THE EFFECTIVENESS OF GRAPHIC ORGANIZERS FOR TEACHING VOCABULARY OF RECOUNT TEXT

Quasi Experimental Study at the Eighth Graders of SMP N 6 Semarang in the Academic Year 2015/2016

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in English

by

Angkita Boni Hervinia

2201411074

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

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APPROVAL

This final project was approved by Board of Examination of the English Departmentof the Languages and Arts Faculty of Semarang State University on 23 December 2015

Board of Examination

1. Chairman
   Prof. Dr. Agus Nuryatin, M.Hum.
   NIP. 196008031989011001

2. Secretary
   Dr. Rudi Hartono, M.Pd.
   NIP. 196909072002121001

3. First Examiner
   Dr. Abd. Faridi, M.Pd.
   NIP. 195301121990021001

4. Second Examiner/ Second Advisor
   Seful Bahri, S.Pd., M.Pd.
   NIP. 197411112008121001

5. Third Examiner/ First Advisor
   Dra. C. Murni Wahyanti, M.A.
   NIP. 195404231979032001

Approved by:
The Dean of FBS

Prof. Dr. Agus Nuryatin, M.Hum
NIP. 196008031989011001

PERNYATAAN

Dengan ini saya,

Nama : Angkita Boni Hervinia

NIM : 2201411074

Prodi/Jurusan : Pendidikan Bahasa Inggris/Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

menyatakan dengan sesungguhnya bahwa Skripsi/Tugas Akhir/Final Project yang berjudul:

THE EFFECTIVENESS OF GRAPHIC ORGANIZERS FOR TEACHING VOCABULARY OF RECOUNT TEXT

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saya tulis dalam rangka untuk memenuhi salah syarat untuk memeroleh gelar sarjana ini benar – benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan, atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas akhir atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya. Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, 23 Desember 2015

Yang membuat pernyataan

Angkita Boni Hervinia

MOTTO AND DEDICATION

Opportunities do not happen, you create them

(Chris Grosser).

Try not to become a person of succes,

but rather try to become a person of value

(Albert Einstein).

This final project is dedicated to:

her kind father Heri Sunardi,

her great mother Tuti Suryaningsih,

her respectable sister and brothers,

her beloved man Bastiar Ismail Adhkar

her beloved friends Safitri, Rista, Ria, Amila

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ABSTRACT

Hervinia, Angkita Boni. 2011. *The Effectiveness of Graphic Organizers for Teaching Vocabulary of Recount Text (Quasi Experimental Study at the Eighth Graders of SMPN 6 Semarang in the Academic Year 2015/2016)*. Final Project. English Departement. Semarang State University. Advisor: Dra. C. Murni Wahyanti M.A. Second Advisor: Seful Bahri, S.Pd., M.Pd.

Key words: Graphic organizers, Vocabulary, Quasi Experimental Research

This study was conducted under the considerations of the observation in SMPN 6 Semarang that many students found difficulties in understanding vocabulary. The objectives of this study were to find out the significance of the use of the graphic organizers on vocabulary achievement and to find out whether the use of graphic organizers for teaching vocabulary of recount text is effective to the eighth graders of SMPN 6 Semarang.

To gain the objectives, the writer did a quasi experimental research by using non-randomized control group pretest-posttest design. The subjects of this study were the students in class 8A and 8H of SMPN 6 Semarang. 8A was the control group and 8H was the experimental group. In this study, the writer gave the students pre-test, treatment, and post-test. The pre-test was given to both groups using the same instrument. They were asked to answer some questions of vocabulary test. The treatment was given in three meetings. The treatment in the experimental group was using graphic organizers, while the treatment in the control group was lecturing. The post-test was conducted after the treatment given to both groups using the same instrument as the pre-test but the position of question numbers were reshuffled.

The result of the analysis using *t-test* showed that the experimental group got better score than the control group. In the pre-test, the average score of the experimental group was 68.87 and the control group was 68.39. In the post-test, the average score of experimental group was 83.55 and the control group was 74.52. tTe result of the *t-test* was 2.14 and *t-table* was 2.00. It means that the *t-value* was higher than *t-table* (2.14>2.00).

In conclusion, graphic organizers were effective to improve students' mastery of vocabulary in recount text. Moreover, the writer hopes that the other English teachers would use graphic organizers as one of strategies in teaching vocabulary.

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CHAPTER 1

INTRODUCTION

In this chapter, the writer would like to discuss the introduction of the study. It includes background of the study, reasons for choosing the topic, research question, purposes of the study, significances of the study, hypotheses of the study, definition of key terms, and outline of the report.

1.1 Background of the Study

English is one of languages in the world that has an important role in communication. It has become international language and is almost used in all part of life, especially in education which is used as one of compulsory subjects taught in some education institutes. The goal of learning English in education institutes is to develop students' communication competence and improve their skills both in spoken and written forms.

English learning involves the four language skills, they are listening, speaking, reading and writing. These four language skills are supported by four aspects such as grammar, vocabulary, spelling and pronunciation which are also learned in English learning process. English that has different structure from Indonesian language makes students have difficulties in learning English. Most learners are still confused when they want to use words to express their thought and feeling. Thus, it is necessary for learners to learn vocabulary.

