	B	B	A	D	C	B	A	B	D	C	B	A	B	C	A	A	D	B	B	C	D	D	B	A	A	D	D	A	14	4,7
13	1125	Indah Ayu Lestari		B	D	B	C	A	B	C	B	A	B	D	B	B	C	C	A	A	B	C	C	B	A	B	C	B	A	A	D	D	A	15	5,0
14	1127	Intania Almaidah		B	C	A	B	C	B	C	A	C	A	D	A	B	C	B	C	A	A	D	B	B	C	D	B	B	A	A	D	D	A	16	5,3
15	1129	Irfan Sarifudin		B	D	C	C	C	A	D	B	A	A	D	B	B	C	D	B	A	A	D	B	A	C	B	C	A	C	A	D	D	A	14	4,7
16	1131	Isdayanti		B	D	B	B	C	B	C	B	A	B	B	C	B	A	B	C	A	B	D	B	B	C	D	A	B	A	A	D	D	A	17	5,7
17	1133	Kholifatul Azizah		B	D	C	C	C	C	A	B	A	D	D	A	D	C	A	C	A	B	A	C	B	C	B	C	B	A	A	D	D	A	18	6,0
18	1135	Kiki Fitriyanto		A	C	B	D	C	B	C	A	C	D	D	A	D	C	A	C	A	A	D	B	B	C	A	D	B	A	A	D	D	A	18	6,0
19	1137	Lina Widya Astutik		B	A	C	A	B	C	A	B	A	D	D	A	D	C	A	C	A	A	D	B	B	C	D	D	B	A	A	D	D	A	16	5,3
20	1139	M. Agus Shobirin		B	D	B	B	A	B	C	B	A	D	D	A	D	C	A	C	A	B	C	C	B	A	B	C	B	A	A	D	D	A	21	7,0
21	1141	M. Samsul Ma'arif		B	D	B	C	B	D	B	B	A	D	D	A	D	C	A	C	A	A	D	B	B	C	D	B	B	A	A	D	D	A	19	6,3

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No	Kode	Nama	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Jml	Nilai
22	1143	Maslikah Popon	B	A	B	B	C	B	C	A	C	A	D	B	A	C	B	C	A	A	D	B	A	C	B	C	A	C	A	D	D	A	16	5,3
23	1145	Masto	A	B	D	B	B	B	C	A	C	B	D	B	B	C	A	D	B	B	D	B	B	C	D	A	B	A	A	D	D	A	12	4,0
24	1147	Mau'idhotul Khasanah	B	D	B	C	B	C	B	B	A	A	D	A	B	C	B	C	B	B	A	C	B	C	B	C	B	A	A	D	D	A	14	4,7
25	1149	Novia Gemaning W.P	B	A	B	C	B	B	C	B	A	B	D	B	B	C	C	A	B	A	D	B	B	C	A	D	B	A	A	D	D	A	14	4,7
26	1151	Nur Azizah	B	C	B	C	B	C	D	B	A	A	D	B	A	C	B	C	A	B	B	B	C	D	A	B	D	C	A	D	D	A	21	7,0
27	1153	Nur Filla	B	B	B	B	B	B	C	A	C	B	D	B	B	C	C	A	B	B	B	B	C	D	A	B	D	C	A	D	D	A	20	6,7
28	1155	Okti Sulistiowati	B	A	B	A	B	C	A	C	A	D	C	B	A	B	C	B	B	B	B	B	C	D	A	B	D	C	A	D	D	A	19	6,3
29	1157	Rika Yunita Damayanti	B	C	B	A	A	B	C	B	A	B	D	B	B	C	D	B	B	B	B	B	C	D	A	B	D	C	A	D	D	A	21	7,0
30	1159	Rinaldi Dwi Afandi	B	C	B	C	B	B	C	B	A	D	D	A	D	C	A	B	C	C	B	C	B	C	B	A	D	C	A	D	D	A	19	6,3
31	1161	Rizal Fahmi Kurniawan	B	C	B	C	C	B	C	B	A	D	D	A	D	C	A	B	D	C	B	A	B	C	B	A	D	C	A	D	D	A	20	6,7
32	1163	Siti Indah Lutfiah	B	D	C	D	C	D	D	B	A	D	D	A	D	C	A	A	D	B	B	C	D	D	B	A	D	C	A	D	D	A	20	6,7
33	1165	Siti Khotijah	B	C	B	D	C	B	C	B	A	D	D	A	D	C	A	B	C	C	B	A	B	C	B	A	D	C	A	D	D	A	20	6,7
34	1167	Siti Kuswati	B	D	B	D	B	D	B	B	A	D	D	A	D	C	A	A	D	B	B	C	D	B	B	A	D	C	A	D	D	A	19	6,3
35	1169	Siti Munawaroh	B	D	B	B	C	B	C	A	C	B	C	C	B	C	B	C	B	A	A	C	B	C	A	C	D	C	A	D	D	A	16	5,3
36	1171	Siti Zumrotun	B	D	B	B	B	D	A	B	A	B	D	C	B	A	B	C	B	A	B	C	D	A	B	A	B	C	C	C	B	C	10	3,3
37	1173	Sri Fatmawati	B	A	B	A	C	B	C	B	A	A	D	B	B	C	D	D	B	A	B	C	B	C	B	A	B	D	C	B	A	B	10	3,3
38	1175	Sri Indrayani	B	A	B	B	C	A	D	B	A	B	C	C	B	A	B	C	B	A	B	C	A	D	B	A	A	D	B	B	C	D	9	3,0
39	1177	Sriningsih	A	A	C	B	C	B	C	B	A	D	B	B	C	D	B	B	A	B	B	B	C	D	A	B	B	C	C	B	A	B	15	5,0
40	1179	Sumber Sucipto	A	A	C	B	C	A	D	B	A	A	D	B	A	C	B	C	A	C	B	B	C	D	A	B	A	D	B	B	C	D	14	4,7

PRE TEST RESULT OF CONTROL GROUP

NO	REG. NO	NAME	KEY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	TOTAL	SCORE
				B	D	B	B	C	B	C	B	A	D	D	A	D	C	A	C	A	B	B	B	C	D	A	B	D	C	A	D	D	A		
1	1102	Abdul Rokim		A	C	B	B	A	B	C	B	A	A	D	B	A	C	B	C	A	B	B	A	C	C	B	C	B	C	B	A	D	A	16	5,3
2	1104	Achmad Syaifuddin		A	D	D	B	A	B	C	B	A	B	D	B	B	C	A	D	B	B	B	B	D	C	B	A	B	C	B	A	D	A	15	5,0
3	1106	Ahmad Ridho		B	D	B	B	C	A	D	B	A	A	D	A	B	C	B	C	B	B	B	A	D	B	B	C	D	D	B	A	D	A	16	5,3
4	1108	Aldi Hidayat		B	D	C	B	A	B	C	B	A	B	D	B	B	C	C	A	B	B	B	B	C	C	B	A	B	C	B	A	D	A	16	5,3
5	1110	Anis Maulida		B	D	B	B	C	C	A	B	A	A	D	B	A	C	B	C	A	B	B	A	D	B	B	C	D	B	B	A	D	A	16	5,3
6	1112	Arini Nur Cahyani		A	D	A	B	C	B	C	B	A	B	D	B	B	C	C	A	B	B	B	A	D	B	A	C	B	C	A	C	D	A	16	5,3
7	1114	Deny Agus Prasetio		A	D	B	B	C	D	B	B	A	A	D	C	B	A	B	C	B	B	B	B	D	B	B	C	D	A	B	A	D	A	14	4,7
8	1116	Dita Cahya Utami		B	B	C	B	A	B	C	B	A	B	D	B	B	C	D	B	B	B	B	A	C	B	C	B	C	B	A	D	D	A	14	4,7
9	1118	Edi Sasongko		B	D	A	B	C	B	C	B	A	A	C	B	B	A	B	C	A	B	B	A	D	B	B	C	A	D	B	A	D	A	14	4,7
10	1120	Fitri Sofia		A	D	A	B	C	C	D	B	A	A	D	D	B	A	B	C	A	B	C	C	B	C	B	C	B	A	A	D	D	A	13	4,3
11	1122	Haryanti		B	D	B	B	C	B	C	B	A	B	D	B	B	C	A	D	A	B	D	C	B	A	B	C	B	A	A	D	D	A	18	6,0
12	1124	Heru Purwanto		A	D	B	B	A	D	C	B	A	B	D	C	B	A	B	C	A	A	D	B	B	C	D	D	B	A	A	D	D	A	14	4,7
13	1126	Indah Dwi Ningrum		A	D	B	B	C	B	C	B	A	B	D	B	B	C	C	A	A	B	C	C	B	A	B	C	B	A	A	D	D	A	16	5,3
14	1128	Indah Puspita Sari		A	D	B	A	C	B	C	A	C	A	D	A	B	C	B	C	A	A	D	B	B	C	D	B	B	A	A	D	D	A	16	5,3
15	1130	Ismiati		B	D	B	B	C	A	B	B	A	A	D	B	B	C	D	B	A	A	D	B	A	C	B	C	A	C	A	D	D	A	16	5,3
16	1132	Jalalludin		A	D	A	B	C	B	C	B	A	B	B	C	B	A	B	C	A	B	D	B	B	C	D	A	B	A	A	D	D	A	15	5,0
17	1134	M. Aris Arianto		B	D	B	B	C	C	A	B	A	D	D	A	D	C	A	C	A	B	A	C	B	C	B	C	B	A	A	D	D	A	20	6,7
18	1136	Misbahul Miftah		A	D	B	A	C	B	C	A	C	D	D	A	D	C	A	C	A	A	D	B	B	C	A	D	B	A	A	D	D	A	19	6,3
19	1138	Muhamad Roin		B	D	B	B	C	C	A	B	A	D	D	A	D	C	A	C	A	A	D	B	B	C	D	D	B	A	A	D	D	A	20	6,7
20	1140	Muhamad Tomi		A	D	C	B	A	B	C	B	A	D	D	A	D	C	A	C	A	B	C	C	B	A	B	C	B	A	A	D	D	A	19	6,3
21	1142	Muhammad Siroj		B	D	B	B	C	D	B	B	A	D	D	A	D	C	A	C	A	A	D	B	B	C	D	B	B	A	A	D	D	A	21	7,0

