



**“THE EFFECTIVENESS OF COOPERATIVE LEARNING  
TECHNIQUES FOR TEACHING IMPERATIVE  
SENTENCE”**

(True Experimental Research at Year 7<sup>th</sup> Students of SMP N 5 Batang  
in the Academic Year 2012-2013)

a final project  
submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan* in English Department

Khaula Amalia

2201409053

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
SEMARANG STATE UNIVERSITY  
2013**

## APPROVAL

This final project has been approved by the board of examination of English Department of Faculty of Languages and Arts of Semarang States University on Tuesday, September 17, 2013. Board of Examination

### 1. Chairman

Drs. Agus Yuwono, M.Si, M.Pd.

NIP 196812151993031003



### 2. Secretary

Dr. Rudi Hartono, M.Pd.

NIP 196909072002121001



### 3. First Examiner

Drs. Alim Sukrisno, M. A.

NIP 195206251981111001



### 4. Second Examiner/Second Advisor

Rini Susanti Wulandari, S.S., M.Hum.

NIP 197406252000032001



### 5. Third Examiner/First Advisor

Drs. Abdurrahman Faridi, M.Pd.

NIP 195301121990021001



Approved by

The Dean of Faculty of Languages and Arts

Prof. Dr. Agus Nuryatin, M.Hum.

NIP. 196008031989011001

## PERNYATAAN

Dengan ini saya,

Nama : Khaula Amalia

NIM : 2201409053

Prodi/Jurusan : Pendidikan Bahasa Inggris/Bahasa Inggris S1

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Semarang, September 2013

Yang membuat pernyataan,



KHAULA AMALIA

2201409053

“You try you fail, you try you fail. But the only real failure is when you stop trying.”  
(Leota from The Haunted Mansion)



To:

- my wonderful parents and brother,
- my beloved family,
- EGPers, and
- all my fellows at the English Department 2009.

## ABSTRACT

**Amalia, Khaula.** 2013. *The Effectiveness of Cooperative Learning Techniques For Teaching Imperative Sentence (True Experimental Research at Year 7<sup>th</sup> Students of SMP N 5 Batang Academic Year 2012-2013)*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University. First Advsisor: Dr. Abdurrahman Faridi, M.Pd., Second Advisor: Rini Susanti Wulandari, S.S., M. Hum.

**Keywords:** cooperative learning, round table, number head together, imperative sentences, grammar.

This final project is about the effectiveness of Cooperative Learning for teaching imperative sentence for year 7<sup>th</sup> students of Junior High School. The objectives of this study are to find out whether the Cooperative Learning techniques are effective to teach imperative sentences, and discover whether there is a difference of students' English mastery between students taught using Cooperative Learning and those who are taught using conventional technique.

The type of the research was quantitative experiment using experimental and control group with pre-test post-test design. The subjects of this study were the students of 7A and 7D SMP N 5 Batang. They were selected as they have similar average scores in their last English mid semester test. 7A was purposively chosen as the experimental group, while 7D was the control group. In this research, pre-test, treatments, and post-test were given. A different treatment was applied to the control group and the experimental group. The experimental group was taught using Round Table and Numbered Head Together, while the control group using conventional teaching method.

Based on the data computations of pre-test and post-test results, the average score of the students taught by using Cooperative Learning technique rose 24.61%, from 70.46 to 87.81, while the average score of those taught by using conventional teaching strategy only rose 18.16%, from 69.24 to 81.81. Based on the statistic calculation, the t-test value was 12.14, while the t-table was 1.998. It means that the t-value was higher than the t-table.

The result of the calculation indicates that there is a significant difference between the results of the two groups. In addition, Cooperative Learning techniques were slightly more effective to teach grammar, specifically imperative sentences. I suggest the teachers in that school use Cooperative Learning techniques more often in their teaching learning activity because two of them are proven effective in this research.

## AKNOWLEDGEMENT

First of all, I would like to praise Allah STW, for His blessing that made the completion of this final project possible.

Secondly, I would like to give my deepest gratitude and greatest appreciation to Dr. Abdurrachman Faridi, M.Pd. as my first adviser and Rini Susanti Wulandari, S.S., M. Hum., my second adviser, for their guidance, corrections, and suggestions. The deepest appreciation is also given to Drs. Agus Yuwono, M.Si, M. Pd. and Dr. Rudi Hartono, M.Pd., respectively as the chairman and secretary of the board Examination and the Team of Examiners, especially Drs. Alim Sukrisno, M.A., the first examiner, for his comments and corrections in improving my final project.

Special honor is also dedicated to all lecturers at the English Department who shared their knowledge and experience during my study there.

I would like to thank the headmaster of SMP N 5 Batang for permitting me to conduct my study in the school and also to the English teacher who allowed me to carry out the classroom observation under his supervision, the teachers, the staffs, and the entire family of SMP N 5 Batang.

I also would like to give my biggest gratitude to my father, my mother, and my brother who are never tired of giving me support in finishing this final project. My last gratitude goes to all my friends at the English Department and all my best friends in EGP and Rumah Warna Kos, and all persons who cannot be mentioned here.

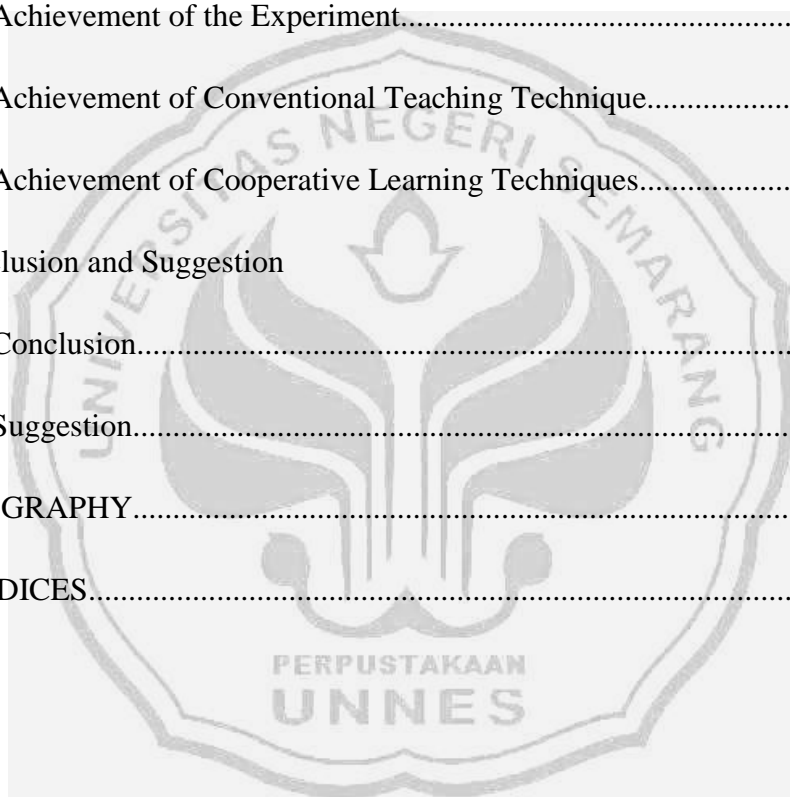
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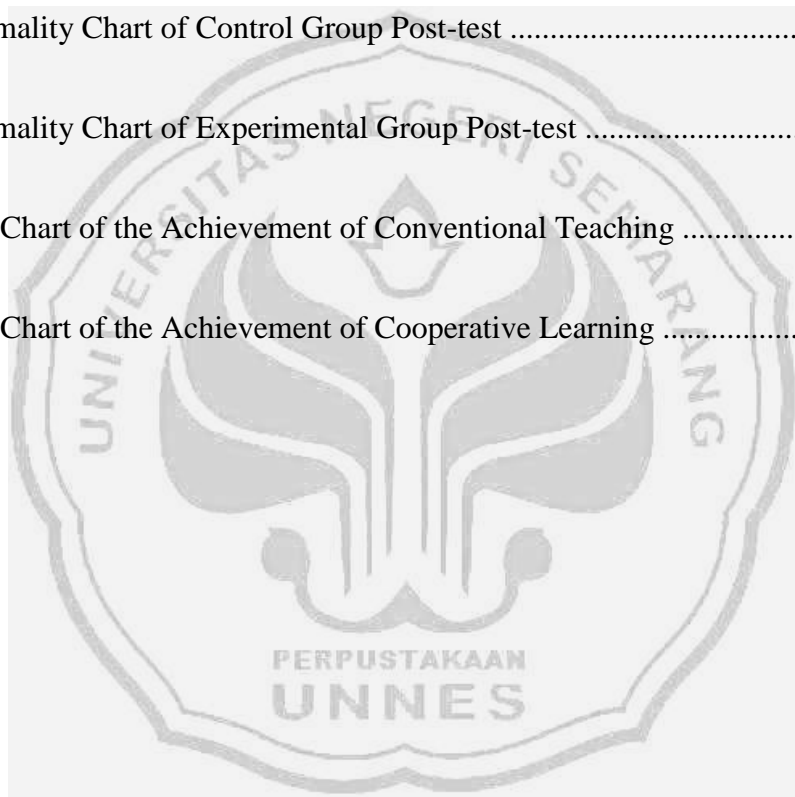


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# CHAPTER I

## INTRODUCTION

The first chapter presents general background of the study, reason for choosing the topic, research questions, purposes of the study, significance of the research and outline of the report.

### 1.1 Background of the Study

People use language to communicate with others. “Without language, it is difficult to express our feelings, ideas, opinions, or wishes as language is a set of rules used by human as a tool of their communication” (Siahaan, 2007:1). It is a tool to interact with other people, to establish and to maintain relation with them, to influence their behavior and to express our points of view and other things.

Indonesians learn English as a foreign language. “The term ‘foreign language’ is used to denote a language acquired in a milieu where it is normally not in use and which, when acquired, is not used and by learners in routine situation” (Klein, 1986:19). English is an international language in international communication. It is used to interact with foreigners as many countries use it as their first language. Considering its importance, our government included English into its education curriculum. It has been taught as a compulsory subject in Junior and Senior High Schools. Even it becomes an optional subject in some Elementary Schools. Another fact that shows English is very important is that

our government takes English into one of the subjects examined as the completion in the students' study.

Learning English cannot be separated from learning grammar. Most students think learning grammar is difficult and wasting time. Some of them want to master English without learning grammar as they think it is not important. Thornbury (1999:20) argued that "the learner expectation argument cuts both ways: some learners demand grammar and others just want to talk. It is a teacher's job to respond sensitively to this expectation, to provide a balance where possible, and even to negotiate". Moreover, "a teacher should have a deep understanding of grammar, so he will be able to judge what is best to teach, and decide what he wants to include in grammar that he teaches" (Alsagoff, 2008:5). One material of grammar that I choose in this study is imperative sentences as the structure is different from declarative and interrogative sentence. Imperative is important too because it is always used in daily conversation and it is taught at Junior High School so I think it is not too difficult to learn by the students. However, the fact is different. Based on my observation at SMP N 5 Batang, I found out that the 7<sup>th</sup> year students' understanding of imperative sentence was still low, though it had been taught in the first semester. They have not understood about the structure yet.

I also found that the way the teacher taught grammar to the students was boring. The reason might be that she spent most of the time sitting on the chair or standing in front of the class explaining the material without involves the students to directly participate on the learning process. That teaching method is known as Conventional Teaching or Traditional Teaching. "Conventional Teaching is a

classroom-based teaching which consists of lectures and direct instructions conducted by the teacher” (<http://arzelonline.wordpress.com>). The students are expected to listen to the lectures and learn from the teacher’s guidance for the whole lesson. It is a teaching method from the early stage especially using black/white board, lecturing, and books. However, based on Suprijono (2013:54), there is a method called Cooperative Learning which has a lot of techniques that makes the student participate actively in the class. Cooperative Learning involves structuring classes into small groups that work together in such a way that each group member's success depends on the group's success. Suprijono (2013: 58) stated that “cooperative learning is different from learning in groups. Cooperative learning is able to raise an effective learning that has something useful such as fact, skill, concept, and how to live together harmoniously.” It is social learning that is supposed to help teacher in delivering any materials not only English.

In this research, I will try to find out whether Cooperative Learning techniques are appropriate to improve students’ understanding about imperative sentence. In addition, the techniques I am going to apply to the study are Round Table and Numbered Head Together, since they are easy to apply to the Junior High School class.

## **1.2 Reasons for Choosing the Topic**

The reasons for choosing the topic are stated as follows:

First, most teachers still prefer using conventional teaching in which the teacher becomes the controller of the learning environment, whereas there are a lot of

interesting methods that he can apply on. One of the methods is Cooperative Learning. Panitz (<http://home.capecod.net>) stated that “few teachers have had any exposure to the Cooperative Learning teaching/learning technique. Perhaps the biggest impediment to Cooperative Learning lies in the fact that many teachers feel they give up control of the class if they give more responsibility to the students in their learning”. If a teacher always lectures in a conventional way, the effect is that the students will get bored so it is difficult to the students to understand the material. I think Cooperative Learning may be one alternative technique to teach imperative sentences since it has many kinds of techniques so the students will be more interested in learning the material.