Thornburry (2012: 13) said, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Vocabulary is the center in English learning process because vocabulary is part of other aspects and skills. Although students mastered in grammar aspect, we cannot say that they mastered in English if they have problems in vocabulary.

“A large vocabulary improves achievement and students with larger vocabulary often score higher on achievement tests than students with smaller vocabularies” (Webber, 2012). Webber further adds that a large vocabulary improves thinking and communication by allowing students to communicate in precise, powerful, persuasive and interesting ways. Most students cannot master vocabulary because it is not an easy thing to learn.

Mastery of vocabulary is difficult to achieve because the students have a limited ability in memorizing words. It is impossible for students in memorizing English words which have a thousand words. It is not an easy task for teachers to teach vocabulary because the limited ability of students. So that it is needed to apply an appropriate strategy to teach vocabulary.

There are many strategies to teach vocabulary, but not all strategies can be applied. As a teacher, we have to look at the characteristics of the students, whether it is appropriate or not. In this research, the writer focuses on the grade eight students of SMPN 6 Semarang. Based on the interview with the teacher, she added vocabulary learning when she taught a topic. They were given many unfamiliar words from a text to be learnt and memorized. The purpose was to help students to prepare their vocabulary before they were at the ninth grade for

the national exam. However, during the vocabulary learning, there were some students which had difficulties in memorizing and understanding new words because they were only asked to write the words in their note. Since each student had different characteristic, some of them only wrote the words without organized their note. They also often made mistakes or errors spelling and writing words. Thus, the writer uses a strategy which is appropriate with the characteristics of the students. The strategy uses graphic organizers which the students can understand the word easily.

"Words are important to be learned because without words we would be unable to convey our thoughts through language or understand the thoughts of others" (Framkin, Rodman, and Hyams, 2011: 36). Words can be learned in many ways, one of them is by using graphic organizers. Graphic organizers provide opportunity to students to explore more about words. Through graphic organizers they can learn words more specific.

Graphic organizers provide opportunity to learn words wider. This strategy is so effective in improving students' vocabulary and students active to explore a word. Students can use this strategy not only in the class, but also they can use it in home. Graphic organizers make students easier in learning and memorizing a word. This strategy has various concepts that can help students and teachers in learning a word. Besides, they can develop and categorize a word into some aspects, it depends on the topic and the purpose of the lesson.

Graphic organizer generally consists of 5 columns or more, and has various concepts based on the function and purpose. Every concept has some

contents, it depends on the purpose of the lesson. The contents can be synonym, antonym, meaning, part of speech, picture, sentence, etc. Graphic organizers can be used in variety of learning situations for individual, small group, and whole class. There are some graphic organizers that can be used for students in learning vocabulary. Every graphic organizer has different function and purpose, it depends on the grade and the characteristics of the students.

1.2 Reasons for Choosing the Topic

Some students have problems in memorizing and understanding the meaning of word. During the learning process, students have difficulties in defining a word when they are reading or writing a text. In comprehending a text, it is needed to have a lot of vocabularies. Not only memorizing and understanding as the problem, but also make errors spelling and writing words.

Considering the importance of learning vocabulary, the writer uses graphic organizers to teach vocabulary. Graphic organizers help students to improve vocabulary by connecting a word to definition, synonym, antonym, picture, example, etc. Besides, graphic organizers also help students to organize their vocabulary note through interesting way. In this research, the writer wants to know how the graphic organizer can improve students' vocabulary.

1.3 Research Question

Based on the background presented above, the writer wants to find out the answer of the following question:

How significant is the use of graphic organizer for teaching vocabulary of recount text?

1.4 Purposes of the Study

Based on the research question above, the purposes of this study are:

(1) To find out the significance of the use of graphic organizer on vocabulary achievement.

(2) To find out whether the use of graphic organizers for teaching vocabulary of recount text is effective to the eighth graders of SMPN 6 Semarang.

1.5 Significances of the Study

By conducting the research about the effectiveness of graphic organizers for teaching vocabulary of recount text, the writer hopes that the result of this research will be useful to give some contributions to English language teaching and learning. i.e.:

(1) Theoretically

Theoretically, the result of this study is expected to be able to give some advantages for students, teachers, the writer, and other researchers and hopefully can be used as source of reference.

(2) Practically

The result of this study will be useful to examine how far the students' mastery of vocabulary and as a reflection in order to increase and develop teaching vocabulary. It also motivates the students to practice more than they

did before and encourage them to learn English by improving their vocabulary.

(3) Pedagogically

Pedagogically, the result of this study is useful to inform the readers about the use of graphic organizers to improve students' vocabulary.

1.6 Hypotheses of the Study

Hypothesis 1 (Ha): Graphic organizers are effective for teaching vocabulary to the grade eight students of SMPN 6 Semarang.

Hypothesis 2 (Ho): Graphic Organizers are not effective for teaching vocabulary to the grade eight students of SMP N 6 Semarang.

1.7 Definition of Key Terms

In order to make this study clearer, the writer will explain the definition of key terms that might help the readers understand this study.

(i) Graphic Organizer

Graphic organizers are visual tools that help students to understand and organize information. They are like mind maps that promote active learning and creativity and help students to develop higher-level thinking skills (Haynes and Zacarian, 2010).