				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
22	1144	Niswatun Hasanah		A	D	B	A	C	B	C	A	C	A	D	B	A	C	B	C	A	A	D	B	A	C	B	C	A	C	A	D	D	A	15	5,0
23	1146	Nur Asiyah		A	D	B	A	C	B	C	A	C	B	D	B	B	C	A	D	B	B	D	B	B	C	D	A	B	A	A	D	D	A	14	4,7
24	1148	Nur Farida		B	D	B	B	C	C	B	B	A	A	D	A	B	C	B	C	B	B	A	C	B	C	B	C	B	A	A	D	D	A	16	5,3
25	1150	Nur Setiawan		B	A	A	B	D	B	C	B	A	B	D	B	B	C	C	A	B	A	D	B	B	C	A	D	B	A	A	D	D	A	14	4,7
26	1152	Putri Oktaviani		B	D	B	B	C	C	D	B	A	A	D	B	A	C	B	C	A	B	B	B	C	D	A	B	D	C	A	D	D	A	24	8,0
27	1154	Riki Agus Setiawan		A	D	B	A	C	B	C	A	C	B	D	B	B	C	C	A	B	B	B	B	C	D	A	B	D	C	A	D	D	A	20	6,7
28	1156	Rina Andriyani		A	D	B	A	C	B	C	A	C	A	D	C	B	A	B	C	B	B	B	B	C	D	A	B	D	C	A	D	D	A	20	6,7
29	1158	Ririn Listiani		B	D	B	B	C	B	C	B	A	B	D	B	B	C	D	B	B	B	B	B	C	D	A	B	D	C	A	D	D	A	24	8,0
30	1160	Sifa Leni Nur Liyani		B	C	C	B	C	B	C	B	A	D	D	A	D	C	A	B	C	C	B	C	B	C	B	A	D	C	A	D	D	A	20	6,7
31	1162	Siti Khoiriyah		B	D	C	B	A	B	C	B	A	D	D	A	D	C	A	B	D	C	B	A	B	C	B	A	D	C	A	D	D	A	20	6,7
32	1164	Siti Mafruroh		A	D	B	B	C	D	D	B	A	D	D	A	D	C	A	A	D	B	B	C	D	D	B	A	D	C	A	D	D	A	21	7,0
33	1166	Siti Zulaihah		B	C	C	B	A	B	C	B	A	D	D	A	D	C	A	B	C	C	B	A	B	C	B	A	D	C	A	D	D	A	19	6,3
34	1168	Siti Zulaikah		A	D	B	B	C	D	B	B	A	D	D	A	D	C	A	A	D	B	B	C	D	B	B	A	D	C	A	D	D	A	20	6,7
35	1170	Sri Widyaningsih		A	D	B	A	C	B	C	A	C	B	C	C	B	C	B	C	B	A	A	C	B	C	A	C	D	C	A	D	D	A	14	4,7
36	1172	Suparko		B	D	B	B	C	D	A	B	A	B	D	C	B	A	B	C	B	A	B	C	D	A	B	A	B	C	C	B	C	B	11	3,7
37	1174	Tri Yogo Nurohmat		B	A	C	B	C	B	C	B	A	A	D	B	B	C	D	D	B	A	B	C	B	C	B	A	B	D	C	B	A	B	10	3,3
38	1176	Umi Fadhilah		A	D	B	B	C	A	D	B	A	B	C	C	B	A	B	C	B	A	B	C	A	D	B	A	A	D	B	B	C	D	9	3,0
39	1178	Yuni Nurul Faizah		B	A	C	B	C	B	C	B	A	A	D	B	B	C	D	B	B	A	B	B	C	D	A	B	B	C	C	B	A	B	16	5,3
40	1180	Zubaidah		A	D	B	B	C	A	D	B	A	A	D	B	A	C	B	C	A	C	B	C	D	A	B	A	D	B	B	C	D		16	5,3

POST TEST RESULT OF EXPERIMENTAL GROUP

NO	REG. NO	NAME	KEY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	TOTAL	SCORE
		ANALYSIS		B	D	B	B	C	B	C	B	A	D	D	A	D	C	A	C	A	B	B	B	C	D	A	B	D	C	A	D	D	A		
1	1101	Abdul Rohman		A	C	B	B	A	B	C	B	A	A	D	B	A	C	B	C	A	B	B	A	C	C	B	C	B	C	B	A	D	A	16	5,3
2	1103	Andriyanto		A	D	D	B	A	B	C	B	A	B	D	B	B	C	A	D	B	B	B	B	D	C	B	A	B	C	B	A	D	A	15	5,0
3	1105	Anik Yuliana		B	D	B	B	C	A	D	B	A	A	D	A	B	C	B	C	B	B	B	A	D	B	B	C	D	D	B	A	D	A	16	5,3
4	1107	Diyan Nur Mellina		B	D	C	B	A	B	C	B	A	B	D	B	B	C	C	A	B	B	B	B	C	C	B	A	B	C	B	A	D	A	16	5,3
5	1109	Ela Elvianingsih		B	D	B	B	C	C	A	B	A	A	D	B	A	C	B	C	A	B	B	A	D	B	B	C	D	B	B	A	D	A	16	5,3
6	1111	Fadlan		A	D	A	B	C	B	C	B	A	B	D	B	B	C	C	A	B	B	B	A	D	B	A	C	B	C	A	C	D	A	16	5,3
7	1113	Fathur Rohim		A	D	B	B	C	D	B	B	A	A	D	C	B	A	B	C	B	B	B	B	B	D	B	B	C	D	A	B	A	D	A	14	4,7
8	1115	Ferri andrianto		B	B	C	B	A	B	C	B	A	B	D	B	B	C	D	B	B	B	B	A	C	B	C	B	C	B	A	D	A	14	4,7
9	1117	Fiska Nindya Dewantari		B	D	A	B	C	B	C	B	A	A	C	B	B	A	B	C	A	B	B	A	D	B	B	C	A	D	B	A	D	A	14	4,7
10	1119	Heri Susanto		A	D	A	B	C	C	D	B	A	A	D	D	B	A	B	C	A	B	C	C	B	C	B	C	B	A	A	D	D	A	13	4,3
11	1121	Herlina Rahmawati		B	D	B	B	C	B	C	B	A	B	D	B	B	C	A	D	A	B	D	C	B	A	B	C	B	A	A	D	D	A	18	6,0
12	1123	Husni Mubarok		A	D	B	B	A	D	C	B	A	B	D	C	B	A	B	C	A	A	D	B	B	C	D	D	B	A	A	D	D	A	14	4,7
13	1125	Indah Ayu Lestari		A	D	B	B	C	B	C	B	A	B	D	B	B	C	C	A	A	B	C	C	B	A	B	C	B	A	A	D	D	A	16	5,3
14	1127	Intania Almaidah		A	D	B	A	C	B	C	A	C	A	D	A	B	C	B	C	A	A	D	B	B	C	D	B	B	A	A	D	D	A	16	5,3
15	1129	Irfan Sarifudin		B	D	B	B	C	A	D	B	A	A	D	B	B	C	D	B	A	A	D	B	A	C	B	C	A	C	A	D	D	A	16	5,3
16	1131	Isdayanti		A	D	A	B	C	B	C	B	A	B	B	C	B	A	B	C	A	B	D	B	B	C	D	A	B	A	A	D	D	A	15	5,0
17	1133	Kholifatul Azizah		B	D	B	B	C	C	A	B	A	D	D	A	D	C	A	C	A	B	A	C	B	C	B	C	B	A	A	D	D	A	20	6,7
18	1135	Kiki Fitriyanto		A	D	B	A	C	B	C	A	C	D	D	A	D	C	A	C	A	A	D	B	B	C	A	D	B	A	A	D	D	A	19	6,3
19	1137	Lina Widya Astutik		B	D	B	B	C	C	A	B	A	D	D	A	D	C	A	C	A	A	D	B	B	C	D	D	B	A	A	D	D	A	20	6,7
20	1139	M. Agus Shobirin		A	D	C	B	A	B	C	B	A	D	D	A	D	C	A	C	A	B	C	C	B	A	B	C	B	A	A	D	D	A	19	6,3
21	1141	M. Samsul Ma'arif		B	D	B	B	C	D	B	B	A	D	D	A	D	C	A	C	A	A	D	B	B	C	D	B	B	A	A	D	D	A	21	7,0