Second, the mastery of grammar is so important that Junior high school students have to learn about it. Hence, to teach grammar the teacher needs an interesting technique. Thornburry (1999: 17) said that “students’ expectation that teaching will be grammar focused may stem from frustration experienced at trying to pick up a second language in non-classroom setting such as through self-study, or through immersion in the target language culture.” Some teachers are confused about looking for ways to teach grammar that can make students 'enjoy' learning. One of the main tasks as an educator is making students like materials first.

Third, using Cooperative Learning Techniques in the class has a lot of benefits that are useful for Junior High School Students. Johnson & Johnson ([home.capecod.net](http://home.capecod.net)) stated that



a primary benefit of Cooperative Learning is that it enhances students' self esteem which in turn motivates students to participate in the learning process. When students actively participate in groups they are able to share their differences in background knowledge and bring a more comprehensive understanding to the material too.

### **1.3 Research Questions**

The main research question proposed in this research is “How effective are Cooperative Learning Techniques for teaching Imperative sentence?”. I break down it into the following sub questions:

- a. What are the differences between students taught using Cooperative Learning and those who are taught using conventional technique ?
- b. To what extent does Cooperative Learning Techniques improve the students' mastery of imperative sentences?

### **1.4 Purposes of the Study**

The purpose of the study can be stated as follows:

- a. to find out the differences between the students taught using Cooperative Learning and those who are taught using conventional techniques, and
- b. to find out to what extent Cooperative Learning techniques improve significantly the students' mastery of imperative sentences.

### 1.5 Significance of the study

The significances of the research are:

- a. If the result is positive this research can be used to help teacher to improve their techniques in teaching imperative sentence. Teacher can apply those techniques to the class so it will be more interesting.
- b. The result of this research may provide information which gives some advantages to the future researchers as a reference in finding an effective technique in teaching imperative sentences.

### 1.6 Outline of the Study Report

This study consists of five chapters. The outline of the study is as follows:

Chapter I contains the introduction, covering background of the study, reasons for choosing the topic, research questions, purpose of the study, significance of the study, and the behind of the study report.

Chapter II discusses review of related literature consisting of review of the previous study and review of the theories underlying the topic of the study.

Chapter III deals with methods of investigation which discusses of the research design, object of the study, population and sample, research variables and hypothesis, type of data, instrument for collecting data, method of collecting data, and method of analyzing data

Chapter IV presents the data analysis. And the last chapter, Chapter V, consists of conclusions and suggestions.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature which supports this research. It includes previous studies, the theoretical background, and framework of the present study.

#### 2.1 Previous Studies

There are some studies concerning with Cooperative Learning. One of the studies is *The Use of Circle The Sage as A Strategy in Teaching Conditional Sentence Type 2* (Martina, 2011). This research studies about Cooperative Learning based on Kagan's definition. She defined cooperative learning as a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal. Cooperative learning is actually very possible to be developed into many structures or strategies. The structure that was used is Circle the Sage. She found out that Circle the Sage strategy could be an effective strategy in teaching grammar especially conditional sentence type 2 because the result of the research shows that the students who were taught using Circle the Sage strategy gained significantly better achievement than those who were taught using conventional teaching strategy.

Mandal (2009), a lecturer from India, studied about *Cooperative Learning Strategies to Enhance Writing Skill*, describing Cooperative learning as “an

instructional strategy based on the human instinct of cooperation”. Teaching through Cooperative Learning strategies would be equally interesting both for the teacher and the students. The students working with partners ask each other for help and improve their attitude towards writing. They will show high level of enthusiasm, curiosity and involvement in being taught through cooperative learning tasks. She found out that an incorporation of these activities would be a great benefit to the student community and help them enhance their writing skill.

The other study is *The Effects of Cooperative Learning on Foreign Language Anxiety* (Duxbury and Tsai, 2010). The study focused on whether or not cooperative learning had an effect on foreign language classroom anxiety for the majority of students. The finding is that there are some anxieties in foreign language classrooms. However, while there was a relationship between students’ foreign language classroom anxiety and their perceptions of the use of cooperative learning practices, a similar relationship between students’ foreign language classroom anxiety and cooperative learning attitudes was not found.

In *Cooperative Learning in Distance Learning*, Kupczynski et al. (2012) stated that the positive impact of Cooperative Learning has far-reaching effects that extend beyond the classroom, into participants’ professional and personal lives. They investigated the effectiveness of specific cooperative learning strategies in discussion boards, a commonly used distance learning tool which fosters student engagement online. There are some findings in this research. There is no significant difference between students’ success in online learning discussion forums which utilize

cooperative learning strategies and online learning discussion forums which utilize traditional discussion strategies, and between cooperative learning and traditional discussion strategies in online discussion forums.

This research is different from the above mentioned studies because I only focus on Cooperative Learning Techniques in teaching imperative sentences. Since the topic has not been worked out, it motivates me to conduct the research in this particular field

## **2.2 Review of Theoretical Study**

### **2.2.1 Cooperative Learning**

Kagan and Kagan (1994:125-129) have developed the Structural Approach to Cooperative Learning. They describe four principles which are keys to the structural approach; simultaneous interaction, equal participation, positive interdependence, and individual accountability.

On Panitz' e-book (<http://home.capecod.net>), Spancer Kagan provides a definition of cooperative learning by looking at general structures which can be applied to any situation, as explained in the following quotation.

The structural approach to cooperative learning is based on the creation, analysis, and systematic application of structures, or content-free ways of organizing social interaction in the classroom. Structures usually involve a series of steps, with proscribed behavior at each step. An important cornerstone of the approach is the distinction between “structures” and “activities”. To illustrate, teacher can design many excellent cooperative activities, such as

making a team mural or a quilt. Such activities almost have a specific content-bound objective and thus cannot be used to deliver a range of academic content. Structures may be used repeatedly with almost any subject matter, at a wide range of grade levels and at various points in a lesson plan. (Kagan, 1989)

Slavin (in Jacobs et al., 1997:17) offers another definition, “Cooperative Learning methods share the idea that students work together to learn and are responsible for their teammates’ learning as well as their own.” Two conditions are essential if the achievement effects of cooperative learning are to be realized. First, the cooperative groups must have a group goal. Second, the success of the group must depend on the individual learning of all group members.

Richards (2006:4) indicated that “not all group work constitutes cooperative learning. Instead, cooperative learning represents the product of ongoing investigation based on theory, research, and practice as to how to maximize the benefit of student-students interaction”.

Based on Wikipedia, “Cooperative learning is an approach to organize classroom activities into academic and social learning experiences. It differs from group work, and it has been described as structuring positive interdependence.” Students must work in groups to complete tasks collectively toward academic goals.

From the definitions, it can be concluded that cooperative learning is teaching strategies that involve students to work together on project so that they can improve their understanding about material. It also requires teacher to design the activities which are appropriate for the students.

### 2.2.1.1 Types of Cooperative Learning Techniques

Many techniques have been created into structures to be used in any content area published by Dr. Spencer Kagan ([http://en.wikipedia.org/wiki/ Cooperative learning](http://en.wikipedia.org/wiki/Cooperative_learning)). Among of all the structures the easy ones to implement are Think-Pair-Share, Think-Pair-Write, variations of Round Robin, and the reciprocal Teaching Techniques. A well known cooperative learning technique is the Jigsaw, Jigsaw II and Reverse Jigsaw.

Kagan ([www6.svsu.edu/~efs/clstructures](http://www6.svsu.edu/~efs/clstructures)) provides an overview of the various cooperative learning structures including their academic and social functions. The structures include the following categories: Team Building (including Class building, and Communication Building) have three structures, Roundrobin, Corners, and Match Mine. Mastery also has three structures, Numbered Heads Together; Color-Coded Co-op Cards, and Pairs Check. Concept Development also includes three structures, Three-Step Interview, Think-Pair-Share, and Team Word-Webbing. Multifunctional includes five structures, Roundtable, Inside-Outside Circle, Partners, Jigsaw, and Co-op Co-op.

### 2.2.1.2 Round Table and Numbered Heads Together

There are some techniques of Cooperative Learning, but in this research, I would only focus on Round Table and Numbered Heads Together since based on my

opinion those techniques are easy to apply to 7th Year students of Junior High School.

Here the explanation of both techniques (Kagan and Kagan, 2009).

#### a. Round Table

In this technique, the students in the class are divided into groups of four. The teacher provides tasks in which there are multiple possible responses, and provides think time. Students take turns passing a paper and pencil or a team project. Each student writes one answer or makes a contribution. The group with most correct answers will win the point.

#### b. Numbered Heads Together

Students are seated in groups of four. Within each group of four, each member takes a number: 1, 2, 3, or 4. The teacher will give a question. The groups work together to answer the question so that all can verbally answer the question. The teacher will then call on a number. The students with that number should jump up to give the group's answer. The student who is first to jump up will be called on. If he can answer correctly, the student earns a point for a team. If not, another team will have the opportunity to win the point. It is called Numbered Heads Together to convey the idea that each student on the team put their head together to come up with their best answer.



## 2.2.2 Teaching English for 7<sup>th</sup> Year Students of Junior High School

The 7<sup>th</sup> Year students are teenagers. They are classified as “young adults whose ages range between twelve and eighteen or so; they are an age of transition between childhood and adult” (Nunan, 1995: 92).

Some assumptions about teaching English to children are still applied to teach this group but some assumptions about teaching adults may also work for them. The psychological counselling techniques seem to be needed in teaching teenagers. “English teacher may consider some methods that have underlying principles in accordance with the characteristic of this group, such as the Grammar Translation Method, the Natural Approach, and the Communicative Approach” (Setiyadi, 2006: 181-184).

Monks and Knoers (2006: 279-282) stated that “teenagers get a lot of information not only from school but also from interaction with some friends of their age who come from different families and environments”. They tend to form some groups and try to get out of adult influence looking for identity. Based on that teenagers’ characteristic, Cooperative Learning technique is suitable to teach teenagers as in this technique, the students work in group. They learn how to socialize, have a team work, and understand the characteristic of each student in the groups to get an academic goal.

The 7<sup>th</sup> Year students of Junior high school are taught imperative sentence in the second semester. It is written in the curriculum from our government as described below:

a. Standard Competence

11. Understanding the meaning of functional text and write a simple short essay in form of procedure to interact with the immediate environment

12. Expressing meaning in functional texts and simple short essays in form of procedure to interact with the immediate environment

b. Basic Competence

11.2 Understanding the meaning and rhetorical steps in simple short essay using a variety of written language accurately, fluently and acceptable to interact with the immediate environment in form of procedure text

12.2 Expressing meaning and rhetorical steps in simple short essays using a variety of written language accurately, fluently and acceptable to interact with the immediate environment in form of procedure text (Depdiknas, 2006:284)

One of the grammar features in text of procedure is the use of imperative sentences. Before the students are taught about procedure, they have to understand about imperatives first. Therefore, the goal of the lesson in my research is to make students understand and able to use imperative in their daily life.

### 2.2.3 Teaching Grammar

Teaching grammar is not easy. The students have to pay more attention to understand it well. Nunan (2005:15) differentiated two ways in introducing grammar, deductively and inductively. “In deductive approach, the teacher presents the grammar rule and then gives students exercises to apply the rule. In inductive approach, the teacher presents samples of language, and the students have to come to an intuitive understanding”.

Thornburry (1999:29-49) stated that “the deductive approach to language teaching is traditionally associated with Grammar-Translation”. There are in fact many other ways of incorporating deductive learning into the language classroom. The inductive approach is identified with method of second language instruction on first language acquisition such as the Direct Method and the Natural Approach.

#### 2.2.3.1 General Concept of Grammar

Thornburry (1999: 2-4) stated that “grammar is conventionally seen as the study of syntax and morphology of sentence. It is the study of linguistic chains and slot.” Grammar is also a process for making a speaker’s or writer’s meaning clear when contextual information is lacking.

According to Celce-Murcia and Larsen-Freeman (1999:2),

grammar can be defined as a way that accounts for both the structure of target language and its communicative use. In order to do so people need to take into

consideration how grammar operates at three levels: the sub-sentential or morphological level, the sentential level or syntactic level, and the supra-sentential level or discourse level.

Some grammarians distinguish between prescriptive and descriptive grammars. Prescriptive grammar specifies what is right and what is wrong. “A descriptive grammar tries to avoid making judgement about correctness” (Nunan, 2005: 3).

To make a meaningful sentence each word is arranged by the particular rules, that is called grammar. Grammar plays an important role in language because it is the central part of language which relates sound and meaning. Grammar, phonology, and semantics represent how language works.

#### **2.2.3.2 Imperative Sentence**

Nordquist ([grammar.about.com](http://grammar.about.com)) said that “imperative sentence is a type of sentence that gives advice or instructions or that expresses a request or command. It typically begins with the base form of a verb and ends with a period or an exclamation point.”

There are three main moods for English sentences: declarative, interrogative, and imperative. “The sentence type that is normally associated with the imperative mood is the command. That is a number of syntactic ways that the communication function of “getting someone to do something” can be accomplished” (Celce-Murcia and Larsen-Freeman, 1999: 227).

### 2.3 Framework of the Present Study

Teaching grammar, specifically imperative sentences in Junior High School is not as easy as teaching it to adult. A teacher needs some techniques to teach this material. In this case, I choose some Cooperative Learning techniques to help students understand the material. The techniques that I choose are Round Table and Numbered Heads Together.