(ii) Vocabulary

Vocabulary is all the words that a person knows or uses; all the words in a particular language; the words that people used when they are talking about a particular subject (Hornby, 2005).

(iii) Teaching Vocabulary

Vocabulary teaching helps learners when they feel it is most needed especially for the message-focused activities involving listening, speaking, reading and writing (Nation, 2005).

1.8 Outline of the Report

This final project consists of five chapters:

Chapter I consists of general background of the study, reasons for choosing the topic, research question, purpose of the study, significances of the study, hypotheses of the study, definition of key terms, and outline of the report.

Chapter II discusses about review of related literature that consists of review of previous study, theoretical background and also framework of the present study.

Chapter III deals with the method of investigation which discusses subjects of the study, instrument of the study, procedures of collecting data, quasi-experimental design of the research, and also technique of analysis.

Chapter IV discusses the result of the data analysis.

Chapter V consists of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three parts. The first part is review of previous studies. The second part is theoretical background and the last is framework of the present study.

2.1. Review of the Previous Studies

There are some researchers that conduct research about strategy, technique and method to teach vocabulary.

The first study was *The Influence of Mind-Mapping Strategy on Students' Vocabulary Mastery (Quasi Experimental Study of the Fifth Graders of SD Islam Bilingual An-Nissa Semarang in the Academic Year of 2012/2013)*. The aim of the study is to find out the significance of Mind Mapping strategy to improve students' vocabulary mastery. This study was conducted by using quasi experimental study with the grade five students as the population. The population consists of two samples, they were class 5B as the experimental group and class 5D as the control group. At the first meeting, the experimental and control group were given a pre-test. In the second to the fourth meetings, the experimental group was taught by using Mind Mapping strategy and the control group was taught by using Making Note strategy. In the last meeting the post-test was given to these classes. The result showed that Mind Mapping strategy made a significant

difference in vocabulary achievement to the experimental group than the control group that was not taught by using Mind Mapping strategy (Dewi, 2013).

The second study was conducted by using a game, entitled *The Use of Scrabble Game to Teach Vocabulary*. There were two objectives of this research. Firstly, the writer wanted to find out the result of teaching English Vocabulary by using scrabble game. Secondly, he wanted to find out the effectiveness of using scrabble game to teach vocabulary for the eighth graders of SMPN 1 Ngadirejo in academic year of 2013/2014. He used quasi experimental to achieve his objectives. The result of his research showed that the average score of experimental group was 81.25 and control group was 71.25. It means that the use of scrabble game in teaching and enhancing students' vocabulary is more effective than the conventional method (Putra, 2014).

The next study was a classroom action research that used pictorial story to improve students' understanding on vocabulary. There were three cycles in this research. Every cycle consists of four components, they are planning, acting, observing, and reflecting. In the first cycle, students enjoyed the class but not all the students understood of the text and direction. In the second cycle, the average result was better than the first cycle but there were still students who got lower score. And the last cycle, it was better than previous one and students joined the class enthusiastically. It concluded that the implementation of using Pictorial Story to improve students' understanding on teaching vocabulary could be applied (Firdaus, 2010).

The next researcher was Webber (2012) who wrote in journal which was entitled *Teaching Vocabulary with Hypermedia*. The objective of this study was to determine what effects, if any, technology integration has on the vocabulary development of middle students. The researcher identified the weak area of the sixth grade students by planning three integrated instructional activities to teach *simile and metaphor* and *Greek and Latin word roots*. The result was the responses for the technology integration activities were favorable and all of the students like using technology to learn and felt that they learn better through the use of technology.

2.2. Theoretical Background

This subchapter discusses some theories related to the topic of this study. It includes some theories about vocabulary, Graphic Organizers, and text types. Every sub subchapter consist some points to be discussed.

2.2.1. Vocabulary

In this part, the writer discusses four points. The first point is the definition of vocabulary. The second point is teaching vocabulary. The third point is the mastery of vocabulary and the fourth point is testing vocabulary.

2.2.1.1. Definition of Vocabulary

Vocabulary is one important component in English learning. Through vocabulary we can improve our language skill because it has important role which can

influence the improvement of language skill and other components. As the learners, mastery of vocabulary is needed to communicate with others.

Arif (2012) stated ‘vocabulary knowledge is knowledge, the knowledge of a word not only implies a definition, but also implies how that word fits into the world’. Hiebert and Kamil (2005) added that vocabulary is not a developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime. Throughout the life span, people develop vocabulary effectively and almost effortlessly as long as they see words in meaningful contexts.

From the definitions above, the writer concludes that vocabulary is knowledge of word and lists of words that we can find in our daily life and is used by people to communicate either in verbal or written communication.

2.2.1.2. Teaching Vocabulary

Teaching vocabulary is necessary for teacher in all content areas. The main problem of vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time (Nation, 2005). He also added that the positive effects of vocabulary teaching were that it could provide help when learners felt it was most needed.

Teaching vocabulary should be given in appropriate and interesting ways. Strategy to teach vocabulary can influence the improvement of students’ vocabulary because it gives main effect in language learning process. Bintz (2011) said that students learn vocabulary best in classroom in which teachers read to

them and highlight important and interesting words. However, many teachers have their own strategy in teaching vocabulary. Although they have their own strategy, they still need many references to help them in teaching vocabulary. Sometimes, one strategy should be completed with another strategy and modify them appropriately.