No	No.	Name																																Count	Score
22	1143	Maslikah Popon		A	D	B	A	C	B	C	A	C	A	D	B	A	C	B	C	A	A	D	B	A	C	B	C	A	C	A	D	D	A	15	5,0
23	1145	Masto		A	D	B	A	C	B	C	A	C	B	D	B	B	C	A	D	B	B	D	B	B	C	D	A	B	A	A	D	D	A	14	4,7
24	1147	Mau'idhotul Khasanah		B	D	B	B	C	C	B	B	A	A	D	A	B	C	B	C	B	B	A	C	B	C	B	C	B	A	A	D	D	A	16	5,3
25	1149	Novia Gemaning W.P		B	A	A	B	D	B	C	B	A	B	D	B	B	C	C	A	B	A	D	B	B	C	A	D	B	A	A	D	D	A	14	4,7
26	1151	Nur Azizah		B	D	B	B	C	C	D	B	A	A	D	B	A	C	B	C	A	B	B	B	C	D	A	B	D	C	A	D	D	A	24	8,0
27	1153	Nur Filla		A	D	B	A	C	B	C	A	C	B	D	B	B	C	C	A	B	B	B	B	C	D	A	B	D	C	A	D	D	A	20	6,7
28	1155	Okti Sulistiowati		A	D	B	A	C	B	C	A	C	A	D	C	B	A	B	C	B	B	B	B	C	D	A	B	D	C	A	D	D	A	20	6,7
29	1157	Rika Yunita Damayanti		B	D	B	B	C	B	C	B	A	B	D	B	B	C	D	B	B	B	B	B	C	D	A	B	D	C	A	D	D	A	24	8,0
30	1159	Rinaldi Dwi Afandi		B	C	C	B	C	B	C	B	A	D	D	A	D	C	A	B	C	C	B	C	B	C	B	A	D	C	A	D	D	A	20	6,7
31	1161	Rizal Fahmi Kurniawan		B	D	C	B	A	B	C	B	A	D	D	A	D	C	A	B	D	C	B	A	B	C	B	A	D	C	A	D	D	A	20	6,7
32	1163	Siti Indah Lutfiah		A	D	B	B	C	D	D	B	A	D	D	A	D	C	A	A	D	B	B	C	D	D	B	A	D	C	A	D	D	A	21	7,0
33	1165	Siti Khotijah		B	C	C	B	A	B	C	B	A	D	D	A	D	C	A	B	C	C	B	A	B	C	B	A	D	C	A	D	D	A	19	6,3
34	1167	Siti Kuswati		A	D	B	B	C	D	B	B	A	D	D	A	D	C	A	A	D	B	B	C	D	B	B	A	D	C	A	D	D	A	20	6,7
35	1169	Siti Munawaroh		A	D	B	A	C	B	C	A	C	B	C	C	B	C	B	C	B	A	A	C	B	C	A	C	D	C	A	D	D	A	14	4,7
36	1171	Siti Zumrotun		B	D	B	B	C	D	A	B	A	B	D	C	B	A	B	C	B	A	B	C	D	A	B	A	B	C	C	B	C	B	11	3,7
37	1173	Sri Fatmawati		B	A	C	B	C	B	C	B	A	A	D	B	B	C	D	D	B	A	B	C	B	C	B	A	B	D	C	B	A	B	10	3,3
38	1175	Sri Indrayani		A	D	B	B	C	A	D	B	A	B	C	C	B	A	B	C	B	A	B	C	A	D	B	A	A	D	B	B	C	D	9	3,0
39	1177	Sriningsih		B	A	C	B	C	B	C	B	A	D	B	B	C	D	B	B	A	B	B	C	D	A	B	B	C	C	B	A	B		16	5,3
40	1179	Sumber Sucipto		A	D	B	B	C	A	D	B	A	A	D	B	A	C	B	C	A	C	B	B	C	D	A	B	A	D	B	B	C	D	16	5,3

POST TEST RESULT OF CONTROL GROUP

		ANALYSIS		MULTIPLE CHOICE																														TOTAL	SCORE
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
NO	REG. NO	NAME	KEY	B	D	B	B	C	B	C	B	A	D	D	A	D	C	A	C	A	B	B	B	C	D	A	B	D	C	A	D	D	A		
1	1102	Abdul Rokim		A	C	B	B	A	B	C	B	A	A	D	B	A	C	B	C	A	B	B	A	C	C	B	C	B	C	B	A	D	A	16	5,3
2	1104	Achmad Syaifuddin		A	D	D	B	A	B	C	B	A	B	D	B	B	C	A	D	B	B	B	B	D	C	B	A	B	C	B	A	D	A	15	5,0
3	1106	Ahmad Ridho		B	D	B	B	C	A	D	B	A	A	D	A	B	C	B	C	B	B	B	A	D	B	B	C	D	D	B	A	D	A	16	5,3
4	1108	Aldi Hidayat		B	D	C	B	A	B	C	B	A	B	D	B	B	C	C	A	B	B	B	C	C	B	A	B	C	B	A	D	A	A	16	5,3
5	1110	Anis Maulida		B	D	B	B	C	C	A	B	A	A	D	B	A	C	B	C	A	B	B	A	D	B	B	C	D	B	B	A	D	A	16	5,3
6	1112	Arini Nur Cahyani		A	D	A	B	C	B	C	B	A	B	D	B	B	C	C	A	B	B	B	A	D	B	A	C	B	C	A	C	D	A	16	5,3
7	1114	Deny Agus Prasetio		A	D	B	B	C	D	B	B	A	A	D	C	B	A	B	C	B	B	B	B	D	B	B	C	D	A	B	A	D	A	14	4,7
8	1116	Dita Cahya Utami		B	B	C	B	A	B	C	B	A	B	D	B	B	C	D	B	B	B	B	B	A	C	B	C	B	C	B	A	D	A	14	4,7
9	1118	Edi Sasongko		B	D	A	B	C	B	C	B	A	A	C	B	B	A	B	C	A	B	B	A	D	B	B	C	A	D	B	A	D	A	14	4,7
10	1120	Fitri Sofia		A	D	A	B	C	C	D	B	A	A	D	D	B	A	B	C	A	B	C	C	B	C	B	C	B	A	A	D	D	A	13	4,3
11	1122	Haryanti		B	D	B	B	C	B	C	B	A	B	D	B	B	C	A	D	A	B	D	C	B	A	B	C	B	A	A	D	D	A	18	6,0
12	1124	Heru Purwanto		A	D	B	B	A	D	C	B	A	B	D	C	B	A	B	C	A	A	D	B	B	C	D	D	B	A	A	D	D	A	14	4,7
13	1126	Indah Dwi Ningrum		A	D	B	B	C	B	C	B	A	B	D	B	B	C	C	A	A	B	C	C	B	A	B	C	B	A	A	D	D	A	16	5,3
14	1128	Indah Puspita Sari		A	D	B	A	C	B	C	A	C	A	D	A	B	C	B	C	A	A	D	B	B	C	D	B	B	A	A	D	D	A	16	5,3
15	1130	Ismiati		B	D	B	B	C	A	D	B	A	A	D	B	B	C	D	B	A	A	D	B	A	C	B	C	A	C	A	D	D	A	16	5,3
16	1132	Jalalludin		A	D	A	B	C	B	C	B	A	B	B	C	B	A	B	C	A	B	D	B	B	C	D	A	B	A	A	D	D	A	15	5,0
17	1134	M. Aris Arianto		B	D	B	B	C	C	A	B	A	D	D	A	D	C	A	C	A	B	A	C	B	C	B	C	B	A	A	D	D	A	20	6,7
18	1136	Misbahul Miftah		A	D	B	A	C	B	C	A	C	D	D	A	D	C	A	C	A	A	D	B	B	C	A	D	B	A	A	D	D	A	19	6,3
19	1138	Muhamad Roin		B	D	B	B	C	C	A	B	A	D	D	A	D	C	A	C	A	A	D	B	B	C	D	D	B	A	A	D	D	A	20	6,7
20	1140	Muhamad Tomi		A	D	C	B	A	B	C	B	A	D	D	A	D	C	A	C	A	B	C	C	B	A	B	C	B	A	A	D	D	A	19	6,3
21	1142	Muhammad Siroj		B	D	B	B	C	D	B	B	A	D	D	A	D	C	A	C	A	A	D	B	B	C	D	B	B	A	A	D	D	A	21	7,0