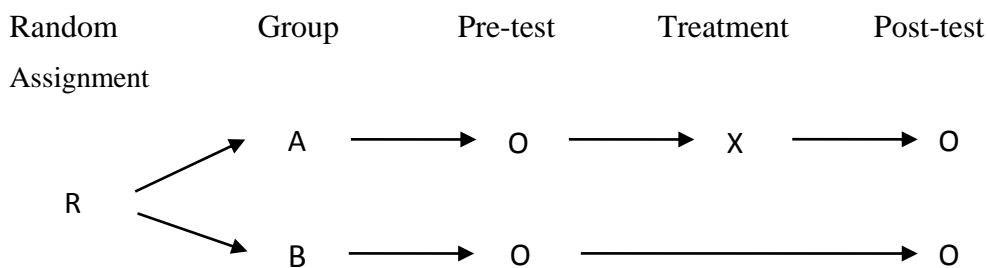
## CHAPTER III

### METHODS OF INVESTIGATION

Methods of investigation are used as a guideline and steps to attain the objective of the study. Therefore, several issues relevant to how a research must be conducted are discussed in this chapter, such as research design, population and sample, research variables and hypothesis, instrument for collecting data, method of collecting data, and method of analyzing data.

#### 3.1 Research Design

The design used in this study was true experimental design. Two classes were chosen to be divided into two groups, control group and experimental group. The experimental group was the class that received imperative sentences teaching using Cooperative Learning techniques as the treatments while the control group was the class that received imperative sentence teaching using conventional techniques. The design is presented below. Group A is the experimental group and group B is the control group.



(Hartoyo, 2011:207)



The type of experimental group that I choose was true experimental design. It provides the strongest, most convincing result of the causal effect of the independent variable because it controls most of the sources of internal validity.

### **3.2 Subjects of the Study**

The subjects of this study were the 7th year students of SMP N 5 Batang Academic Year 2012-2013, specifically the students of class 7A and 7D. The number of students in 7A was 33, whereas 7D was 32 students. I randomly chose class 7A as the experimental group, and Class 7D as the control group.

### **3.3 Research Variables and Hypothesis**

#### **a) Variable**

“A variable is an attribute or trait or value of people, objects, or activities that have a particular variation set by the researchers to learn and then draw the conclusions”(Sugiyono, 2010:61). There are two kinds of variables in the research; they are:

1. Independent variable is a stimulus variable or input, operates either within a person or within his environment to affect behavior (Tuckman, 1978). Based on the definition, the independent variable in this research was the use of Cooperative Learning Techniques in teaching imperative sentence.



2. The dependent variable is a response variable or output (Hartoyo, 2011:23). In this research, the dependent variable was the students' grammar recognition ability, specifically imperative sentence.

#### b) Hypothesis

Hypothesis is a temporary answer for the research problem which has been stated in sentences (Sugiyono, 2010:96). Here are the hypotheses of the research;

1. H1; there is positive affect in imperative sentence mastery of the students who are taught using Cooperative Learning Techniques
2. H0; there is no positive affect in imperative sentence mastery of the students who are taught using Cooperative Learning Techniques

#### **3.4 Instrument for Collecting Data**

“Research instrument is a kind of tool which is used by the researcher to collect or to get the data” (Arikunto, 2006: 149). The instruments used in this study are lesson plans, try out, pre-test, post-test. Based on those tests, I will know the ability of the students.

### 3.5 Method of Collecting Data

In the data collection, students as the subjects of my research would do these three activities: pre-test, treatment, and post-test. To conduct a test, there must be a try-out to make sure that the test is valid. Therefore, before the pre-test I would conduct a try-out to another class.

#### (1) Try Out

The try-out was administered to examine the feasibility of the instrument before it was carried out for the pre-test and the post test. There were two points to reveal in the try-out namely validity and reliability. In order to get the validity of the test, the try out did not hold in 7A and 7D as the subject of my research. Thus, I held it at another class. I chose 7C class randomly to have the try-out.

#### (2) Pre-test

Pre-test was aimed at finding out the basic knowledge or the prior knowledge and students' ability in arranging imperative sentences. The purpose of pre-test was to measure the ability of the students before the treatments. The two groups were supposed to be in equal condition before the treatment, so after conducting the tests and administering the scores, I calculated the t-value of the pre-test results of the two groups.

### (3) Treatment

In an experimental research, treatment is usually done in finding out the significant difference between both groups experiencing different techniques. In this study, I tried to find out the significant difference between a group which was taught using Cooperative Learning Techniques for the experimental group and a group which was taught using conventional techniques to improve the students' ability in understanding imperative sentences. I gave different treatments to the control group and the experimental group. In the experimental group, I used Round Table and Numbered Head Together. Meanwhile, I did conventional teaching method to teach the control group in which teacher presentation mode was used. Both groups were given the same material but with two different methods.

### (4) Post-test

This activity was done to find out the significant difference between the students' ability in understanding imperative sentence before and after the treatment; and whether or not there is a significant difference between the group taught by Cooperative Learning Techniques and the group taught by using verbal guidance. To see the significant difference between the result of the control group and the result of the experimental group, I calculated the t-value of the post-test results of both control group and experimental group using the same formula I used to calculate the t value of the pre-test results.

Based on the explanation above, here is the time schedule of the steps in collecting the data of my research:

### Research Activity

No	Activity	Week 1		Week 2		Explanation
		1	2	3	4	
1.	Pre Test					
2.	Treatment 1					
3.	Treatment 2					
4.	Post Test					

### 3.6 Method of Analyzing Data

In analyzing the data of the research, I took the following steps:

#### 3.6.1 Scoring system

Scoring the students' work was a step to obtain quantitative information from each student. One of the ways to score or to evaluate the students' achievement in writing was rating scale. In using the rating scale, the scorer could make a rank order of the results of the students' works based on given categories to know which students got the highest scores and which got the lowest scores.

#### 3.6.2 Classifying the scores

In order for the raw scores to become more meaningful, they should be converted into numerical data, which had been arranged using the scale of 0 to 100. Then, the

scores could be used as a basic data to make decisions. If all of the students' scores were arranged from the highest to the lowest, it would be easier to know the position of a student in his/her group.

### **3.6.3 Tabulating data**

Tabulating data included scoring the test items of each students of the research and arranging the score into a rank order.

### **3.6.4 Normality**

Calculating the normality is the first step to do in every multivariate analysis. The normality was used in order to prove whether the pre-test and post-test of each group was normally distributed. I calculated the normality of each test using SPSS 16. If the normality is higher than level of significance (0.05), it can be concluded that the data is normally distributed.

### **3.6.5 Homogeneity**

To find out the homogeneity of data, I also use SPSS 16. If the result of homogeneity is higher than level of significance, the data is statistically proven homogeneous.

### **3.6.6 The T-test**

By comparing the mean of experimental group and the mean of control group, the data were analyzed by using SPSS 16. Then, I applied the t-test formula to find out whether there was a significant difference between two means of them. It is

significant if the significance-value is lower than the level of significance. The formula of calculating the t-test is as follows;

$$t = \frac{|M_x - M_y|}{\sqrt{\left(\frac{\sum X^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

where,

t : t-value,

M<sub>x</sub> : the average deviation of the experimental group,

M<sub>y</sub> : the average deviation of the control group,

N<sub>x</sub> : number of student in the control group,

N<sub>y</sub> : number of student in the experimental group,

x : deviation of the pre-test and post-test of the control group, and

y : deviation of the pre-test and post-test of the experimental group.

If the t-value is higher than the t-table, it means the difference between two groups is statistically significant.

## **CHAPTER IV**

### **DATA ANALYSIS**

This chapter presents the analysis of the data. It covers try-out findings, result of the test, significance of the test, and achievements of the experiment.

#### **4.1 Try-out Finding**

The instrument had to be tried out first before it was tested to know whether it met the standard of particular aspects. The aspects were validity, reliability and item analysis, which contained level of difficulty and discriminating power. The explanation of each aspect is given below.

##### **4.1.1 Validity**

Validity refers to the extent to which inferences made from assessment results are appropriate. In this research, I used SPSS 16 to calculate the index validity. As an example, I calculated the index validity of item number 1 using Pearson Product Moment; I found that it was -0.303. After that, I compared the result with the table of  $r$  product moment with  $n$  (number of students) = 35 with significance level 5% which is 0.3291. Since the result of the computation was lower than the  $r$  table, it was considered invalid. It was different from item number 2.

I found out that the Pearson Correlation was 0.555. As it was higher than the  $r$  table, the item was considered valid.

In this research, I made 25 items for the try-out question while I needed only 20 items for the pre-test. Based on the computation of all items in the try-out, there were 7 items which were invalid. They were items number 1, 7, 8, 9, 15, 16, and 18. Therefore, there were 18 items that were valid. As I needed 20 items, I used those items and made two more items based on the valid ones for the pre-test and post-test based on the consideration of level of difficulty. The detail of all items is displayed in Appendix 2.

#### 4.1.2 Reliability

Reliability is one of the characteristics of a good test. Similar to validity, I used SPSS 16 to calculate the reliability. The followings are the result of the calculation.

**Table 4.1**

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.771	.800	25

From the table above I found that the Cronbach's Alpha Based on standardized item is 0.8. The test is considered to be reliable if the Cronbach's Alpha



Based on Standardized Items value is higher than Cronbach's Alpha that is 0.771. Since it was higher than the Cronbach's Alpha, the test was reliable.

#### 4.1.3 Difficulty level

I calculated the level of difficulty of each item to see whether the items were difficult, medium or easy. The formula of the level of difficulty is as follows:

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

in which,

P = difficulty,

B = the number of students who answered correctly, and

JS = the total number of the students.

As example is the calculation of the item number 10, the index of difficulty level was 0.69. According to Arikunto's criteria, the difficulty level of item number 10 was medium. I did the same procedure to all items and I found that some items were easy; some of them were medium; and some others were difficult. Further detail of the computation of difficulty level can be seen in Appendix 2.

#### 4.14 Discriminating Power

I calculated the index of discrimination with the following formula;

$$D = \frac{BA}{JA} - \frac{BB}{JB};$$

where,

D : the discrimination index,

BA : the number of the students in upper group who answer the item correctly,

JA : the number of the students in the lower group who answer the item correctly,

BB : the number of students in the upper group, and

JB : the number of students in the lower group.

For example, the calculation of item number 10 is as follows:

$$D = \frac{16}{18} - \frac{8}{17}$$

$$= 0.4183$$

After I consulted the result of the computation to the Arikunto's criterion, I found that item number 7 was categorized good. I did the same procedure to the

remaining items. The detail of the calculation of each item is presented in Appendix 2.

## 4.2 Result of the Test

This subchapter discusses about the test of normality, the test of homogeneity, the pre-test finding, the post-test finding and the test of significance.

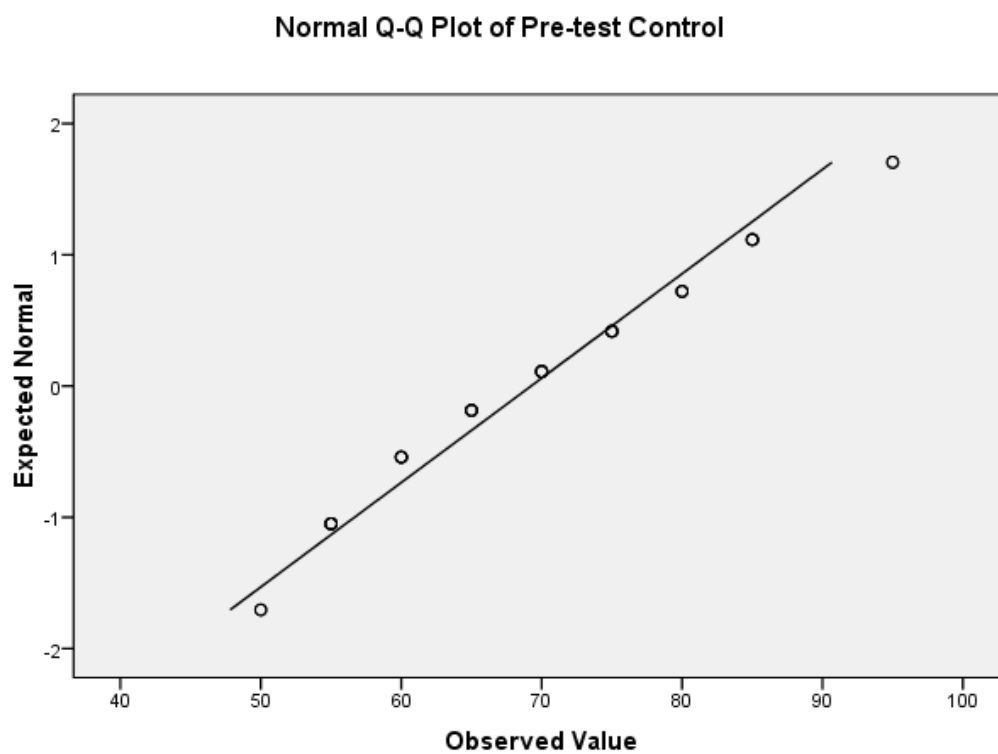
### 4.2.1 Test of Normality

Before the t-value calculation, the data has to be in normal condition. The calculation was done using SPSS program. The followings are the result of the calculation:

#### a. The Pretest of Control Group

**Table 4.2 Test of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre-test Control	.133	33	.150	.950	33	.129



**Chart 4.1 Normality Chart**

b. The Pretest of Experimental Group

**Table 4.3 Test of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre-test Experimental	.108	32	.200*	.959	32	.265

Normal Q-Q Plot of Pre-test Experimental

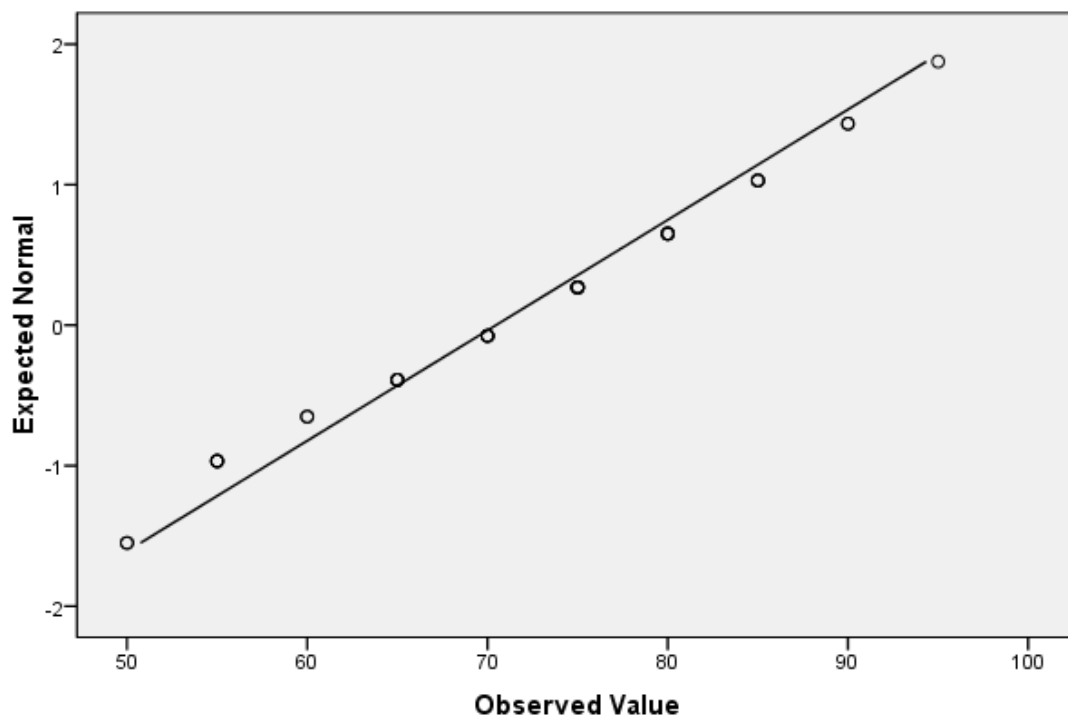


Chart 4.2 Normality Chart

c. Post-test of Control Group

Table 4.4 Test of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Post-test Control	.160	33	.031	.964	33	.334

Normal Q-Q Plot of Post-test Control

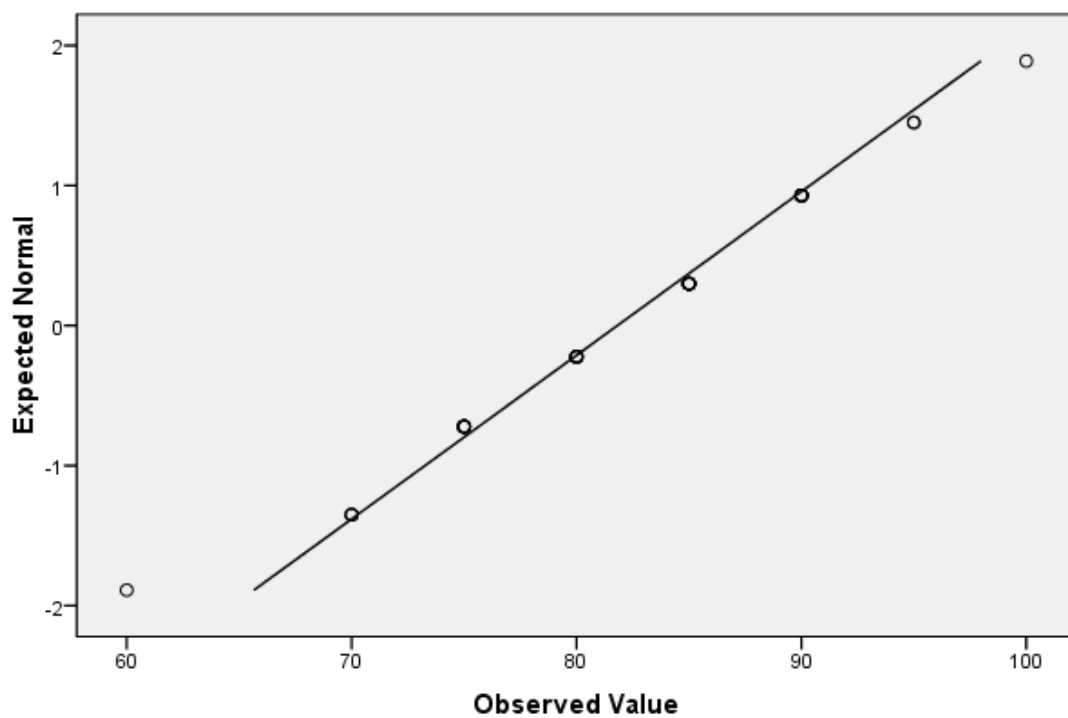
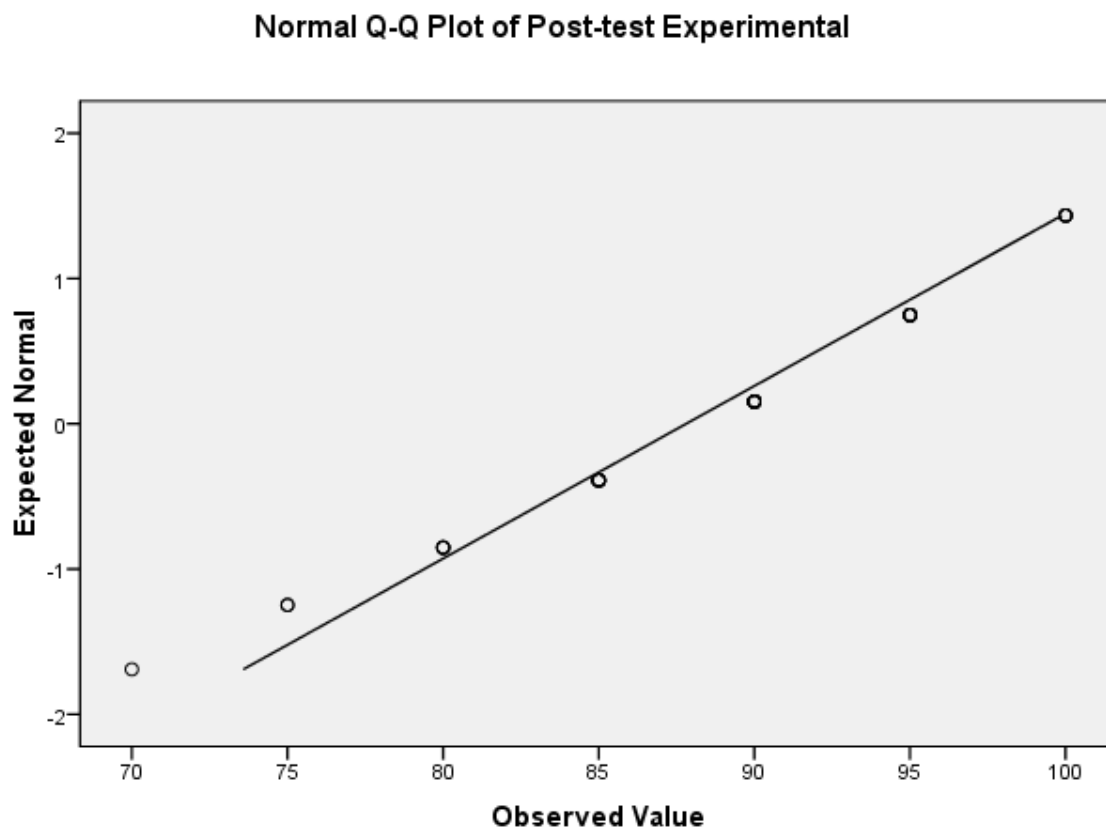


Chart 4.3 Normality Chart

d. Post-Test of Experimental Group

Table 4.5 Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Post-test Experimental	.165	32	.027	.938	32	.066



**Chart 4.4 Normality Chart**

The tables of normality test above show that the indices of the normality (0.129; 0.265; 0.334; 0.101) are all higher than the level of significance (0.05). As a consequence, it can be concluded that the data above are normal. Because the charts show that the data distributions spread around the diagonal line and follow the direction of the line, it can be concluded that the data are normally distributed (Ghozali, 2011:163).

#### 4.2.2 Test of Homogeneity

The data of the control group and the experimental group have to be proven homogenous before conducting the t-test. The followings are the results of the test of homogeneity which were calculated with SPSS program:

##### a. The Pre-test

**Table 4.6 Test of Homogeneity of Variance**

Pre Test

Levene Statistic	df1	df2	Sig.
.000	1	63	.990

##### b. The Post-test

**Table 4.7 Test of Homogeneity of Variances**

Post-test

Levene Statistic	df1	df2	Sig.
.004	1	63	.948

From the tables of the Test of Homogeneity above, it shows that the indices of the homogeneity (0.990 and 0.948) are both higher than the significance level (0.05). It can be concluded that both the pre-tests and the post-tests were statistically proven homogenous.



### 4.2.3 Pre-test Finding

The pre-test was held to know the condition of the two groups before giving the treatment. The pre-test of the control group was conducted on Monday, April 29, 2013 while the pre-test of experimental group was conducted on Wednesday, May 1, 2013. After I administered the score of the pre-test, I found that the mean of the control group was 70.46 and the mean of the experimental group was 69.24. The data were based on the score distribution displayed in Appendices 5 and 6.

Before the treatment, the control group and the experimental group were supposed to have relatively equal condition or ability. I used SPSS 16 to test whether there was significant difference in the condition between the control group and the experimental group. Here is the result;

**Table 4.8 Paired Sample Test**

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Experimental- Control	.12500	3.81635	.67464	-1.25094	1.50094	.185	31	.854

From the table, it can be seen that the t-value of the two groups is 0.185. Based on Ghazali (2011:443), the t-table for 65 correspondences is 1.9971. Therefore the t-value of the data is lower than the t-table. It can be concluded that

there was no significantly difference in the condition between the control group and the experimental group before the treatment. Therefore, it can be concluded that the result of the treatments would not be affected by the condition of the students before the treatment.

#### **4.2.4 Post-test Finding**

Post-test is aimed to know the effect of the treatment. After giving two different treatments for two different groups; conventional teaching techniques for control group and Cooperative Learning techniques for experimental group, I conducted the post-test. The post-test of the control group was conducted on Saturday, May 11, 2013 while that of the experimental group was conducted on Thursday, May 9, 2013.

After receiving the treatments, the two groups are supposed to have significantly different result. As a result, I compared the two results of the control group and the experimental group using SPSS16. The result of the calculation can be seen on the table below:

**Table 4.8 Paired Sample Test**

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Experimental – Control	5.78125	10.48112	1.85282	2.00240	9.56010	3.120	31	.004

From the table above, it can be seen that the obtained t-value (3.120) is higher than the t-table (1.997) which means that the two means have significant difference. It can be concluded that there is a different effects between the two strategies. To see the test of significance for the whole process, there would be test of significance involving the pre-test result and the post-test result in the computation in the next subchapter.

### 4.3 Test of Significance

The t-value has to be calculated to obtain the significance of the whole process of the research. To conduct the t-test, I calculated the deviation of the pre-test and the post-test of each student from both control group and experimental group. Here is the computation:

$$t = \frac{|M_x - M_y|}{\sqrt{\left(\frac{\sum X^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$= \frac{|17,34 - 12,57|}{\sqrt{\left(\frac{5799 - 4456}{32 + 33 - 2}\right)\left(\frac{1}{32} + \frac{1}{33}\right)}}$$

$$= \frac{4,78}{\sqrt{(162,78)(0.061)}}$$

$$= \frac{4,78}{\sqrt{3,15}}$$

$$= 12,14$$

where,

t : t-value,

Mx : the average deviation of the experimental group,

My : the average deviation of the control group,

Nx : number of student in the control group,

Ny : number of student in the experimental group,

x : deviation of the pre-test and post-test of the control group, and

y : deviation of the pre-test and post-test of the experimental group.

From the computation above, the t-value or the level of significance is 12.14.

The t-value is higher than the t-table which is 1.997, so the difference is statistically

significant. It can be concluded that Cooperative Learning Techniques is significantly effective to teach imperative sentences.