There are certainly many ways to teach and learn vocabulary, but it is important to know that there is the best way. Teachers should keep four factors in mind when they consider strategies to teach vocabulary: (1) the students they are teaching, (2) the nature of the words they decide to teach, (3) their instructional purposes in teaching each of those words, and (4) the strategies they employ to teach the words (Flanagan & Greenwood, 2007 in Middle School Journal). Strategies that focus on word recognition and word use in meaningful contexts are most likely to positively affect vocabulary growth.

2.2.1.3. Mastery of Vocabulary

Measuring the skill of students is needed, especially in learning vocabulary. Most students still have problem in mastering English language. Insufficiency of English mastery occured because of the lack of English vocabularies owned by the students, especially concerning to the academic subject-matter, so many students do not understand the oral or/and written English text in doing interaction (Achmad, 2013). He also added that the students should be given an opportunity to analyze the words. In this case, teaching material can be designed as well as possible, in order to facilitate the students acquiring the new vocabularies.

Vocabulary should be mastered by students to help them in oral or written communication. According to Nist and Mohr (2002) many studies have indicated that students with strong vocabularies are more successful in school. Further, a good vocabulary, more than any other factor, was common to people enjoying successful careers in life.

2.2.1.4. Testing Vocabulary

To improve students' vocabulary, we also need some tests to know how many words we have known. According to Pavlu (2009: 30) there are eighteen types of testing vocabulary. In this study, the writer will use two types of testing vocabulary, they are:

1) Multiple Choice

According to Thornbury (2012: 132) multiple choices are a popular way of testing in that they are easy to score and they are easy to design. This technique is easy to mark but difficult to design. It also can be used to test single words, words in sentences or in text (Pavlu, 2009: 3).

Single words can be tested through definitions, for example:

Tangled means...

a. A type of dance
b. A tropical forest
c. A confused mass
d. A kind of fruit (Thornbury, in Pavlu, 2009: 31)

Words can be tested in sentences, for example:

There is a good _____ at the Odeon tonight.

A) Screen B) Film C) Showing D) Acting (Heaton, in Pavlu, 2009: 31).

In addition, Thornbury (2012) presents another way of using multiple choice, that is a contextualised multiple choice.

Here the example:

CANCER 22 June – 22 July

Someone else is (a playing; b calling; c singing) the tune and for the moment you are quite happy to go (a along; b around; c away) with what seems like a reasonable idea. Hobbies (a make; b use; c take) up far too much time and children could need support with a new activity. Feelings are (a going; b running; c climbing) high so ensure you're getting the affection you need.

2) Cloze test

Cloze tests are usually a minimum of two paragraphs in length in order to account for discourse expectancies (Brown, 2004: 202). They can construct easily as long as the specification for choosing and for scoring are clearly defined. According to Thornbury (2002) in cloze test, the gaps are regularly spaced. Further, the ability to complete the gaps depends on understanding the context. There are two approaches to score the cloze test, they are the exact word method and appropriate word scoring. The exact word method will give score the test-takers only if they answer the exact word that was originally

deleted. Besides, the appropriate word scoring, the test-takers supply any word that is grammatically correct and make good sense in context (Brown, 2004: 202).

Here the example of cloze test:

Tumbu Fly

In Africa South of Sahara, another (1) _____ the traveller may encounter is (2) _____ tumbu or mango fly, which (3) _____ its eggs in clothing laid (4) _____ on the ground to dry.

In this study, the writer will divide the test into two parts. The first part, the writer will use multiple choice test that consists of some questions about synonym and antonym. The second part is cloze test, the students will be asked to complete paragraph with appropriate words.

2.2.2. *Graphic Organizers*

In this part, the writer discusses five points. The first point is definition of graphic organizers. The second point is types of graphic organizers. The third point is styles and uses of graphic organizers in teaching. The fourth point is guiding principles for effective graphic organizers and the last point is how to use graphic organizers.

2.2.2.1. Definition of Graphic Organizers

Graphic organizer is one way that can help students and teachers to gain information and relation of concepts. According to Stamper (2006: 5) graphic

organizer is a visual and graphic representation of relationships among ideas and concepts. Graphic organizers provide students with concrete and visual connection between words and their meaning.

Another definition comes from Culbert, Flood, Windler, and Work (1998) also stated that:

> Graphic organizers have been used to assist learners' comprehension by explicitly highlighting main ideas and showing the relationship between the main ideas and supporting details... Graphic organizers enable the learner to use his/her prior knowledge to interact with the text at a more complex level. Once prior knowledge is activated, the learner can take this new information and add it to his/her schema, thus, improving comprehension.

Based on the definitions above, the writer concludes that graphic organizer is a graphic which help students in gaining information by connecting the words with their meaning and other concepts.

2.2.2.2. Types of Graphic Organizers to Teach Vocabulary

There are several types of graphic organizers for teaching vocabulary that have different ways to connect and gather information.