No	No.	Nama																														Skor	Nilai
22	1144	Niswatun Hasanah	A	D	B	A	C	B	C	A	C	A	D	B	A	C	B	C	A	A	D	B	A	C	B	C	A	C	A	D	D	A	15	5,0
23	1146	Nur Asiyah	A	D	B	A	C	B	C	A	C	B	D	B	B	C	A	D	B	B	D	B	B	C	D	A	B	A	A	D	D	A	14	4,7
24	1148	Nur Farida	B	D	B	B	C	C	B	B	A	A	D	A	B	C	B	C	B	B	A	C	B	C	B	C	B	A	A	D	D	A	16	5,3
25	1150	Nur Setiawan	B	A	A	B	D	B	C	B	A	B	D	B	B	C	C	A	B	A	D	B	B	C	A	D	B	A	A	D	D	A	14	4,7
26	1152	Putri Oktaviani	B	D	B	B	C	C	D	B	A	A	D	B	A	C	B	C	A	B	B	B	C	D	A	B	D	C	A	D	D	A	24	8,0
27	1154	Riki Agus Setiawan	A	D	B	A	C	B	C	A	B	D	B	B	C	C	A	B	B	B	B	C	D	A	B	D	C	A	D	D	A	A	20	6,7
28	1156	Rina Andriyani	A	D	B	A	C	B	C	A	C	A	D	C	B	A	B	C	B	B	B	B	C	D	A	B	D	C	A	D	D	A	20	6,7
29	1158	Ririn Listiani	B	D	B	B	C	B	C	B	A	B	D	B	B	C	D	B	B	B	B	B	C	D	A	B	D	C	A	D	D	A	24	8,0
30	1160	Sifa Leni Nur Liyani	B	C	C	B	C	B	C	B	A	D	D	A	D	C	A	B	C	C	B	C	B	C	B	A	D	C	A	D	D	A	20	6,7
31	1162	Siti Khoiriyah	B	D	C	B	A	B	C	B	A	D	D	A	D	C	A	B	D	C	B	A	B	C	B	A	D	C	A	D	D	A	20	6,7
32	1164	Siti Mafruroh	A	D	B	B	C	D	D	B	A	D	D	A	D	C	A	A	D	B	B	C	D	D	B	A	D	C	A	D	D	A	21	7,0
33	1166	Siti Zulaihah	B	C	C	B	A	B	C	B	A	D	D	A	D	C	A	B	C	C	B	A	B	C	B	A	D	C	A	D	D	A	19	6,3
34	1168	Siti Zulaikah	A	D	B	B	C	D	B	B	A	D	D	A	D	C	A	A	D	B	B	C	D	B	B	A	D	C	A	D	D	A	20	6,7
35	1170	Sri Widyaningsih	A	D	B	A	C	B	C	A	C	B	C	B	C	B	C	B	A	A	C	B	C	A	C	C	D	C	A	D	D	A	14	4,7
36	1172	Suparko	B	D	B	B	C	D	A	B	A	B	D	C	B	A	B	C	B	A	B	C	D	A	B	A	B	C	C	B	C	B	11	3,7
37	1174	Tri Yogo Nurohmat	B	A	C	B	C	B	C	B	A	A	D	B	B	C	D	D	B	A	B	C	B	C	B	A	B	D	C	B	A	B	10	3,3
38	1176	Umi Fadhilah	A	D	B	B	C	A	D	B	A	B	C	C	B	A	B	C	B	A	B	C	A	D	B	A	A	D	B	B	C	D	9	3,0
39	1178	Yuni Nurul Faizah	B	A	C	B	C	B	C	B	A	A	D	B	B	C	D	B	B	A	B	B	C	D	A	B	B	C	C	B	A	B	16	5,3
40	1180	Zubaidah	A	D	B	B	C	A	D	B	A	A	D	B	A	C	B	C	A	C	B	B	C	D	A	B	A	D	B	B	C	D	16	5,3

PRE TEST AND POST TEST RESULT OF EG AND EC

Experimental Group Score
Class VIIIA

No	Nama	Score	
		Pre-test	Post-test
1	Abdul Rohman	7,7	5,3
2	Andriyanto	3,7	5,0
3	Anik Yuliana	5,3	5,3
4	Diyan Nur Mellina	3,3	5,3
5	Ela Elvianingsih	4,3	5,3
6	Fadlan	5,3	5,3
7	Fathur Rohim	4,0	4,7
8	Ferri andrianto	4,7	4,7
9	Fiska Nindya Dewantari	4,7	4,7
10	Heri Susanto	4,0	4,3
11	Herlina Rahmawati	5,0	6,0
12	Husni Mubarok	4,7	4,7
13	Indah Ayu Lestari	5,0	5,3
14	Intania Almaidah	5,3	5,3
15	Irfan Sarifudin	4,7	5,3
16	Isdayanti	5,7	5,0
17	Kholifatul Azizah	6,0	6,7
18	Kiki Fitriyanto	6,0	6,3
19	Lina Widya Astutik	5,3	6,7
20	M. Agus Shobirin	7,0	6,3
21	M. Samsul Ma'arif	6,3	7,0
22	Maslikah Popon	5,3	5,0
23	Masto	4,0	4,7
24	Mau'idhotul Khasanah	4,7	5,3
25	Novia Gemaning W.P	4,7	4,7
26	Nur Azizah	7,0	8,0
27	Nur Filla	6,7	6,7
28	Okti Sulistiowati	6,3	6,7
29	Rika Yunita Damayanti	7,0	8,0
30	Rinaldi Dwi Afandi	6,3	6,7
31	Rizal Fahmi Kurniawan	6,7	6,7
32	Siti Indah Lutfiah	6,7	7,0
33	Siti Khotijah	6,7	6,3
34	Siti Kuswati	6,3	6,7
35	Siti Munawaroh	5,3	4,7
36	Siti Zumrotun	3,3	3,7
37	Sri Fatmawati	3,3	3,3
38	Sri Indrayani	3,0	3,0
39	Sriningsih	5,0	5,3
40	Sumber Sucipto	4,7	5,3

Control Group Score
Class VIIIB

No	Nama	Score	
		Pre-test	Post-test
1	Abdul Rokim	5,3	5,3
2	Achmad Syaifuddin	5,0	5,2
3	Ahmad Ridho	5,3	5,5
4	Aldi Hidayat	5,3	5,0
5	Anis Maulida	5,3	5,7
6	Arini Nur Cahyani	5,3	5,8
7	Deny Agus Prasetio	4,7	5,0
8	Dita Cahya Utami	4,7	5,0
9	Edi Sasongko	4,7	4,5
10	Fitri Sofia	4,3	4,5
11	Haryanti	6,0	6,0
12	Heru Purwanto	4,7	4,7
13	Indah Dwi Ningrum	5,3	5,5
14	Indah Puspita Sari	5,3	5,5
15	Ismiati	5,3	5,5
16	Jalalludin	5,0	5,5
17	M. Aris Arianto	6,7	7,0
18	Misbahul Miftah	6,3	6,0
19	Muhamad Roin	6,7	6,5
20	Muhamad Tomi	6,3	6,3
21	Muhammad Siroj	7,0	7,5
22	Niswatun Hasanah	5,0	4,5
23	Nur Asiyah	4,7	5,0
24	Nur Farida	5,3	5,3
25	Nur Setiawan	4,7	4,7
26	Putri Oktaviani	8,0	8,0
27	Riki Agus Setiawan	6,7	6,7
28	Rina Andriyani	6,7	6,7
29	Ririn Listiani	8,0	7,5
30	Sifa Leni Nur Liyani	6,7	6,5
31	Siti Khoiriyah	6,7	6,7
32	Siti Mafruroh	7,0	7,0
33	Siti Zulaihah	6,3	6,3
34	Siti Zulaikah	6,7	6,7
35	Sri Widyaningsih	4,7	4,7
36	Suparko	3,7	3,5
37	Tri Yogo Nurohmat	3,3	3,5
38	Umi Fadhilah	3,0	4,0
39	Yuni Nurul Faizah	5,3	5,0
40	Zubaidah	5,3	5,0