#### 4.4 Achievement of the Experiment

The score of both experimental and control groups in percentage were calculated using the formula below:

$$P = \frac{N}{F} \times 100\% ;$$

where,

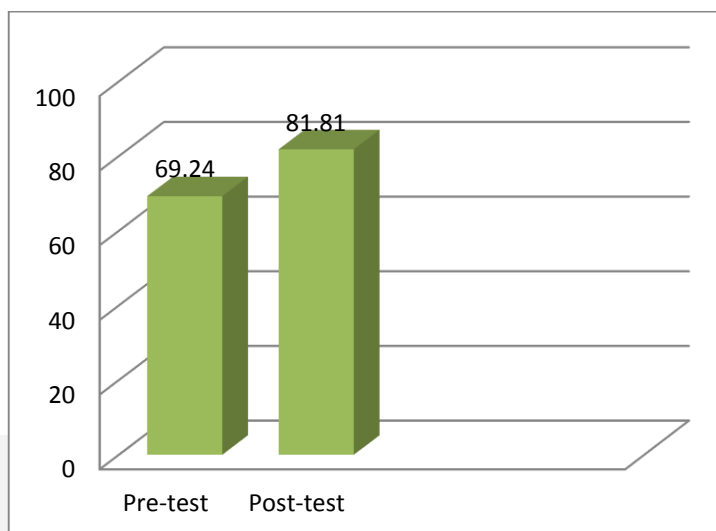
P : percentage achievement,

F : total score, and

N : maximum score.

##### 4.4.1 Achievement of Conventional Teaching Technique

The students' pre-test average score of the control group was 69.24% and the post-test score was 81.81%. The conventional teaching technique gained 12.57%.

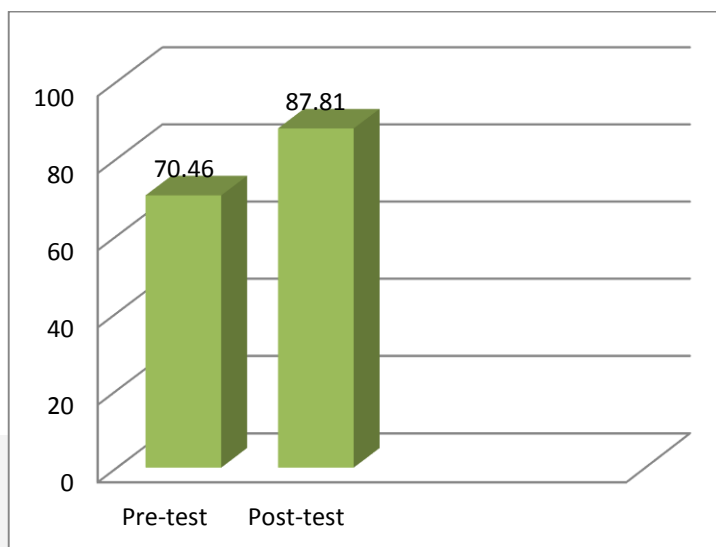


**Chart 4.5 Achievements of Conventional Techniques**

From the chart above we can see that Conventional Techniques gain 12.57%. It indicates that the techniques quite improve the students' imperative sentence mastery.

#### **4.4.2. Achievement of Cooperative Learning Teaching Strategies**

The students' pre-test score of the experimental group was 70.46% and the post-test score was 87.81%. The Cooperative Learning technique gained 17.35%.



**Chart 4.5 Achievements of Cooperative Learning Techniques**

The chart shows that Cooperative Learning Techniques gained 17.35%. The gain was higher than that by using conventional teaching strategy. Cooperative Learning techniques improve the students' imperative sentence mastery more effectively than the Conventional techniques.





## **CHAPTER V**

### **CONCLUSION AND SUGESTION**

Based on the data analysis and, conclusions and suggestions of this research are offered in this chapter.

#### **5.1 Conclusion**

Based on the result of the analysis in the previous chapter some conclusions can be drawn as follows:

Cooperative Learning techniques were applied to teach imperative sentences to year 7<sup>th</sup> students of SMP N 5 Batang effectively. The result of the test shows that teaching using Cooperative Learning gained more improvement than Conventional teaching techniques. Though according to the t-test of the pre-test the students of both groups were in the equal condition, the post test of the experimental group had higher achievement than the control group. The test of significance also shows that the t-value (12.14) is higher than the t-table (1.998). It means the different achievement of both groups was quite large. Therefore, it strengthens the fact that Cooperative Learning techniques are effective to teach imperative sentence.

There are some differences between students taught using Cooperative Learning and those who were taught using conventional techniques. The former were more interested, more active, and more motivated during the learning process, since Cooperative Learning “forced” them to have much interaction

not only with the teacher but also with the other students. It also showed that the students could response to the lesson well which meant they understood the material satisfyingly. While the latter were quieter that shows that they had less interaction and attention than the students from the other group. The difference also can be seen from the result of post-test. The student taught using Cooperative Learning gained higher achievement than those who were taught using conventional teaching.

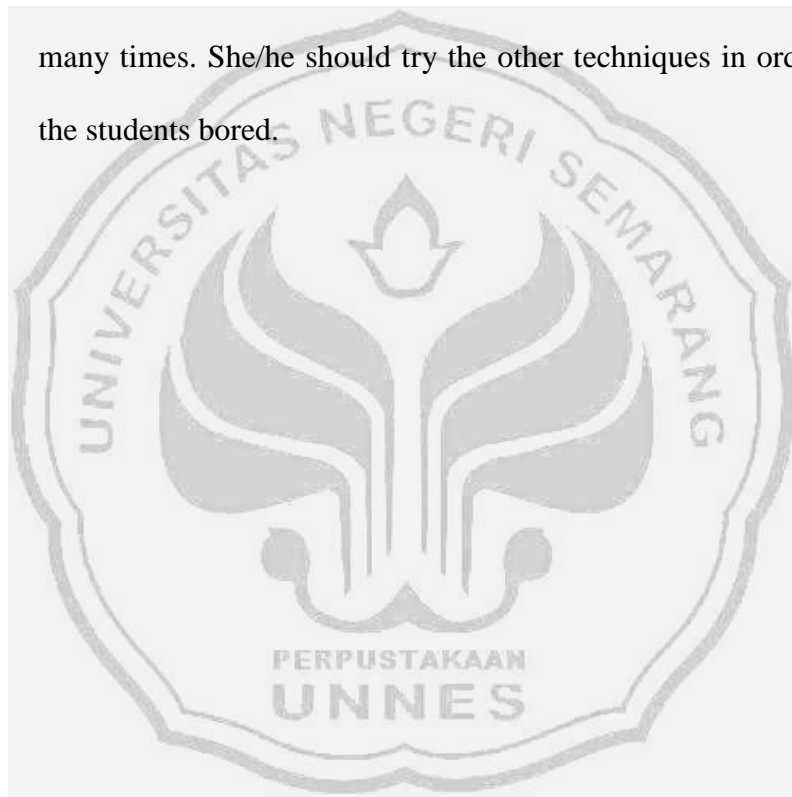
By giving students opportunities to work collaboratively, learn faster and more efficiently, and feel more positive about the learning experience Cooperative Learning Techniques improves significantly the students' mastery of imperative sentences. In the experimental group, the students were divided into some small groups. Every student has a specific task. They must be actively involved in the learning process because the success of the group depends on every individual. In the end, by directly participating in the project, they will understand the material better than those who are just listening for the teacher explanation.

## **5.2 Suggestions**

Based on the conclusions, I would like to offer some suggestions about learning grammar, specifically learning imperative sentences.

- a) English teachers should improve their techniques in teaching imperative sentence. They can apply some Cooperative Learning techniques, two of which are proven effective in this research.

- b) The future researchers can use the result of this research to provide information which gives a useful reference in finding an effective technique in teaching Imperative Sentence.
- c) Sometimes using conventional technique is allowed in delivering the material. However, the teacher should avoid applying this techniques too many times. She/he should try the other techniques in order not to make the students bored.



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# APPENDICES



**APPENDIX 1****TRY OUT**

Day/date : 17 April 2013

Time : 60 minutes

Material : Imperative Sentence

Class : VII (seven)

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Choose either a, b, c, or d for the right answer. ( Pilihlah jawaban yang benar.)

1. Mother : I want to make a cup of tea. \_\_\_\_\_ me some sugar, Rudi.

Rudi : Here you are, Mom.

- a. Cut
- b. Give
- c. Open
- d. Sweep

2. Father : The room is dirty. Dinda, \_\_\_\_\_.

Dinda : Okay, Dad.

- a. open the window.
- b. switch on the lamp.
- c. pour the water
- d. sweep the floor

3. Teacher : Before I write the questions, \_\_\_\_\_ the white board, Mila.

Mila : Yes, Ma'am.

- a. Eat
- b. Brush
- c. Clean
- d. Wear



4. Budi : I forgot to bring my pen. \_\_\_\_\_

Wati : Here it is.

- a. Lend me your pen, please.
- b. Help me, please.
- c. Watch the movie.
- d. Throw away the trash

5. MrJono : There is a snake in the garden. \_\_\_\_\_ ,kid.

Hendra : Thank you Sir.

- a. Be patient.
- b. Be smart
- c. Be good
- d. Be careful

6. You are getting a cold. \_\_\_\_\_ your medicine.

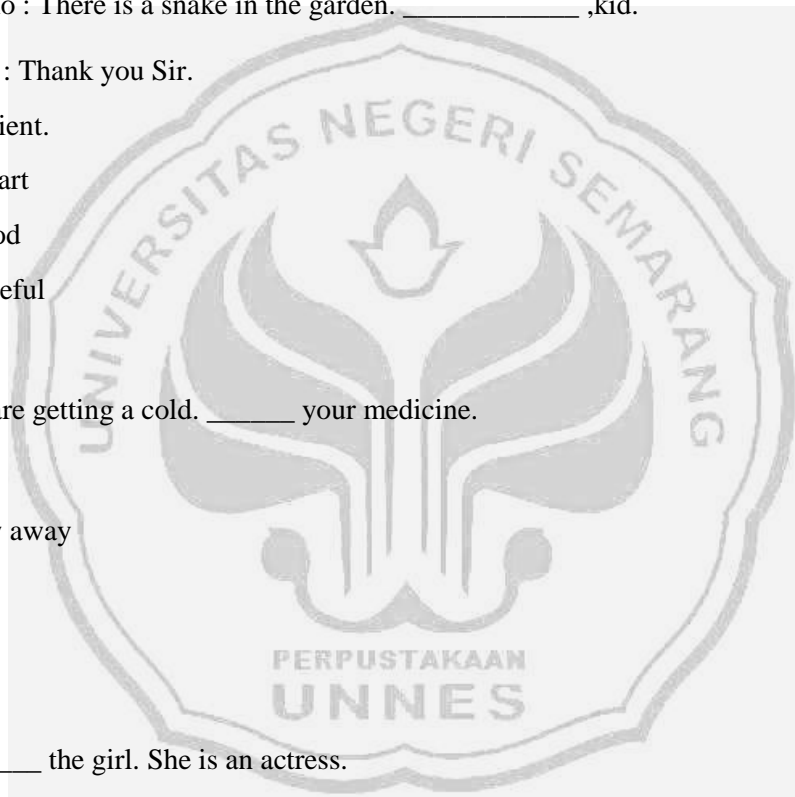
- a. Drink
- b. Throw away
- c. Make
- d. Cook

7. \_\_\_\_\_ the girl. She is an actress.

- a. Sing
- b. Look at
- c. Drive
- d. Cry

8. The floor is wet. \_\_\_\_\_ in this room, kids.

- a. Don't run
- d. Don't cry
- c. Don't speak



d. Don't forget

9. The dog is angry now. \_\_\_\_\_ the dog, or it will bite you.

- a. don't eat
- b. don't hit
- c. don't open
- d. don't go

10. It's my favorite song on the radio. \_\_\_\_\_ to the song.

- a. Speak
- b. Cut
- c. Listen
- d. Fry

11. The room is very dark. \_\_\_\_\_

- a. turn around
- b. turn off the fan
- c. turn left
- d. turn on the lamp

12. The test is tomorrow. \_\_\_\_\_

- a. Eat greedily.
- d. Listen carefully.
- c. Study diligently.
- d. Sing beautifully.

13. \_\_\_\_\_. Because it's not good for your hearts and lungs.

- a. don't smoke
- b. don't walk



- c. don't speak with your friends
- d. don't eat my meal

For number 14-20, arrange these words into a good imperative sentence.

(Untuk nomor 14-20, susunlah kata-kata dibawah ini menjadi kalimat perintah yang benar)

Example:

your bag – under – Put – the table  
 1            2            3            4

Answer:

Put your bag under the table. (3-1-2-4)

14. pick – Do – the flowers – not  
 1            2            3            4

- a. 2-1-3-4
- b. 3-2-4-1
- c. 1-2-3-4
- d. 2-4-1-3

15. the egg – on – Fry – the frying pan  
 1            2            3            4

- a. 1-3-2-4
- b. 3-2-1-4
- c. 3-1-2-4
- d. 4-3-2-1

16. to – carefully – me – Listen  
 1            2            3            4

- a. 4-1-3-2
- b. 4-3-2-1
- c. 1-2-4-3

d. 3-2-4-1

17. ten – on – glasses – the table – Put – carefully  
 1      2      3              4              5      6

a. 5-4-3-2-1- 6

b. 5-1-3-2-4-6

c. 5-6-1-2-3-4

d. 5-2-4-3-6-1

18. the bread – the meat – and – Eat – together  
 1                      2                      3              4      5

a. 1-2-3-4-5

b. 5-4-3-2-1

c. 4-2-3-1-5

d. 5-2-3-4-1

19. your teeth – up – brush – down – and  
 1                      2              3              4      5

a. 1-5-4-3-2

b. 2-3-5-1-4

c. 3-1-2-5-4

d. 4 -5-1-3-2

20. a man – on – draw – drawing book  
 1              2              3              4

a. 3-2-1-4

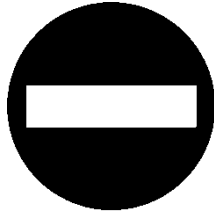
b. 4-3-2-1

c. 3-1-2-4

d. 2-1-4-3

What do the signs below mean?