1) Synonym Wheel

Synonym Wheel is a simple graphic organizer. This graphic organizer is used to find the similar meaning or synonym of a word. Synonym Wheel helps students identifying sets of synonym to expand their vocabularies and uses more complex words in a sentence. The students will also learn which of two words with similar meaning best fit a certain context (Stamper, 2006). In synonym wheel, students list unfamiliar words and chose one to put in the

center of the wheel. Then students find some synonyms of the word and put on the other part of wheel. After finding the synonyms of the word, teacher asks students to differentiate the meaning of the synonym by writing context sentence.

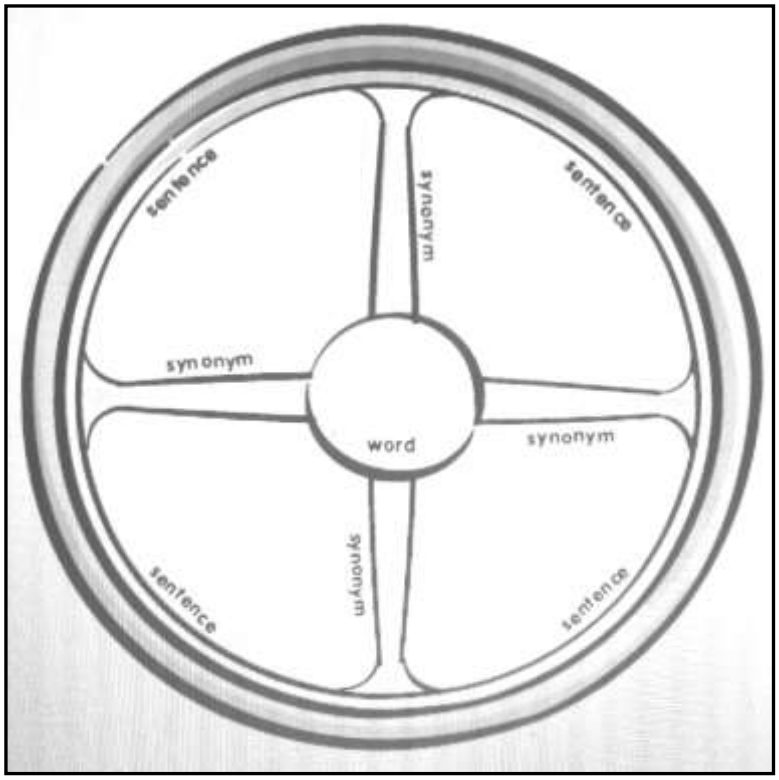

Figure 2.1 Synonym Wheel

2) Concept Circle

Concept Circle helps students building content-area vocabulary. This graphic Organizer provides opportunity for students to recognize category of words, to identify non examples of category, and to make connections among words to find the shared category of meaning (Stamper, 2006). These graphic organizers

also appropriate to help students before they write a text or as a brainstorming. However, the focus of this graphic organizer is to have more vocabularies. According to Stamper (2006) concept circle can be used as brainstorming. Teacher asks students to think a topic or a concept to fit in the middle of circle, but not to write in yet. Then teacher asks students to fill the other parts of the circle with words that belong to the concept and fill with nonexample words. Students change the paper with their partner and ask them to determine the concept.

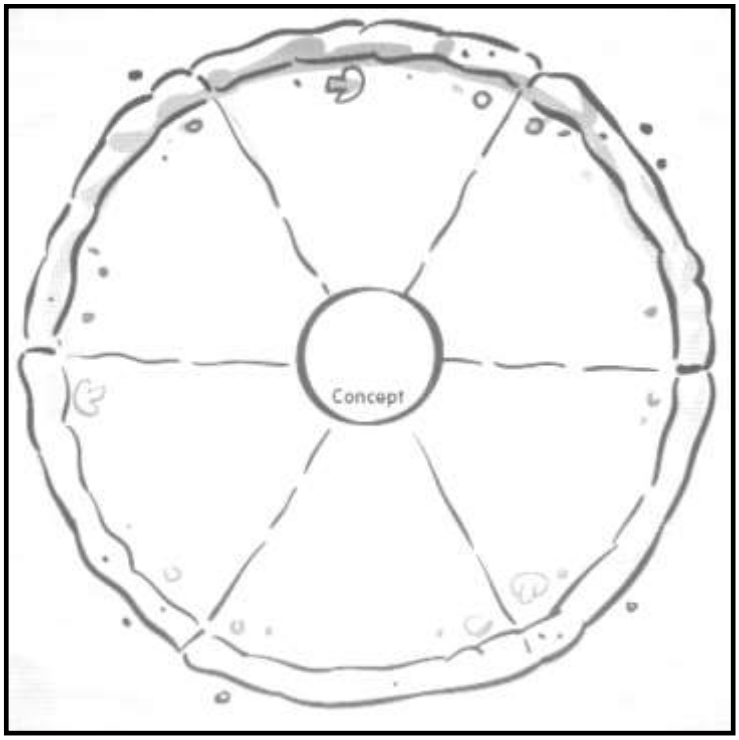

Figure 2.2 Concept Circle

3) Venn Diagram

According to Baxendell (2003) venn diagrams have become standard instructional tools and have many ways to incorporate them to maintain

students' interest. First, it can be used in beginning of the school year to know each other by comparing their interest, family, activities, etc, and then students presented of their graphic organizer in the class. Second, it is also used to know their characteristics and the last it is used to help students in reviewing information after the lesson. This graphic organizer can be modified to achieve the purpose of the lesson.