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T-TABLE

Table T Critical Values of the *t* Distribution

df	One-Tail = .4 Two-Tail = .8	.25 .5	.1 .2	.05 .1	.025 .05	.01 .02	.005 .01	.0025 .005	.001 .002	.0005 .001
1	0.325	1.000	3.078	6.314	12.706	31.821	63.657	127.32	318.31	636.62
2	0.289	0.816	1.886	2.920	4.303	6.965	9.925	14.089	22.327	31.598
3	0.277	0.765	1.638	2.353	3.182	4.541	5.841	7.453	10.214	12.924
4	0.271	0.741	1.533	2.132	2.776	3.747	4.604	5.598	7.173	8.610
5	0.267	0.727	1.476	2.015	2.571	3.365	4.032	4.773	5.893	6.869
6	0.265	0.718	1.440	1.943	2.447	3.143	3.707	4.317	5.208	5.959
7	0.263	0.711	1.415	1.895	2.365	2.998	3.499	4.029	4.785	5.408
8	0.262	0.706	1.397	1.860	2.306	2.896	3.355	3.833	4.501	5.041
9	0.261	0.703	1.383	1.833	2.262	2.821	3.250	3.690	4.297	4.781
10	0.260	0.700	1.372	1.812	2.228	2.764	3.169	3.581	4.144	4.587
11	0.260	0.697	1.363	1.796	2.201	2.718	3.106	3.497	4.025	4.437
12	0.259	0.695	1.356	1.782	2.179	2.681	3.055	3.428	3.930	4.318
13	0.259	0.694	1.350	1.771	2.160	2.650	3.012	3.372	3.852	4.221
14	0.258	0.692	1.345	1.761	2.145	2.624	2.977	3.326	3.787	4.140
15	0.258	0.691	1.341	1.753	2.131	2.602	2.947	3.286	3.733	4.073
16	0.258	0.690	1.337	1.746	2.120	2.583	2.921	3.252	3.686	4.015
17	0.257	0.689	1.333	1.740	2.110	2.567	2.898	3.222	3.646	3.965
18	0.257	0.688	1.330	1.734	2.101	2.552	2.878	3.197	3.610	3.922
19	0.257	0.688	1.328	1.729	2.093	2.539	2.861	3.174	3.579	3.883
20	0.257	0.687	1.325	1.725	2.086	2.528	2.845	3.153	3.552	3.850
21	0.257	0.686	1.323	1.721	2.080	2.518	2.831	3.135	3.527	3.819
22	0.256	0.686	1.321	1.717	2.074	2.508	2.819	3.119	3.505	3.792
23	0.256	0.685	1.319	1.714	2.069	2.500	2.807	3.104	3.485	3.767
24	0.256	0.685	1.318	1.711	2.064	2.492	2.797	3.091	3.467	3.745
25	0.256	0.684	1.316	1.708	2.060	2.485	2.787	3.078	3.450	3.725
26	0.256	0.684	1.315	1.706	2.056	2.479	2.779	3.067	3.435	3.707
27	0.256	0.684	1.314	1.703	2.052	2.473	2.771	3.057	3.421	3.690
28	0.256	0.683	1.313	1.701	2.048	2.467	2.763	3.047	3.408	3.674
29	0.256	0.683	1.311	1.699	2.045	2.462	2.756	3.038	3.396	3.659
30	0.256	0.683	1.310	1.697	2.042	2.457	2.750	3.030	3.385	3.646
40	0.255	0.681	1.303	1.684	2.021	2.423	2.704	2.971	3.307	3.551
60	0.254	0.679	1.296	1.671	2.000	2.390	2.660	2.915	3.232	3.460
120	0.254	0.677	1.289	1.658	1.980	2.358	2.617	2.860	3.160	3.373
∞	0.253	0.674	1.282	1.645	1.960	2.326	2.576	2.807	3.090	3.291

DISTRIBUTION FREQUENCY OF CONTROL GROUP SCORE

Descriptives

			Statistic	Std. Error
PRETEST	Mean		19.2500	.58480
	95% Confidence Interval for Mean	Lower Bound	18.0671	
		Upper Bound	20.4329	
	5% Trimmed Mean		19.1389	
	Median		19.0000	
	Variance		13.679	
	Std. Deviation		3.69858	
	Minimum		13.00	
	Maximum		28.00	
	Range		15.00	
	Interquartile Range		4.00	
	Skewness		.566	.374
	Kurtosis		.049	.733
POSTTEST	Mean		19.7000	.59074
	95% Confidence Interval for Mean	Lower Bound	18.5051	
		Upper Bound	20.8949	
	5% Trimmed Mean		19.5833	
	Median		19.5000	
	Variance		13.959	
	Std. Deviation		3.73617	
	Minimum		13.00	
	Maximum		28.00	
	Range		15.00	
	Interquartile Range		4.50	
	Skewness		.509	.374
	Kurtosis		.143	.733

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PRETEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13.00	2	5.0	5.0	5.0
	14.00	1	2.5	2.5	7.5
	15.00	4	10.0	10.0	17.5
	16.00	1	2.5	2.5	20.0
	17.00	5	12.5	12.5	32.5
	18.00	4	10.0	10.0	42.5
	19.00	7	17.5	17.5	60.0
	20.00	5	12.5	12.5	72.5
	21.00	2	5.0	5.0	77.5
	22.00	2	5.0	5.0	82.5
	23.00	2	5.0	5.0	87.5
	25.00	1	2.5	2.5	90.0
	26.00	2	5.0	5.0	95.0
	27.00	1	2.5	2.5	97.5
	28.00	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

POSTTEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13.00	1	2.5	2.5	2.5
	14.00	2	5.0	5.0	7.5
	15.00	4	10.0	10.0	17.5
	17.00	3	7.5	7.5	25.0
	18.00	3	7.5	7.5	32.5
	19.00	7	17.5	17.5	50.0
	20.00	8	20.0	20.0	70.0
	21.00	2	5.0	5.0	75.0
	22.00	3	7.5	7.5	82.5
	23.00	2	5.0	5.0	87.5
	26.00	2	5.0	5.0	92.5
	27.00	1	2.5	2.5	95.0
	28.00	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

DISTRIBUTION FREQUENCY OF EXPERIMENTAL GROUP SCORE

Descriptives

			Statistic	Std. Error
PRETEST	Mean		17.1000	.40478
	95% Confidence Interval for Mean	Lower Bound	16.2813	
		Upper Bound	17.9187	
	5% Trimmed Mean		17.1667	
	Median		17.5000	
	Variance		6.554	
	Std. Deviation		2.56005	
	Minimum		10.00	
	Maximum		22.00	
	Range		12.00	
	Interquartile Range		4.00	
	Skewness		-.397	.374
	Kurtosis		.225	.733
POSTTEST	Mean		18.8500	.41687
	95% Confidence Interval for Mean	Lower Bound	18.0068	
		Upper Bound	19.6932	
	5% Trimmed Mean		18.8611	
	Median		19.0000	
	Variance		6.951	
	Std. Deviation		2.63653	
	Minimum		13.00	
	Maximum		24.00	
	Range		11.00	
	Interquartile Range		2.75	
	Skewness		-.182	.374
	Kurtosis		-.249	.733

PRETEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10.00	1	2.5	2.5	2.5
	13.00	2	5.0	5.0	7.5
	14.00	3	7.5	7.5	15.0
	15.00	5	12.5	12.5	27.5
	16.00	5	12.5	12.5	40.0
	17.00	4	10.0	10.0	50.0
	18.00	8	20.0	20.0	70.0
	19.00	6	15.0	15.0	85.0
	20.00	2	5.0	5.0	90.0
	21.00	3	7.5	7.5	97.5
	22.00	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

POSTTEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13.00	1	2.5	2.5	2.5
	14.00	1	2.5	2.5	5.0
	15.00	4	10.0	10.0	15.0
	16.00	2	5.0	5.0	20.0
	17.00	2	5.0	5.0	25.0
	18.00	7	17.5	17.5	42.5
	19.00	5	12.5	12.5	55.0
	20.00	9	22.5	22.5	77.5
	21.00	3	7.5	7.5	85.0
	22.00	3	7.5	7.5	92.5
	23.00	1	2.5	2.5	95.0
	24.00	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