21.



- a. Don't be noisy
- b. Do not enter.
- c. Do not run
- d. Don't smoke

22.



- a. Don't stop here
- b. Don't park here
- c. Don't bring your pet
- d. Don't speak

23.



- a. Do not turn left
- b. Do not turn right
- c. Do not walk in the grass
- d. Do not enter

24.



- a. do not eat
- b. do not drink
- c. do not sleep
- d. do not smoke

25.



- a. don't stop
- b. don't smoke
- c. don't park here
- d. don't cross the line

**APPENDIX 2**  
**TRY OUT RESULTS**

Item	Validity*		Difficulty Level**		Discriminating Power***	
1	-0.30	Not Valid	0.028	Difficult	-0.06	Poor
2	0.56	Valid	0.8	Easy	0.30	Satisfactory
3	0.78	Valid	0.85	Easy	0.29	Satisfactory
4	0.57	Valid	0.91	Easy	0.18	Poor
5	0.72	Valid	0.77	Easy	0.36	Satisfactory
6	0.32	Valid	0.714	Easy	0.13	Poor
7	0.17	Not Valid	0.65	Medium	0.36	Satisfactory
8	0.28	Not Valid	0.6	Medium	0.14	Poor
9	0.06	Not Valid	0.54	Medium	0.25	Satisfactory
10	0.58	Valid	0.68	Medium	0.42	Good
11	0.82	Valid	0.85	Easy	0.29	Satisfactory
12	0.48	Valid	0.82	Easy	0.24	Satisfactory
13	0.57	Valid	0.88	Easy	0.24	Satisfactory
14	0.51	Valid	0.52	Medium	0.43	Good
15	-0.10	Not Valid	0.48	Medium	0.03	Poor
16	0.15	Not Valid	0.82	Easy	0.24	Satisfactory
17	0.20	Not Valid	0.6	Medium	0.02	Poor

18	0.35	Valid	0.85	Easy	0.29	Satisfactory
19	0.35	Valid	0.45	Medium	0.09	Poor
20	0.38	Valid	0.57	Medium	0.31	Satisfactory
21	0.59	Valid	0.9	Easy	0.18	Poor
22	0.70	Valid	0.88	Easy	0.24	Satisfactory
23	0.45	Valid	0.88	Easy	0.12	Poor
24	0.70	Valid	0.88	Easy	0.24	Satisfactory
25	0.44	Valid	0.9	Easy	0.18	Poor

\*Validity

Pearson Correlation	
> 0.3291	Valid
< 0.3291	Not Valid

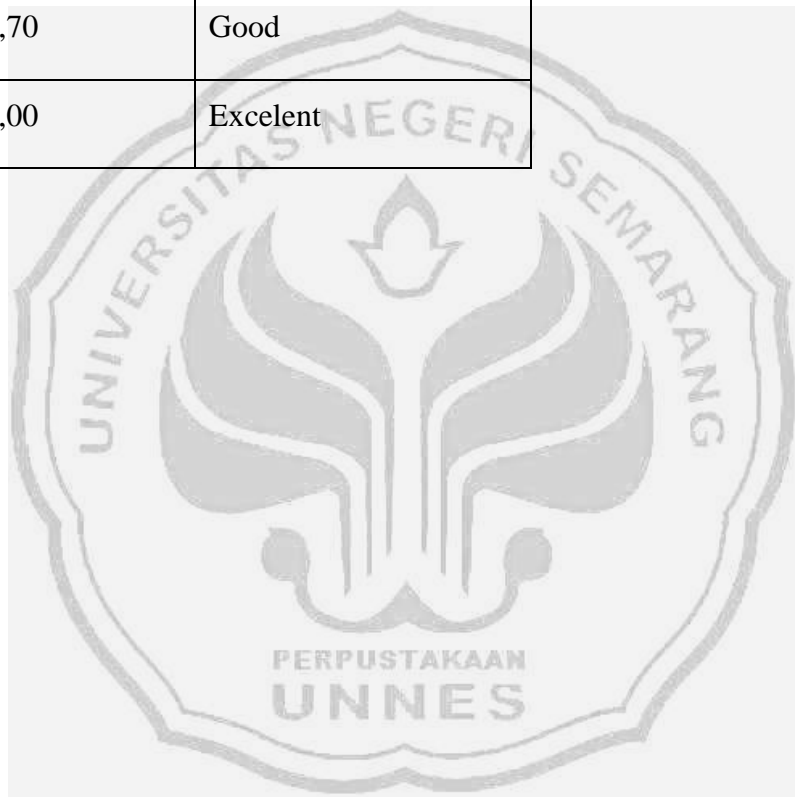
\*\* Difficulty Level

P	
0,00 – 0,30	Difficult
0,30 – 0,70	Medium
0,70 – 1,00	Easy



## \*\*\* Discriminating Power

D	
0,00 – 0,20	Poor
0,20 – 0,40	Satisfactory
0,40 – 0,70	Good
0,70 – 1,00	Excelent



## APPENDIX 3

### PRE-TEST

Day/date : Time : 50 minutes

Material : Imperative Sentence Class : VII (seven)

Choose either a, b, c, or d for the right answer. (Pilihlah jawaban yang benar.)

1. Father : The room is dirty. Dinda, \_\_\_\_\_.

Dinda : Okay, Dad.

- a. open the window.
- b. switch on the lamp.
- c. pour the water
- d. sweep the floor

2. Teacher : Before I write the questions, \_\_\_\_\_ the white board, Mila.

Mila : Yes, Ma'am.

- a. Eat
- b. Brush
- c. Clean
- d. Wear

3. Budi : I forgot to bring my pen. \_\_\_\_\_

Wati : Here it is.

- a. Lend me your pen, please.
- b. Help me, please.
- c. Watch the movie.

d. Throw away the trash

4. MrJono : There is a snake in the garden. \_\_\_\_\_ ,kid.

Hendra : Thank you Sir.

a. Be patient.

b. Be smart

c. Be good

d. Be careful

5. You are getting a cold. \_\_\_\_\_ your medicine.

a. Drink

b. Throw away

c. Make

d. Cook

6. The floor is wet. \_\_\_\_\_ in this room, kids.

a. Don't run

d. Don't cry

c. Don't speak

d. Don't forget

7. The room is very dark. \_\_\_\_\_

a. turn around

b. turn off the fan

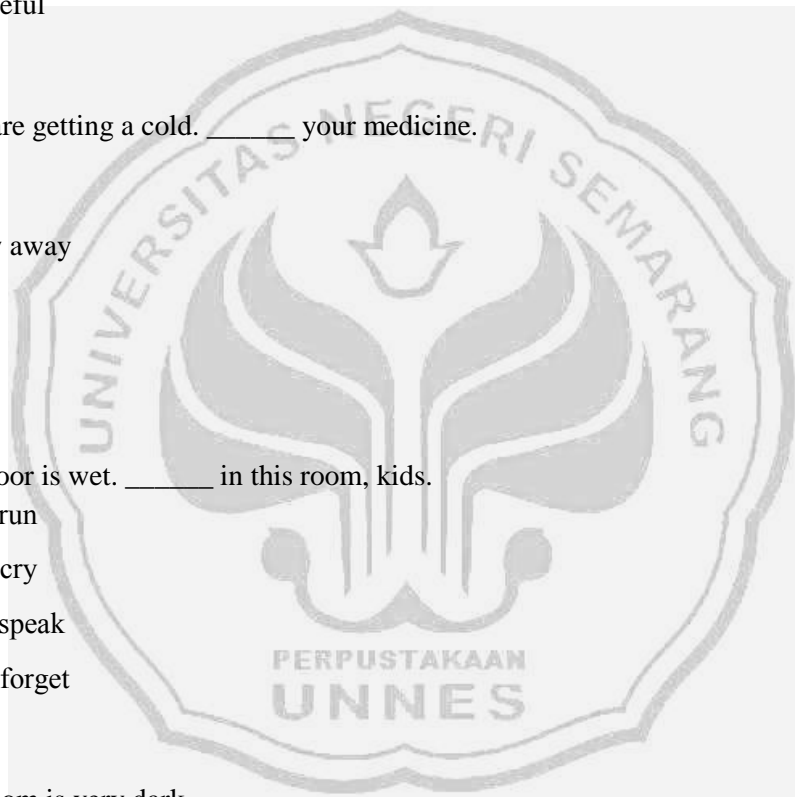
c. turn left

d. turn on the lamp

8. The test is tomorrow. \_\_\_\_\_

a. Eat greedily.

d. Listen carefully.



- c. Study diligently.
- d. Sing beautifully.

9. \_\_\_\_\_. Because it's not good for your hearts and lungs.

- a. don't smoke
- b. don't walk
- c. don't speak with your friends
- d. don't eat my meal

For number 10-15, arrange these words into a good imperative sentence.

(Untuk nomor 10-15, susunlah kata-kata dibawah ini menjadi kalimat perintah yang benar)

Example:

your bag – under - Put - the table  
           1          2          3          4

Answer:

Put your bag under the table. (3-1-2-4)

10. pick – Do – the flowers – not  
           1          2          3          4

- a. 2-1-3-4
- b. 3-2-4-1
- c. 1-2-3-4
- d. 2-4-1-3

11. the egg – on – Fry – the frying pan  
           1          2          3          4

- a. 1-3-2-4
- b. 3-2-1-4
- c. 3-1-2-4

d. 4-3-2-1

12. ten – on - glasses – the table – Put –  
 1        2        3                4                5

carefully

6

a. 5-4-3-2-1- 6

b. 5-1-3-2-4-6

c. 5-6-1-2-3-4

d. 5-2-4-3-6-1

13. the bread – the meat – and – Eat- together  
 1                2                3                4                5

a. 4-1-2-3-5

b. 5-4-3-2-1

c. 4-2-3-1-5

d. 5-2-3-4-1

14. your teeth – up – Brush – down – and  
 1                2                3                4                5

a. 1-5-4-3-2

b. 3-2-5-1-4

c. 3-1-2-5-4

d. 4 -5-1-3-2

15. a man – on – Draw – drawing book  
 1                2                3                4

a. 3-2-1-4

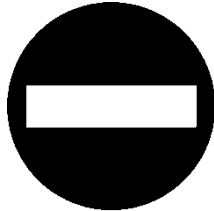
b. 4-3-2-1

c. 3-1-2-4

d. 2-1-4-3

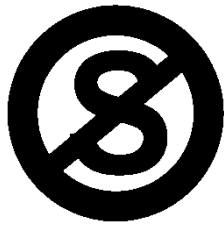
What do the signs below mean?

16.



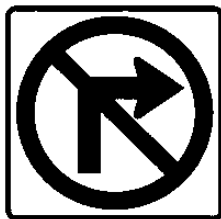
- a. Don't be noisy
- b. Do not enter.
- c. Do not run
- d. Don't smoke

17.



- a. Don't stop here
- b. Don't park here
- c. Don't bring your pet
- d. Don't speak

18.



- a. Do not turn left
- b. Do not turn right
- c. Do not walk in the grass
- d. Do not enter

19.



- a. do not eat
- b. do not drink
- c. do not sleep
- d. do not smoke

20.



- a. don't stop
- b. don't smoke
- c. don't park here
- d. don't cross the line



## POST-TEST

Day/date :

Time : 50 minutes

Material : Imperative Sentence

Class : VII (seven)

---

Choose either a, b, c, or d for the right answer. (Pilihlah jawaban yang benar.)

1. Arief: I forgot to bring my eraser. \_\_\_\_\_

Bena : Here it is.

a. Lend me your eraser, please.

b. Help me, please.

c. Watch the movie.

d. Throw away the trash

2. You are getting a fever. \_\_\_\_\_ your medicine.

a. Drink

b. Throw away

c. Make

d. Cook

3. Teacher : Before I write the questions, \_\_\_\_\_ the white board, Radit.

Radit : Yes, Ma'am.

a. Eat

b. Brush

c. Clean

d. Wear

4. You will enter the mosque. \_\_\_\_\_ your shoes.

a. Give me



- d. Take off
- c. Throw away
- d. Make up

5. MrOdie : There is a snake in the garden. \_\_\_\_\_ ,kid.

Alit : All right, Sir.

- a. Be honest
- b. Be smart
- c. Be patient
- d. Be careful

6. Father : The room is dirty. Rons,\_\_\_\_\_.

Rons : Okay, Dad.