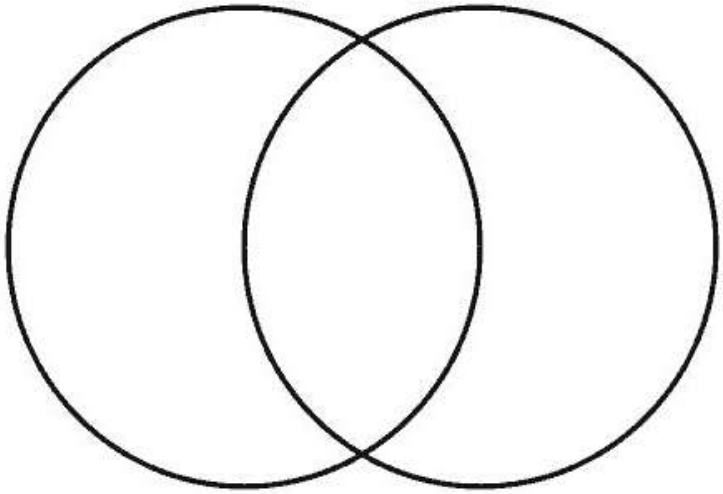

Figure 2.3 Venn Diagram

4) Word Star

Word Star helps students to recognize other aspects of words such as part of speech, the similar meaning and the application in a sentence (Stamper, 2006). In this graphic organizer, students should find unfamiliar words from a text and list them. After they list the words, they choose one word and put it in the top of the star. Then students are asked to find other information such as syllabic,

synonym, antonym, part of speech and context sentence. But, we can modify this graphic organizer by looking at the purpose of the lesson.

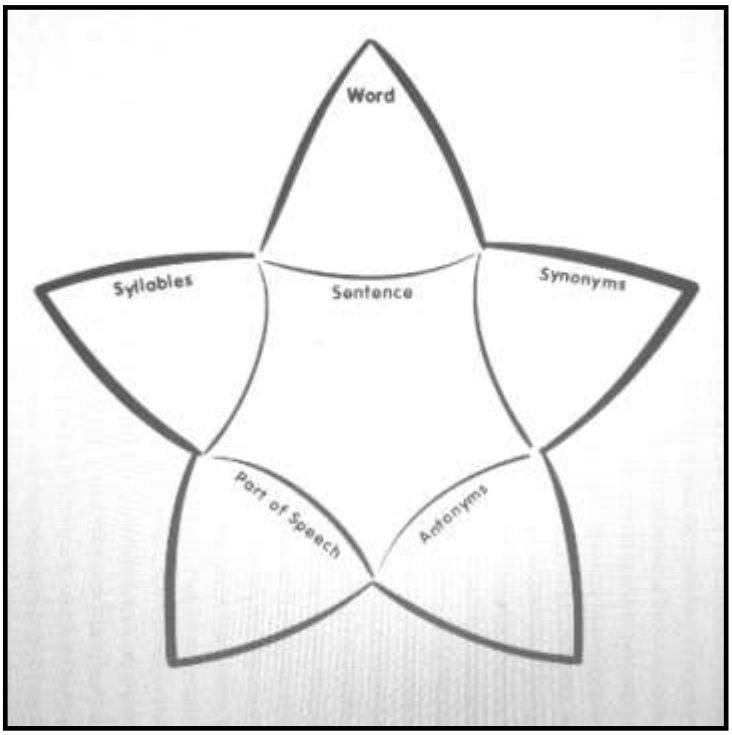

Figure 2.4 Word Star

5) Word Jigsaw

According to Stamper (2006) word jigsaw will help students to explore the meaning of words and use unfamiliar words. They will practice to use dictionary to find the meaning of words and apply them in a sentence. In this graphic organizer, students are asked to write a word from reading, find the meaning of the word and provide dictionary for students to find the definition of the word. Next, the teacher asks students to use the word in different sentences and asks them to color the word jigsaw puzzle if they wish.