EXAMPLES OF INTERACTIVE MULTIMEDIA
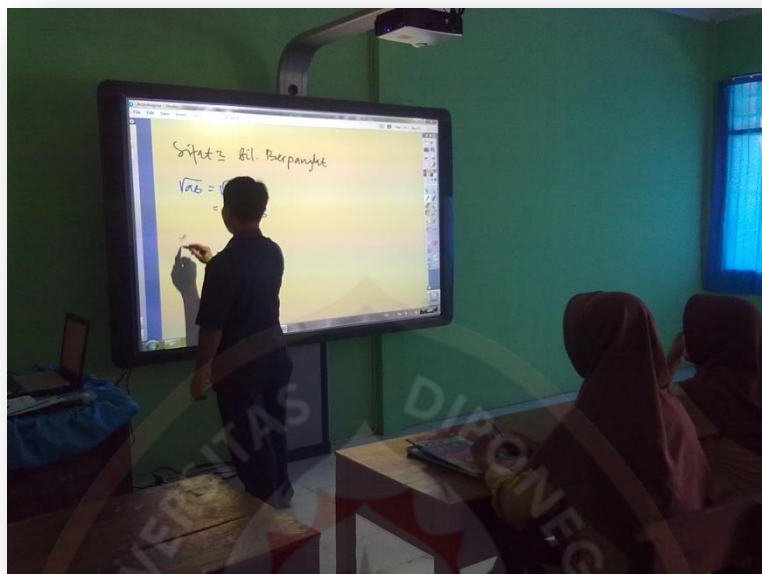
OBJECTIVE TEST

Mata Pelajaran	: Bahasa Inggris
Kelas	: VIII
Hari / Tanggal	: Senin, 29 Oktober 2012
Waktu	: 07.30 – 08.30 (60 menit)

Petunjuk Umum.

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Bacalah dengan teliti petunjuk mengerjakan soal.
3. Kerjakan soal pada lembar jawaban.
4. Periksalah pekerjaan anda sekali lagi sebelum anda serahkan kepada pengawas.

Choose the correct answer by crossing (X) the letter A, B, C, or D.

Observe the picture and answer the questions that follow

1. The **……** is endangered species of apes in Kalimantan.

    a. Gorilla

    b. Orangutan

    c. Monkey

    d. Chimp

2. Lia's father has a brother. His name is Bimo. Lia usually calls him ……..

    a. Aunty

    b. Cousin

    c. Nephew

    d. Uncle

3. We use .... to buy something.

    a. Magazine

    b. Money

    c. Paper

    d. Ticket

4. Below is the part of the plant, except…..

    a. roots

    b. body

    c. leaves

    d. flower

5. Tono was taken to hospital by using ……..

    a. A cart

b. A pedicap

c. An ambulance

d. A taxi

6. The .... is a sea animal with eight powerful feet which it uses as hands.

a. Dolphin

b. Octopus

c. Whale

d. Starfish
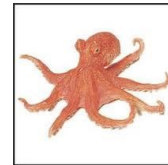
7. The Komodo dragon, is a large species of .... found in Indonesian islands of Komodo, Rinca, Flores, Gili Motang and Padar.

a. Fish

b. Apes

c. Lizard

d. Aves

Read the text carefully, and then answer the question number 8 and 9.

There are ....8..... growing in my garden. I like them very much. The ......9..... are small but there are lots of them. The colour is white just like cotton. My favourite thing about flowers is the smell. Jasmine smells very good.

8. ....

a. Sunflower

b. Jasmine

c. Tulips

d. Daisy

9. ....

a. Flower

b. Tree

c. Grass

d. Bushes

10. The sign means that ....

    a. We can't buy the animals

    b. We can't eat the animals

    c. We can't give our food to the animals

    d. We must give our food to the animals

PLEASE DO NOT FEED THE ANIMALS

11. Afgan Syah Reza is an Indonesian pop .... and actor. He released his debut album *Confession # 1* in January 2008. In 2010, he released his second album *The One*. He has won a variety awards for his work, including Best Male Vocalist at the 2009 Indonesian Music Awards and Best Male Artist at the 2009 Planet Muzik Awards.

    a. Writer

    b. Producer

    c. Actress

    d. Singer

12. Where we can find this sign?

    a. Park

    b. Parking lot

    c. Plaza

    d. Pool

13. The sign means that we can not .... the grass.

    a. save

    b. take

    c. step off

    d. step on

PLEASE KEEP OFF THE GRASS

Read the text carefully, and then answer the question number 14 and 15.

    My idol is Daniel Radcliffe. His full name is Daniel Jacob radcliffe. His nick name is Dan. Dan has dark brown .....14......... . The color of his eyes are blue. He is an intelligent and a humorous person. I admire him since his first apperance in "Harry Potter and The Sorcerer Stone." I think he is a good ......15..... .

14. ....

a. Skin

b. Face

c. Hair

d. Mouth

15. ....

a. Actor

b. Director

c. Singer

d. Producer

16. Some of the .... on Java Island are the Pangandaran, Ancol, Parangtritis, while Sanur, and Kuta are in Bali.

a. Mountains

b. Hills

c. Beaches

d. Jungle

Read the text carefully, and then answer the question number 17, 18 and 19.

Jaya Wijaya Top Mountain

Carstensz Pyramid or also known as Jaya Top Mountain is a top of mountain in Papua Island, Indonesia. Jaya Top Mountain have 4884 m ......17...... and there is gletser Carstenz around it, the only one tropic gletser in Indonesia, this gletser probably soon gone causes of global warming effect. The ....18...... said that the snow at the top of the mountain has reduce but Jaya top mountain still be the ultimate vacation destination to all mountain ......19....... in Indonesia.

17. ....

a. High

b. Weight

c. Wide

d. Low

18. ....

a. Doctor

b. Scientist

c. Pilot

d. Farmer

19.   ....

a. Divers

b. Climbers

c. Painters

d. Writers

20.   The ……. forecast predicted that it would rain in Kupang this evening.

a. water

b. weather

c. winter

d. whether

Read the text carefully, and then answer the question number 21 and 22.

Holiday in Kupang

Last month I went to Kupang with my brother to visit our aunt. On the first day, our cousin took us to Rote. From Kupang, we took 1 ½ hours on the *fast* ferry. The waves there were very strong. We visited a fishing village there. After that, we went on a small boat to see a seaweed farming project. Well, finally, we came back home in the evening. That was one of our great days in Kupang and we were so happy.

Adapted from Scaffolding, Joko Priyana

21.   The antonym of italic word above is ....

a. Big

b. Solid

c. Slow

d. Sturdy

22.   The synonym of "small" in line 3 of the text is ....

a. Huge

b. Large

c. High

d. Mini

Read the text carefully, and then answer the question number 23 - 25.

Growing Up

Only a short time after I celebrated my 13th .....23........, everything was changing for me. One day I learned that my ......24....... was becoming deeper and sounding rough. The next few days, I was surprised to see hair growing on my face. Then I found out that my height was increasing rapidly. I grew 10 centimeters in just two months. This changes made me feel awkward and clumsy. The most annoying thing was that I noticed ....25.......... starting to appear on my face. I was wondering what happened to me.

Adapted from english in Focus, Artono

23. ....
    a. Birthday
    b. Holiday
    c. Weekday
    d. Sunday
24. ....
    a. Face
    b. Voice
    c. Mouth
    d. Hand
25. ....
    a. Acme
    b. Aves

c. Ace

d. Acne

Read the text carefully, and then answer the question number 26 and 28.

Going Fishing for the First Time

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

We left at 9 a.m. when we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. After that, my uncle taught me how to catch fish. He did it very patiently.

Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until slipped and fell into the river. I did not realise that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground. Thank God, I was safe even though I have mud all over my face. It was embarrassing!