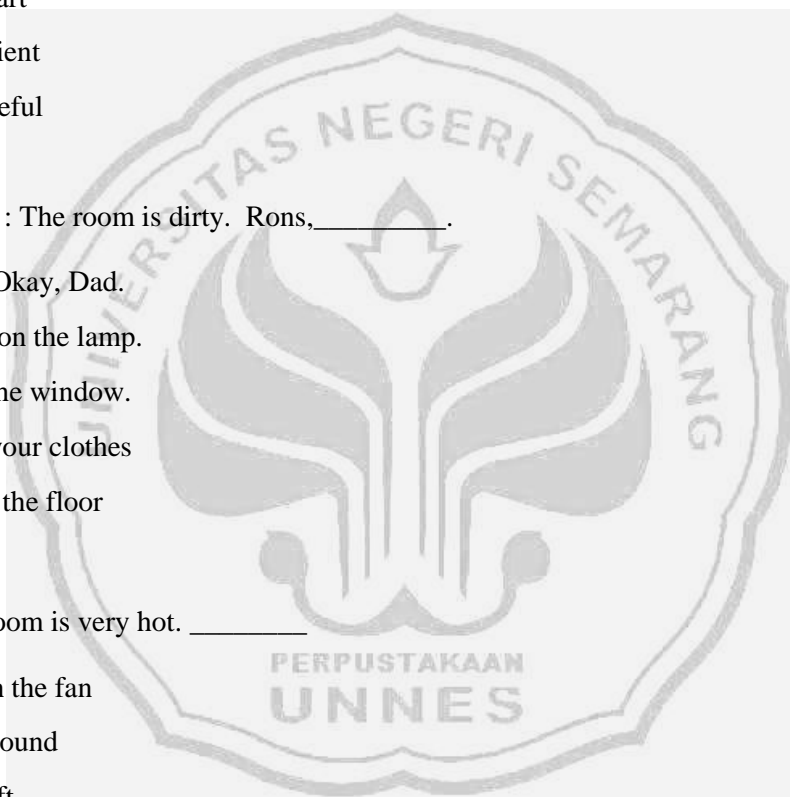
- a. switch on the lamp.
- b. open the window.
- c. wash your clothes
- d. sweep the floor

7. This room is very hot. \_\_\_\_\_

- a. turn on the fan
- b. turn around
- c. turn left
- d. turn off the lamp

8. There is a math test tomorrow. \_\_\_\_\_

- a. Sing beautifully.
- d. Listen carefully.
- c. Study diligently.
- d. Eat greedily.



9. It's raining outside, but you still have to go to school. \_\_\_\_\_

- a. throw the trash
- b. turn on the tv
- c. bring the umbrella
- d. be smart

For number 10-15, arrange these words into a good imperative sentence.

(Untuk nomor 10-15, susunlah kata-kata dibawah ini menjadi kalimat perintah yang benar)

Example:

your shoes – under – Put – the table  
 1            2            3            4

Answer:

Put your shoes under the table. (3-1-2-4)

10. walk – do – on – the grass – not  
 1            2            3            4            5

- a. 2-5-1-3-4
- b. 3-2-5-4-1
- c. 1-2-3-5-4
- d. 2-4-1-3-5

11. the bread – margarine – spread – with  
 1                    2                    3                    4

- a. 1-3-2-4
- b. 3-2-1-4
- c. 3-1-4-2
- d. 4-3-2-1

12. to – carefully – me – Listen  
 1            2            3            4

- a. 4-1-3-2
- b. 4-3-2-1
- c. 1-2-4-3
- d. 3-2-4-1

13. thevegetable – the meat – and – eat- together  
           1                          2          3      4      5

- a. 4-1-2-3-5
- b. 5-4-3-2-1
- c. 4-2-3-1-5
- d. 5-2-3-4-1

14. your teeth – up – brush – down – and  
           1          2      3          4      5

- a. 1-5-4-3-2
- b. 3-2-5-1-4
- c. 3-1-2-5-4
- d. 4 -5-1-3-2

15. eat – not – candy – do – sleeping – before  
           1      2      3      4      5      6

- a. 3-5-2-6-1-4
- b. 4-6-3-2-1-5
- c. 4-2-1-3-6-5
- d. 6- 2-5-1-4-3

What do the signs below mean?



16.

- a. Don't enter the room.
- b. Do not take picture.
- c. Do not be noisy
- d. Don't smoke.

17.



- a. Don't stop here
- b. Don't park here
- c. Don't bring your pet
- d. Don't speak

18.



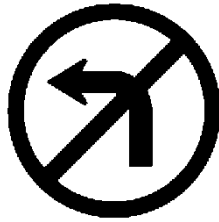
- a. Do not run
- b. Do not bring food or drink
- c. Do not sing
- d. Do not walk on the grass

19.



- a. do not eat
- b. do not drink
- c. do not sleep
- d. do not smoke

20.



- a. don't turn right
- b. don't smoke
- c. don't turn left
- d. don't cross the line



## APPENDIX 4

### LESSON PLAN CONTROL GROUP

School Identity : SMP

Subject : English

Class/Semester : VII/1

Time Allotment : 2X40 minutes

#### Standard Competence

##### 11. Reading

Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *procedure* yang berkaitan dengan lingkungan terdekat

##### 12. Writing

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk *procedure* untuk berinteraksi dengan lingkungan terdekat

#### Basic Competence

11.2. Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *procedure*.

12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara

akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *procedure*

## I. OBJECTIVES

In the end of the class, 75% of the students are able to:

- a. understand the meaning in imperative sentence
- b. use imperative sentence in daily activity properly
- c. arranged imperative sentence with the right structure

## II. LEARNING MATERIALS

### 1. Example of Procedure Text

#### How to Make Chocolate Sandwich

First of all, take two slices of bread. Spread the bread with butter or margarine. Then, put chocolate sprinkles and a slice of cheese on top of the bread on one slice. After that, join the two slices of bread together, and your sandwich is ready!

### 2. Vocabulary

Take	: ambil
Slice	: selembat
Bread	: roti
Spread	: oles
Cheese	: keju
Join	: gabungkan
Sandwich	: roti isi

### 3. Grammar

Grammar which is related to this lesson is Imperative Sentence.

The pattern :

Verb + Adjective/Adverb/Noun

Example:

- Be on time.

V Adv

- Be patient.

V Adj

- Take the second bus

V Noun

### III. METHOD OF TEACHING AND LEARNING

- Grammar Translation method
- Question and answer session

### IV. LEARNING ACTIVITIES

#### *Meeting 1*

- Opening
  - The teacher greets the students and asks some questions in order to make the students comfortable with the condition.
  - The students respond teacher's question about students' attending.
  - The teacher gives some questions about the material of the last meeting and makes a good correlation with the material that will be taught.
- The Main Activities



### Exploration

- The teacher gives a procedure text as example
- The teacher asks the students about imperative sentence in the text
- The students and the teacher discuss about imperatives sentence.

### Elaboration

- The teacher explains the structure positive imperatives .
- The teacher gives example about positive imperatives

### Confirmation

- Students are asked to make positive imperatives.
- Students are asked to discuss the sentences in pairs.

### c. Closing

- The teacher chooses the students to write the sentence on the whiteboard and read the sentence.
- The teacher gives reinforcement by saying *very good*, *excellent* or *well done* to the students in order to motivate them.
- The teacher corrects the students' mistake.
- The students pay attention to the summary and the conclusion about what was the teacher taught.
- The students give a comment about what they had been studied.

## **Meeting 2**

### b. Opening

- The teacher greets the students and asks some questions in order to make the students comfortable with the condition.
- The students respond teacher's question about students' attending.
- The teacher gives some questions about the material of the last meeting and makes a good correlation with the material that will be taught.

d. The Main Activities

Exploration

- The teacher gives pictures about traffic sign
- The teacher asks the students about the sign in imperatives.

Elaboration

- The teacher explains the structure of negative imperatives .
- The teacher gives example about negative imperatives

Confirmation

- Students are asked to make negative imperatives.
- Students are asked to discuss the sentences in pairs

e. Closing

- The teacher chooses the students to write the sentence on the whiteboard and read the sentence
- The teacher gives reinforcement by saying *very good, excellent* or *well done* to the students in order to motivate them.
- The teacher corrects the students' mistake.
- The students pay attention to the summary and the conclusion about what was the teacher taught.
- The students give a comment about what they had been studied.

## V. SOURCE AND MEDIA OF TEACHING

- a. Textbook
- b. Picture

## VI. INDICATORS

- a. Students are able to understand the meaning in imperative sentence.
- b. Students are able to use imperative sentence in daily activity properly
- c. Students are able to arrange imperative sentence with the right structure

## VII. ASESSMENT

Indicators	Techniques	Evaluation	
		Instrument	Example
1. Students are able to understand the meaning in imperative sentence	Written test	Multiple choice	1. You are getting a cold. _____ your medicine. a. Take b. Throw away c. Make d. Cook
2. Students are able to use imperative sentence in daily activity properly	Written test	Multiple choice	2. The room is very dark. _____ a. turn around b. turn off the fan c. turn left d. turn on the lamp
3. Students are able to arrange imperative sentence with the right structure	Written test	Multiple choice	3. <u>to</u> – <u>carefully</u> – <u>me</u> – <u>listen</u> 1                      2                      3 4 a. 4-1-3-2 b. 4-3-2-1 c. 1-2-4-3 d. 3-2-4-1

Mengetahui

Guru Mata Pelajaran

Mahasiswa

Wiwik Sulistyoningsih S.Pd

Khaula Amalia

NIP.1975.0916.2007.012004

NIM 2201409053



## LESSON PLAN

### EXPERIMENTAL GROUP

School Identity : SMP

Subject : English

Class/Semester : VII/1

Time Allotment : 2X40 minutes

#### Standard Competence

##### 11. Reading

Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *procedure* yang berkaitan dengan lingkungan terdekat

##### 12. Writing

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk *procedure* untuk berinteraksi dengan lingkungan terdekat

#### Basic Competence

- 11.3. Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *procedure*.
- 12.3. Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *procedure*

## VII. OBJECTIVES

In the end of the class, 75% of the students are able to:

- d. understand the meaning in imperative sentence.
- e. use imperative sentence in daily activity properly
- f. arrange imperative sentence with the right structure

## VIII. LEARNING MATERIALS

### 4. Example of Procedure Text

First of all, take two slices of bread. Spread the bread with butter or margarine. Then, put chocolate sprinkles and a slice of cheese on top of the bread on one slice. After that, join the two slices of bread together, and your sandwich is ready!

### 5. Vocabulary

Take	: ambil
Slice	: selembat
Bread	: roti
Spread	: oles
Cheese	: keju
Join	: gabungkan
Sandwich	: roti isi

## 6. Grammar

Grammar which is related to this lesson is Imperative Sentence.

The pattern :

Verb + Adjective/Adverb/Noun

Example:

- Be on time.

V Adv

- Be patient.

V Adj

- Take the second bus

V Noun

## IX. METHOD OF TEACHING AND LEARNING

- c. Numbered head together
- d. Round Table

## X. LEARNING ACTIVITIES

### *Meeting 1*

#### a. Opening

- The teacher greets the students and asks some questions in order to make the students comfortable with the condition.
- The students respond teacher's question about students' attending.
- The teacher gives some questions about the material of the last meeting and makes a good correlation with the material that will be taught.

#### b. The Main Activities

### Exploration

- The teacher gives a procedure text as example
- The teacher asks the students about imperative sentence in the text
- The students and the teacher discuss about imperatives sentence.

### Elaboration

- The teacher explains the structure positive imperatives .
- The teacher gives example about positive imperatives

### Confirmation

- Students are asked to make groups of four.
- The teacher conducts the Numbered Head Together techniques in the class.

### f. Closing

- The teacher chooses the students to write the sentence on the whiteboard and read the sentence.
- The teacher gives reinforcement by saying *very good*, *excellent* or *well done* to the students in order to motivate them.
- The teacher corrects the students' mistake.
- The students pay attention to the summary and the conclusion about what was the teacher taught.
- The students give a comment about what they had been studied.

## **Meeting 2**

### c. Opening

- The teacher greets the students and asks some questions in order to make the students comfortable with the condition.
- The students respond teacher's question about students' attending.



- The teacher gives some questions about the material of the last meeting and makes a good correlation with the material that will be taught.

g. The Main Activities

Exploration

- The teacher gives pictures about traffic sign
- The teacher asks the students about the sign in imperatives.

Elaboration

- The teacher explains the structure of negative imperatives .
- The teacher gives example about negative imperatives

Confirmation

- Students are asked to make group of four.
- The teacher conducts the Round Table techniques in the class.

h. Closing

- The teacher gives reinforcement by saying *very good, excellent* or *well done* to the students in order to motivate them.
- The teacher corrects the students' mistake.
- The students pay attention to the summary and the conclusion about what was the teacher taught.
- The students give a comment about what they had been studied.