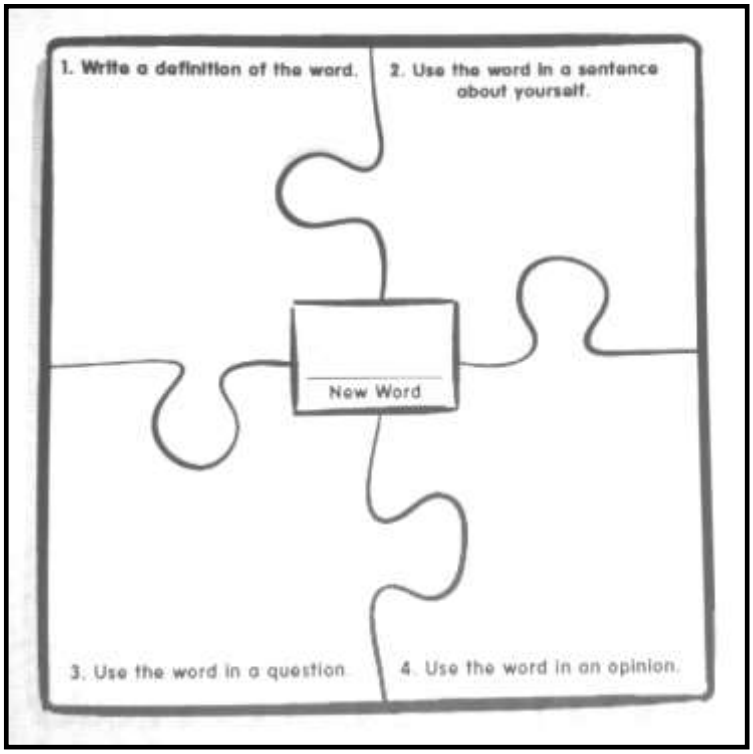

Figure 2.5 Word Jigsaw

In this study, the writer uses three graphic organizers, they are synonym wheel, concept circle, and venn diagram. The graphic organizers are modified by paying attention to the objective of this study. In synonym wheel, the subjects are only asked to find the synonym. In concept circle, the writer gives a topic and the subjects find the words that have connection with the topic. In venn diagram, the subject are asked to compare two things.

2.2.2.3. Styles and Uses of Graphic Organizers in Teaching

There are many graphic organizers that can help students to learn. According to Hayden (2012) graphic organizers can arrange content, organize writing ideas,

categorize reading material, help students learn vocabulary, etc. Graphic Organizer can be used in the classroom by purpose.

2.2.2.3.1. Reading Graphic Organizers

Reading graphic organizers help students to understand a non-fiction piece, story, novel, and poem. Students also can understand the parts of plot and types of literary elements used. When students understand the plot, it can help to identify the exposition, conflicts, rising action, climax, falling action and resolution. Reading graphic organizers also help students to learn the characters, setting, and identify the sequence of events (Hayden, 2012).

2.2.2.3.2. Vocabulary Graphic Organizers

Vocabulary graphic organizers can help students to study vocabulary word. The various vocabulary graphic organizers will help students to expand their vocabulary (Hayden, 2012). Vocabulary graphic organizers have some concepts that support students to learn and improve their vocabulary. Those concepts can be used based on the purpose of the lesson. It also helps students to have understanding about vocabulary word.

2.2.2.3.3. Content Graphic Organizers

Content graphic organizers help students to learn concept from textbooks or other sources. It also helps students to organize the information into “chunks” or

section which are easier to learn. These graphic organizers show the connection between information and help to summarize information (Hayden, 2012).

2.2.2.3.4. Writing Graphic Organizers

Hayden (2012) stated "when students need to write they need to brainstorm ideas and organize the information". Writing graphic organizers help students to not stare the paper for hours. These graphic organizers also help students to write essays, stories, memoirs, plays, and poem.

2.2.2.4. Guiding Principles of Effectiveness of Graphic Organizers

According to Shoari (2012) graphic organizers guide learners' thought through describing and drawing visual maps or diagrams. It can be said that graphic organizers are effective strategies for enhancing and facilitating learning.

Graphic organizers act as effective instructional tools. It can help students to recognize the missing data and unclear connection in their strategic thinking. According to Ellis (in Shoari, 2014) there are three important reasons why graphic organizers should be used. Firstly, by using graphic organizer students will remember the subject that the teacher taught, and would be less complicated and unclear information. Secondly, graphic organizers might result in facilitating understanding and as a result facilitating learning. Thirdly, students will be strategic learners. When the students know how to think about the concept and when they know the way of parts of concepts is organized, they will learn better.

Other reasons come from research (in Shoari, 2014) that suggested: “Graphic organizers match the mind; they show clearly how the concepts are connected to prior knowledge to help comprehension; graphic organizers support the memory; they help to keep information and make it ready to use when it comes to higher thought processes; graphic organizers result in involving learners with combination of the spoken and printed texts and diagrams.”

According to Baxendell (2003) there are three general principles for the use graphic organizers. Graphic organizer must be used coherently, consistently, and creatively.

1) Coherent

   Graphic organizers can be easy when making abstract concepts and relationship clear. Sometimes students give more attention to minor detail that is not important. It will make students lack of focus on main ideas. Baxendell (2003) stated “when making main idea and detail chart, we identify the main idea as the central concept and place the details of center, so students have visual reminder of the hierarchical relationship between the concepts”. By labelling the relationship and concepts, it will help students to understand particular content. It can conclude that labelling should be clear for the relationship and concepts in graphic organizer, and we have to minimize distraction.

2) Consistent

   Graphic organizer can be easy to use when there is a similar manner in any subject. There is one way to maintain consistency during instruction, the

students complete individual lesson graphic organizers that focus on one important idea from a unit, it can be science or social studies. Then, students have access to organize the note to help them practice and review for unit test. By being consistent with the implementation of graphic organizers, we found that our students will independently use organizing techniques (Baxendell, 2003). It can conclude that it should establish a routine for implementing a standard set of graphic organizers in the classroom.

3) Creative

Creativity is needed in graphic organizers to retain the information. Baxendell (2003) stated "students are more likely to retain the information contained in a graphic organizer if it is presented in an inviting manner". It also can add illustrations to encourage students to enhance the graphic organizers. Both word and picture cues help the students to recall ideas, but it should be stressed that the illustrations must add to their understanding of the content, not distract them from it. Graphic organizers will be more effective if the teachers implement creative ways. They can make cooperative groups and learning pairs which are to ensure the students participate in active learning situation. It can conclude that it is needed to add illustration and implement with cooperative groups and pairs in graphic organizers.