Adapted from Scaffolding, Joko Priyana

26. These are the place we can go fishing, except........

   a. River

   b. Sea

   c. Mountain

   d. Lake

27. These are some of fishing equipment, except ....

   a. Drill

   b. Bait

   c. Line

   d. Hook

28. Which is closest in meaning to "Mud"?

a. Rock

b. Cement

c. Water

d. Dirt

29. Which is closest in meaning to "Contest"?

a. Ceremony

b. Event

c. Show

d. Competition

30. Which is the antonym of "Happy"?

a. Sad

b. Sorrow

c. Joy

d. Depressed

Answer Key

1	B	11	D	21	C
2	D	12	A	22	D
3	B	13	D	23	A
4	B	14	C	24	B
5	C	15	A	25	D
6	B	16	C	26	C
7	C	17	A	27	A
8	B	18	B	28	D
9	A	19	B	29	D
10	D	20	B	30	A

COMPETENCE STANDARD AND BASIC COMPETENCE

Sekolah   : MTS NURULHUDA RAJI
Kelas   : VIII (Delapan)
Mata Pelajaran : BAHASA INGGRIS
Semester   : 1 (Satu)

Standar Kompetensi : **Mendengarkan**

1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.1 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi,	Percakapan singkatan memuat ungkapan – ungkapan: A : *Let me help you.* B : *Thank you so much.* A: *Can I have a bit?* B: *Sure. Here you are.* A: *Did you break the glass?* B: *Yes I did / No, it wasn't me.* A: *What do you think of*	1. *Brainstorming* bertanya dan menjawab tentang berbagai hal terkait tema topik yang akan dibicarakan. 2. Membahas kosakata (*noun phrase, verb phrase, adverb phrase)* tata bahasa (kalimat sederhana tentang tawaran jasa, meminta sesuatu, informasi faktual,	• Merespon ungkapan meminta, memberi, menolak jasa • Merespon ungkapan meminta, memberi, menolak barang • Mengakui, mengingkari fakta • Merespon ungkapan meminta dan memberi pendapat	Tes lisan Tes lisan Tes lisan	Merespon secara lisan Pertanyaan lisan Pilihan ganda	*Respond the following statement* *Q: Let me help you* *A:.......* *Q: Can I have a bit?* *A: ....* *Choose the right response* *Q: Did you break the glass?* *a. Yes, I did* *b. I don't know* *c. I'm not sure*	2 x 40 menit	1. *Script* percakap -an 2. Rekaman Percakapan: Video dan Audio 3 Gambar- gambar/ benda terkait

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Kompetensi	Materi	Kegiatan Pembelajaran	Indikator	Teknik	Bentuk	Contoh Instrumen	Alokasi Waktu	Sumber Belajar
menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat	*this?* *B: Not bad.*	pendapat terkait materi percakapan . 3. Mendengarkan percakapan yang memuat ungkapan-ungkapan dalam materi. 4. Menjawab pertanyaan tentang isi percakapan. 5. Memberi respon lisan dan tulis terhadap ungkapan yang didengar.		Tes lisan Tes lisan	Pertanyaan lisan Isian	*d. All right* *Q: What do you think of my new dress* *A:............* *Write your response to the following statements:* *1. Would you go with me to the movie?* *2. I do agree with you to join the speech contest* *3. You have beautiful hair.* *4. You passed your exams. Congratulations.*	2 x 40 menit	1 Script percakapan 2 Rekaman percakapan 3 Audio recorder 4 Gambar yang relevan E-bookyang relevan
1.2 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji,	Percakapan singkatan memuat ungkapan – ungkapan: *A: Would you come to my party?* *B: I'd love to / I want to, but ....* *A; I do agree* *B; Thanks for the support.* *A; No way ....* *B: It's O.K. No problem* *A: You have beautiful hair.* *B: Thank you.* *A: Happy birthday.* *B: Thank you.*	1. Memberi respons lisan Curah pendapat tentang hal-hal terkait topik/ungkapan yang akan dibahas 2. Membahas kosakata dan tata bahasa terkait topik / ungkapan yang dibahas 3. Mendengarkan percakapan memuat ungkapan terkait marteri 4. Tanya jawab tentang isi percakapan 5. Tanya jawab tentang fungsi dan makna ungkapan	• Merespon ungkapan mengundang,menerima, dan menolak ajakan • Merespon ungkapan menyetujui / tidak menyetujui • Merespon ungkapan memuji • Merespon ungkapan memberi selamat					

| dan memberi selamat		dalam percakapan						

Standar Kompetensi **: Mendengarkan**

2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.	• Teks fungsioanl pendek berupa : Undangan Contoh: *Dear Rio, I want you to come to my house for lunch on Sunday at 12 a.m. Thanks.* *Mona* • Ciri kebahasaan teks fungsional pendek • Langkah retorika teks: - ***descriptive*** (*identification – descriptions*)	1. Tanya jawab tentang berbagai hal terkait topik/tema yang akan dibahas 2. Membahas kosakata yang terkait tema/topik/undangan (noun phrase, verb phrase) 3. membahas ungkapan-ungkapan yang sering muncul dalam undangan: - *I want you to come to.......* - *Please come to .....* - *Don't forget to come*	• Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berupa undangan. • Mengidentifikasi ciri kebahasaan dalam teks fungsional pendek berupa Undangan.	Tes tertulis	Melengkapi rumpang	*Complete the following sentences based on the text you hear*	2 x 40 menit	1. *Script* teks undangan 2. Rekaman undangan - Animations - Pictures - Videos 3. Gambar/ realia terkait tema/topik/ jenis teks

	- *recount* (*orientation events)* - *reorientation*	*to......* 4. Mendengarkan teks fungsional pendek (undangan) 5. menjawab pertanyaan tentang berbagai informasi yang terdapat dalam teks fungsional, undangan. 6. Mendengarkan contoh-contoh undangan lainnya dari teman.					1 E-bookyang relevan
2.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*	Teks lisan berbentuk • *descriptive* • *recount* Langkah retorika teks : • *descriptive (identification – descriptions)* • *recount (orientation events – reorientation)*	7. Mengidentifikasi ciri kebahasaan teks fungsional pendek : undangan - *invitee* - *occasion* - *time* - *place* - *Invitor* 1 *Eliciting* kosakata terkait tema/topik/ jenis teks 2 Membahas tata bahasa terkait jenis teks yang akan dibahas 3 Mendengarkan teks monolog *descriptive* / *recount* dengan	• Mengidentifikasi Informasi/makna yang terdapat dalam teks berbentuk *descriptive* dan *recount* • Mengidentifikasi fungsional dan langkah retorika teks deskriptif dan *recount*.	Tes lisan Tes tulis	Pertanyaan lisan PG	*Answer the questions orally based on the text you listen to* *Choose the best option based on the text you have listened to*	2 x 40 menit	2 Gambar terkait tema / topik *Script* teks: *descriptive / recount* 4 Rekaman teks 5 Audio Recorder 6 INTERACTIVE MULTIMEDIA 7 Lingkungan sekitar

			topik tertentu							
		4	Menjawab pertanyaan tentang berbagai informasi terkait teks yang didengar							
		5	Menjawab pertanyaan tentang tujuan komunikatif teks yang didengar							
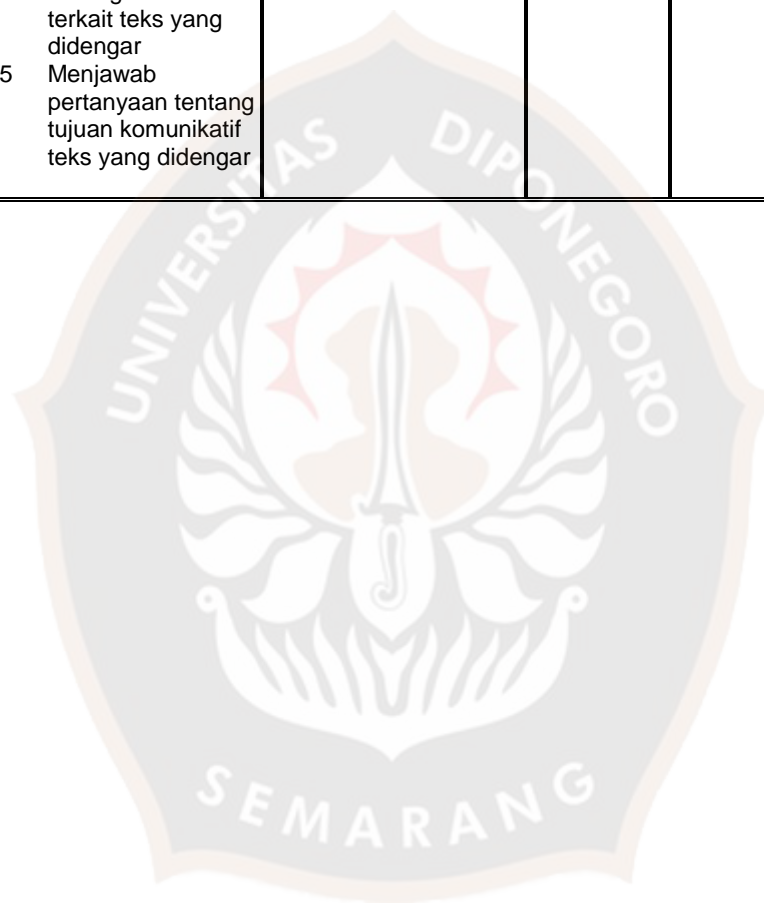
Standar Kompetensi : **Berbicara**