## **XI. SOURCE AND MEDIA OF TEACHING**

- c. Textbook
- d. Picture

## XII. INDICATORS

- a. Students are able to understand the meaning in imperative sentence.
- b. Students are able to use imperative sentence in daily activity properly
- c. Students are able to arrange imperative sentence with the right structure

## VII. ASESSMENT

Indicators	Techniques	Evaluation	
		Instrument	Example
1. Students are able to understand the meaning in imperative sentence	Written test	Multiple choice	1. You are getting a cold. _____ your medicine. a. Take b. Throw away c. Make d. Cook
2. Students are able to use imperative sentence in daily activity properly	Written test	Multiple choice	2. The room is very dark. _____ a. turn around b. turn off the fan c. turn left d. turn on the lamp
3. Students are able to arrange imperative sentence with the right structure	Written test	Multiple choice	3. <u>to</u> – <u>carefully</u> – <u>me</u> – <u>listen</u> 1            2            3 4 a. 4-1-3-2 b. 4-3-2-1 c. 1-2-4-3 d. 3-2-4-1

Semarang, 21 April 2013

Mengetahui

Guru Mata Pelajaran

Mahasiswa

Wiwik Sulistyoningsih S.Pd

NIP.1975.0916.2007.012004

KhaulaAmalia

NIM 2201409053



## APPENDIX 5

### Pre-test Result

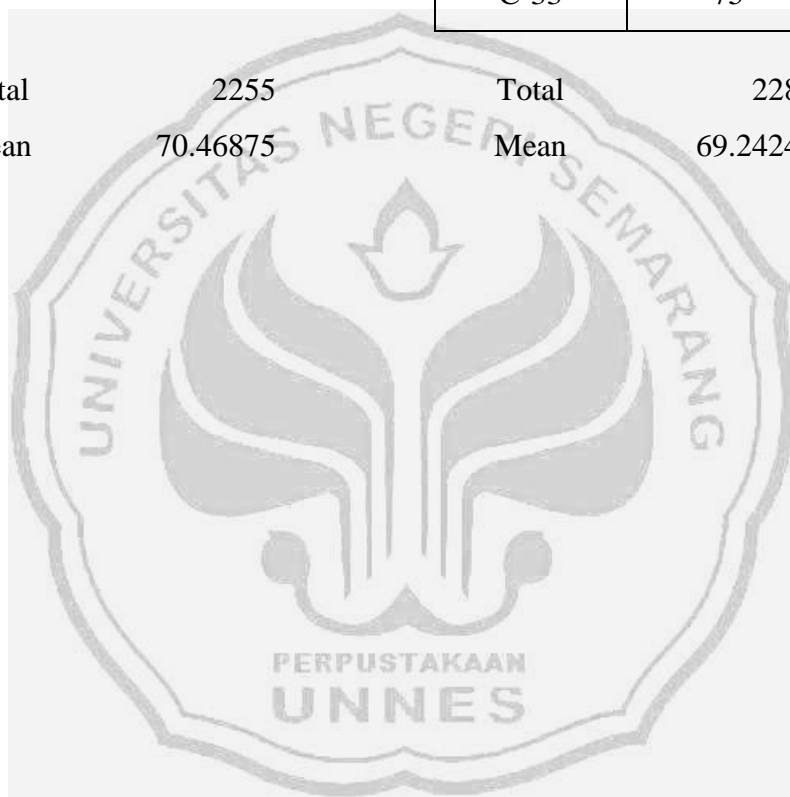
Experimental Group		Control Group	
Students	Score	Students	Score
E-1	85	C-1	80
E-2	75	C-2	55
E-3	75	C-3	85
E-4	70	C-4	70
E-5	60	C-5	75
E-6	65	C-6	95
E-7	55	C-7	65
E-8	70	C-8	65
E-9	75	C-9	80
E-10	65	C-10	60
E-11	60	C-11	80
E-12	55	C-12	55
E-13	50	C-13	65
E-14	90	C-14	60
E-15	80	C-15	85
E-16	55	C-16	70
E-17	50	C-17	60
E-18	75	C-18	75
E-19	75	C-19	60
E-20	80	C-20	65
E-21	70	C-21	70
E-22	55	C-22	55
E-23	80	C-23	50
E-24	85	C-24	70
E-25	95	C-25	85

E-26	65
E-27	65
E-28	80
E-29	50
E-30	85
E-31	70
E-32	90

C-26	55
C-27	60
C-28	95
C-29	55
C-30	85
C-31	75
C-32	50
C-33	75

Total 2255  
Mean 70.46875

Total 2285  
Mean 69.24242



## APPENDIX 6

### Post Test Finding

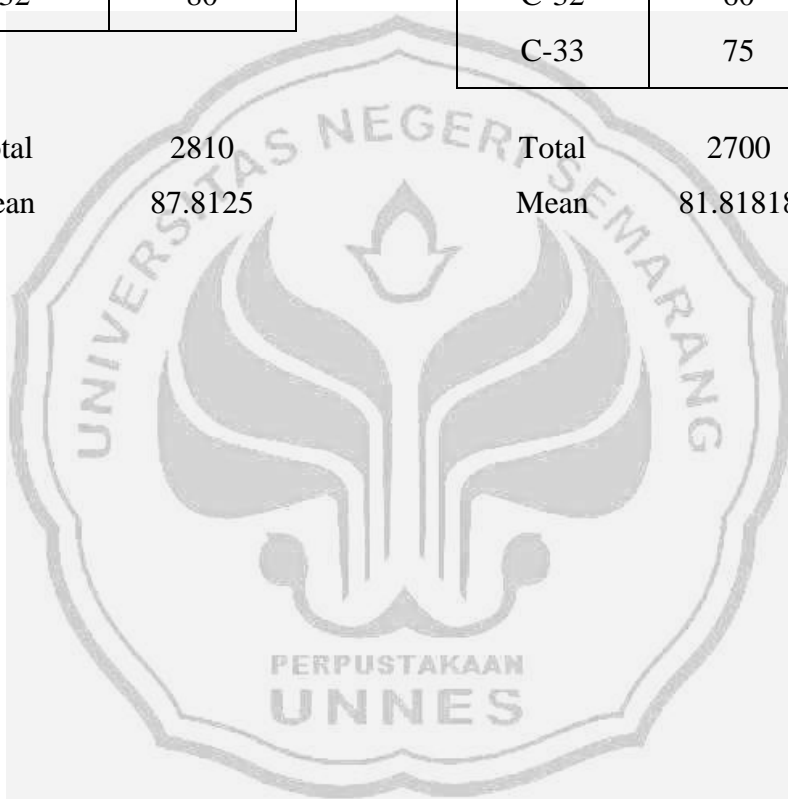
Experimental Group		Control Group	
Students	Score	Students	Score
E-1	75	C-1	90
E-2	75	C-2	75
E-3	95	C-3	90
E-4	100	C-4	80
E-5	90	C-5	75
E-6	80	C-6	75
E-7	85	C-7	85
E-8	90	C-8	85
E-9	90	C-9	80
E-10	95	C-10	90
E-11	90	C-11	85
E-12	80	C-12	85
E-13	70	C-13	90
E-14	100	C-14	80
E-15	95	C-15	85
E-16	90	C-16	70
E-17	85	C-17	75
E-18	90	C-18	85
E-19	85	C-19	75
E-20	70	C-20	70
E-21	85	C-21	85
E-22	85	C-22	70
E-23	95	C-23	80
E-24	95	C-24	85

E-25	90
E-26	90
E-27	100
E-28	100
E-29	80
E-30	85
E-31	95
E-32	80

C-25	80
C-26	75
C-27	90
C-28	100
C-29	85
C-30	95
C-31	95
C-32	60
C-33	75

Total 2810  
Mean 87.8125

Total 2700  
Mean 81.81818



## APPENDIX 7

### T-test Calculation

**Table of the Experimental Group**

No.	Code	Experimental Group		Difference	x2
		Pre-test	Post-test		
1	E-1	85	75	-10	100
2	E-2	75	75	0	0
3	E-3	75	95	20	400
4	E-4	70	100	30	900
5	E-5	60	90	30	900
6	E-6	65	80	15	225
7	E-7	55	85	30	900
8	E-8	70	90	20	400
9	E-9	75	90	15	225
10	E-10	65	95	30	900
11	E-11	60	90	30	900
12	E-12	55	80	25	625
13	E-13	50	70	20	400
14	E-14	90	100	10	100
15	E-15	80	95	15	225
16	E-16	55	90	35	1225
17	E-17	50	85	35	1225
18	E-18	75	90	15	225



19	E-19	75	85	10	100
20	E-20	80	70	-10	100
21	E-21	70	85	15	225
22	E-22	55	85	30	900
23	E-23	80	95	15	225
24	E-24	85	95	10	100
25	E-25	95	90	-5	25
26	E-26	65	90	25	625
27	E-27	65	100	35	1225
28	E-28	80	100	20	400
29	E-29	50	80	30	900
30	E-30	85	85	0	0
31	E-31	70	95	25	625
32	E-32	90	80	-10	100
Total		2255	2810	555	15425
Average		70.46875	87.8125		

The mean of the experimental group is :

$$M_x = \frac{\sum x}{N_x} = \frac{555}{32} = 17.34$$

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N_x}$$

$$\sum x^2 = 15425 - \frac{555^2}{32}$$

$$\sum x^2 = 15425 - 9625,78$$

$$\sum x^2 = 5799.21$$

**Table of the Control Group**

No.	Code	Control Group		Difference	X2
		Pre-test	Post-test		
1	C-1	80	90	10	100
2	C-2	55	75	20	400
3	C-3	85	90	5	25
4	C-4	70	80	10	100
5	C-5	75	75	0	0
6	C-6	95	75	-20	400
7	C-7	65	85	20	400
8	C-8	65	85	20	400
9	C-9	80	80	0	0
10	C-10	60	90	30	900
11	C-11	80	85	5	25
12	C-12	55	85	30	900
13	C-13	65	90	25	625
14	C-14	60	80	20	400
15	C-15	85	85	0	0
16	C-16	70	70	0	0
17	C-17	60	75	15	225
18	C-18	75	85	10	100
19	C-19	60	75	15	225
20	C-20	65	70	5	25
21	C-21	70	85	15	225

22	C-22	55	70	15	225
23	C-23	50	80	30	900
24	C-24	70	85	15	225
25	C-25	85	80	-5	25
26	C-26	55	75	20	400
27	C-27	60	90	30	900
28	C-28	95	100	5	25
29	C-29	55	85	30	900
30	C-30	85	95	10	100
31	C-31	75	95	20	400
32	C-32	50	60	10	100
33	C-33	75	75	0	0
Total		2285	2700	415	9675
Average		69.24	81.81		

The mean of the experimental group is :

$$M_x = \frac{\sum x}{N_x} = \frac{415}{33} = 12.57$$

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N_x}$$

$$\sum x^2 = 9675 - \frac{415^2}{33}$$

$$\sum x^2 = 9675 - 5218.93$$

$$\sum x^2 = 4456,06$$

## APPENDIX 8

### List of Students of Experimental Group

#### Class VII A

NO	NIS	Name of Student
1	6276	ABDUL AZIZ
2	6277	ABDUL BASIT
3	6278	ABDUL ROHMAN
4	6279	ANDI NOFRI MUSTOFA
5	6280	ANESIA ANGGUN SAPUTRI
6	6281	ANIFAH
7	6282	ARI PRAHTIWI
8	6283	ARIFATUL KHOLIFAH
9	6285	AYU SARI DEWI
10	6286	BELLA KURNIA SARI
11	6287	DANDI SETIAWAN
12	6288	DIKI MAULANA
13	6289	DIMAS BAGUS MAULANA
14	6290	DWI WIRODIHARJO
15	6291	ERA MEGA MARHENI
16	6292	ERWIN APRILianto
17	6293	FAJAR DWI WIBOWO
18	6294	FARAH DILA RAMANDHANI
19	6295	ILHAM ADE SAPUTRA
20	6296	IZZA ZULFA ANINDIA
21	6297	KHOIRUL HANAFI
22	6298	KURNIAJI DARMAWAN
23	6299	M. FACHRI ZAUQI
24	6300	MARICHA SITI NUR AENI
25	6301	MIZA ANGGRILA

26	6302	MUHAMMAD HILMY FARIED
27	6303	MUHAMMAD ILHAM MAULANA
28	6304	NAHDLIROHTUL HIDAYAH
29	6305	NUR KHOLIDAH
30	6306	PRANI CINANTYA PUTRI
31	6307	RAISAH
32	6308	REIRENA NUR HALIZA SAMDHITA

### List of Students of Control Group

#### Class VII D

No	NIS	Name of Student
1	6378	ACHMAD AGUNG FATAKHIN
2	6379	ADELA HARINI
3	6380	ADI BAHTIAR SETIYANA
4	6381	AMAR KHOIRIL BASYAR
5	6382	ANDI FIRMANSYAH
6	6383	ANTRIKA YUNIARTI
7	6384	APRILIANI
8	6385	BAYU SEPTIAN
9	6386	DIMAS PRASETIYO
10	6387	DIYAMA FELA
11	6388	DONI ARDIANTA
12	6389	EDI SUMITRO
13	6390	ENGGAR DWI GUSTHI
14	6391	ERIKA DWI CAHYANTI
15	6392	ERLANGGA INDIKA MAULANA
16	6393	FAISYAL ROHMANU
17	6394	FERA OKTAVIANA
18	6395	FIRMAN SHOLEHUDIN

19	6396	KUSUMA MAULIDIYAH
20	6397	LILIS KUSTIYANI
21	6398	LISROKHA
22	6399	LUWIS ANTONNIO
23	6400	MIFTAHUL MEI RIA
24	6401	NOVI ASIH
25	6402	RAVIZONA
26	6403	RISA ARDITA
27	6404	RISKI ISMA LESTARI
28	6405	ROINTAN
29	6406	SITI MAESAROH
30	6407	SURYA FEBRIYANTO
31	6408	SYAHRUL AFRI SIDDIQ
32	6409	YULI LUWISATI
33	6236	ADIP LUTHFI PRADANA



## APPENDIX 9

### Documentation

#### Try Out



#### The Activity of Experimental Group

##### a. Pre-test



b. Treatment 1



b. Treatment 2





d. Post-test



**The Activity of Control Group**

a. Pre-test



b. Treatment



c. Post-test