3.   Mengungkap kan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat	Percakapan singkatan memuat ungkapan – ungkapan. A; *Let me help you.* B: *Thank you so much.* A: *Can I have a bit.* B: *Sure. Here you are.* A: *Did you break the glass?* B: *Yes, I did / No, it wasn't me.* A: *What do you think of this?* B: *Not bad.*	1. *Review* kosakata dan ungkapan-ungkapan terkait materi dan tema 2. Tanya jawab menggunakan ungkapan-ungkapan tersebut 3. Bermain peran melakukan percakapan yang disediakan guru 4. Bermain peran melakukan percakapan berdasarkan situasi /gambar yang disediakan 5. Menggunakan ungkapan yang telah dipelajari dalam *real life situation*	• Bertanya dan menjawab tentang meminta,memberi, menolak jasa • Bertanya dan menjawab tentang meminta,memberi, menolak barag • Bertanya dan menjawab tentang mengakui, mengingkari fakta • Bertanya dan memberi pendapat	Tes lisan	Bermain peran	*Create a dialogue based on the role cards and perform it in front of the class.*	2 x 40 menit	1. E-bookyang relevan 2. Gambar-gambar terkait tema 3. Realia Benda sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Memahami dan merespon percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat	*A: Would you come to party?* *B: I'd love to / I wan't to, but ....* *A: I do agree.* *B: Thanks for the Support.* *A: No, way, ...* *B: It's O.K. I understand.* *A: You have beautiful hair.* *B: Thank you.* *A: Happy birthday.* *B; Thank you.*	1. Review kosakata terkait tema, topik sebelumnya 2. Memperkenalkan kosakata baru / ungkapan-ungkapan yang akan dibahas 3. Tanya jawab menggunakan ungkapan-ungkapan terkait materi 4. Menirukan percakapan yang diucapkan guru 5. Melakukan percakapan yang diberikan 6. Melakukan tanya jawab menggunakan ungkapan	• Bertanya dan menjawab tentang mengundang, menerima, menolak ajakan • Bertanya dan menjawab tentang menyetujui.tidak menyetujui • Bertanya dan menjawab tentang memuji • Bertanya dan menjawab tentang memberi selamat	Tes lisan	Bermain peran	*Create a dialogue based on the role cards and perform it in front of the class.*		

Standar Kompetensi : **Berbicara**

4. Mengungkap kan   makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.1 .Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar	Teks fungsional pendek berupa :*Undangan*	1. Mendengarkan teks fungsional pendek: undangan 2. Tanya jawab tentang isi teks "undangan" 3. Tanya jawab tentang struktur teks 4. Membuat kalimat sederhana terkait jenis teks bentuk undangan *- I want to come to....* *- Please come to ....* 5. Berlatih mengundang seseorang secara lisan menggunakan gambit-gambit tertentu Contoh: *A: Hi Guys, I want you all to*	• Mengungkapan secara lisan teks fungsional pendek berbentuk undangan. Contoh: *Dear Rio,* *I want you to come to my house for lunch on Sunday at 12 a.m.* *Thanks.* *Mona* • Bertanya dan menjawab secara lisan berbagai informasi tentangteks fungsional pendek berbentuk undangan	Tes lisan	*Performance*	*Invite your friend to come to your bithday party orally*!	2 x 40 menit	1. E-bookyang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa nista secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*	1. Teks pendek berbentuk *recount* 2. – informasi faktual - informasi rinci - gagasan utama - gagasan pendukung dalam teks pendek berbentuk *recount* 3. Ciri kebahasaan teks *recount*	*come to my birthday party. B: We'd love to! When? A: Tomorrow, at 4.00* 6. Secara berpasangan atau dalam kelompok mengungkapkan undangan berdasarkan konteks/situasi yang diberikan 7. Secara mandiri mengungkapkan undangan lisan 1. Tanya jawab berbagai hal	1. Bertanya dan menjawab berbagai infmasi secara lisan dalam teks pendek berbentuk : - *Recount* 2. Melakukan monolog pendek dalam bentuk *recount*	Tes lisan Tes lisan	*Performance*	*Think of an activity or event that happened to you yesterday and tell us about it.*	4 x 40 menit	1. E-bookyang relevan 2. Koran/majalah 3. Gambar peristiwa

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		terkait topik tertentu (peristiwa, kejadian, pengalaman) 2. Mengembangkan kosakata, tata bahasa terkait topik / jenis teks *recount* 3. Mengidentifikasi kejadin, peristiwa, pengalaman yang pernah dialami melalui tanya jawab 4. Melakukan monolog dalam bentuk *recount*						

Standar Kompetensi : **Membaca**

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingungan sekitar	Teks fungsional pendek berupa: Undangan	1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk "undangan" 2. Mendengarkan undangan yang dibacakan oleh guru/teman 3. membaca nyaring teks fungsioanl pendek tentang undangan 4. menjawab pertanyaan tentang isi teks fungsional pendek "undangan" 5. Menyebutkan tujuan komunikatif teks fungsional pendek "undangan"	• Membaca dengan nyaring dan bermakna teks fungsional pendek berbentuk undangan • Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk undangan • Mengidentifikasi fungsi sosial teks fungsional pendek berbentuk undangan • Mengidentifikasi ciri kebahasaan teks fungsional pendek berbentuk undangan	Tes lisan Tes tertulis	Membaca nyaring Uraian	*Read the the text aloud and clearly.* *Answer the following questions based on the text*	2 x 40 menit	1. E-bookyang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar
Merespon makna dan langkah retorika dalam	• Makna gagasan • Makna tekstual dalam	6. Menjwab pertanyaan		Tes tulis	PG	*Choose the best option based on the text.*	4 x 40 menit	1. E-bookyang relevan

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*	teks *descriptive* dan *recount* • Langkah retorika teks descriptive dan recount • Tujuan komunikatif teks descriptive dan recount • Ciri kebahasaan teks *descriptive* dan *recount*	tentang ciri kebahasaan teks fungsional pendek "undangan" 1. Tanya jawab berbagai hal terkait tema/topik bacaan 2. Review kosakata dan tatabahasa terkait jenis teks descriptive/recount 3. Membaca teks descriptive/recount 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menjawab pertanyaan tentang tujuan komunikatif tdan langkah retorika teks *descriptive*/*recount* 6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca	• Makna gagasan • Makna tekstual dalam teks *descriptive* dan *recount* • Langkah retorika teks *descriptive* dan *recount* • Tujuan komunikatif teks *descriptive* dan *recount* • Ciri kebahasaan teks *descriptive* dan *recount*	Tes lisan	Membaca nyaring	*Read the text aloud.*		2. Koran/majalah 3. Gambar peristiwa/tempat 4. Lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		7. Membaca nyaring dan bermakna teks *descriptive/recount*						

Standar Kompetensi **: Menulis**

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive,* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan	Teks fungsional pendek berupa : - Undangan - Pengumuman - Pesan Singkat	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks	• Melengkapi rumpang teks fungsional pendek • Meyusun kata menjadi teks fungsional yang bermakna • Menulis teks fungsional pendek	Tes tulis	Essay	1. *Write simple sentences based on the situation given.* 2. *Write an invitation/ an announcement / message based on the situation given.*	2 x 40 menit	1. E-book yang relevan Contoh undangan, pengumuman, SMS 2. Gambar yang relevan

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
lingkungan sekitar 6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*	Teks rumpang berbentuk - *descriptive* - *recount* Kalimat acak	fungsional 3. Menulis kalimat sederhana terkait jenis teks 4. Menulis teks fungsional pendek berdasarkan konteks 1. Review ungkapan-ungkapan yang mendeskripsikan benda, orang atau tempat. 2. Menulis kalimat yang mendeskripsikan benda, tempat, orang atau binatang berdasarkan gambar/realia. 3. Melengkapi rumpang dalam teks deskriptif dengan kata yang tepat. 4. Menyusun kalimat acak menjadi teks deskriptif yang terpadu. 5. Membuat draft	• Melengkapi rumpang teks essai pendek berbentuk *descriptive* • Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive* • Menulis teks essai dalam bentuk *descriptive* .	Tes tulis Tes tulis Tes tulis	*Completion* *Jumbled sentences* *Essay*	• *Complete the paragraph using the suitable words.* • *Rearrange the following sentences correctly.* • *Write an essay describing something or a certain place.*	4 x 40 menit	1. E-book yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		teks deskriptive secara mandiri. 6. Mengekspos teks descriptive yang ditulis di kelas.						

Demak, 20 Juli 2012

Mengetahui:
Kepala MTs NURUL HUDA RAJI

Guru Mata Pelajaran,

H. Noor Syahid, S.Ag. M.H.
NIP

Ulil Albab, S.Pd.