2.2.2.5. How to Use Graphic Organizer

Based on Stamper (2006) graphic organizer can be used flexibly for a variety of learning situations for students. It can be used in whole class, small group, and

individual student. By using the graphic organizer as motivational to teach and practice vocabulary skill, the students can learn unfamiliar word with interesting way.

Stamper also said that we could implement the organizers in any of the following ways: (a) draw the organizer on the board or on chart paper, (b) use the organizer as a template for an overhead of transparency, (c) reproduce multiple copies of the organizer to pass out to students during class work, and (d) Have copies of the organizer available for students to use while working independently.

2.2.3. Types of text

In this study, the writer will focus on recount text because it is one of genre texts that is taught in junior high school. It is also text that used a lot of vocabularies when we want to tell about our experience or past event. Therefore, this text is appropriate for students to help them telling about their experienced easily.

2.2.3.1. Recount Text

Recount text is a text to tell about something that happened in the past. Gerot and Wignell (1994: 194) explained that "recount is to retell events for the purpose of informing or entertaining". Since this text tells about something that has already happened, it is used simple past tense.

Gerot and Wignell (1994: 194) also explained the generic structure of recount text, they are orientation, events, and reorientation. Orientation provides

the setting and introduces participants. This paragraph introduces who, what, where, when, why, and possibly how. Events tell what happened, in what sequence. This is where the recount is told in chronological order. Reorientation is where the writer or speaker can give personal opinions about topic or event.

The factual information in a recount text must be accurate. Recount also includes personal thoughts of the writer or the speaker. When writing a recount text, it is important to write everything down in order that it happened. Recount commonly appears in the form of newspaper reports, conversations, speeches, television interviews, and retell.

2.3. Framework of the Present Study

This subchapter discusses the framework of this study.

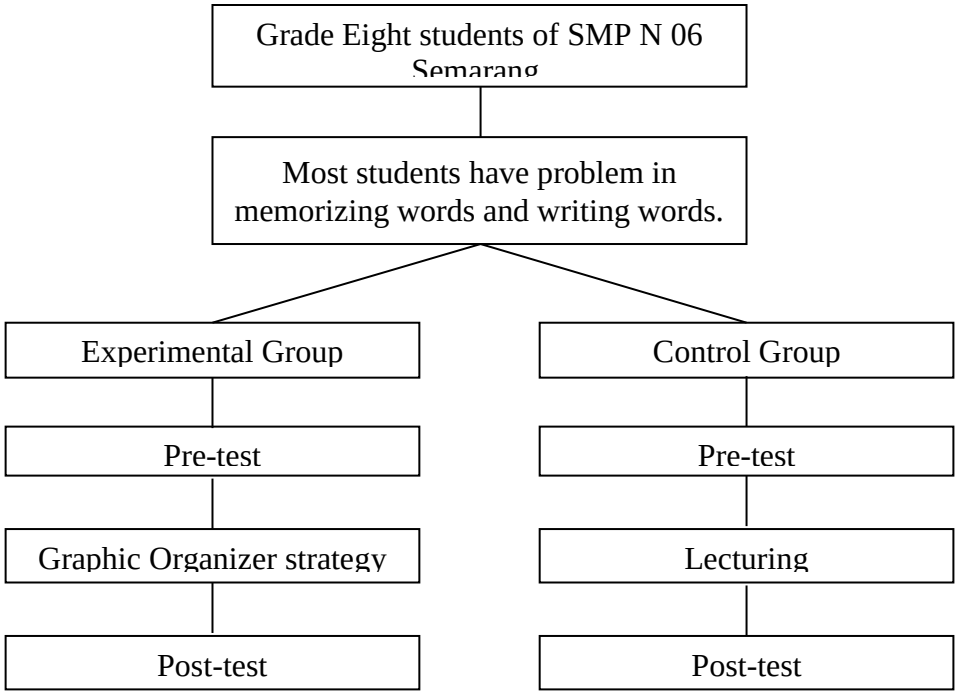

Figure 2.6 Theoretical Framework

The theoretical framework started from the idea that vocabulary is one of important aspects in English learning. Students need to succeed in mastery vocabulary because it is important to learn vocabulary to enhance their English skill. Based on the observation and the interview with the teacher, students have problem in memorizing and understanding words. Most of them do not know how to explore and organize the words using appropriate strategy. Thus, the writer conducted quasi experimental study. Since the participants of this study are eighth graders of SMP N 06 Semarang, the writer used graphic organizer strategy. This strategy is appropriate for students because it is an easy and an interesting strategy.

CHAPTER III

METHOD OF INVESTIGATION

This chapter consists of several aspects, such as research design, subject of the study, research variables, instruments of the study, procedures of collecting data, and technique of analysis.

3.1 Research Design

In this research, the writer conducted a quantitative research. The method in this investigation that the writer used was a quasi experimental, that is non-randomized control group pretest-posttest design. Pre-test was given to both the control and experimental group at the eighth graders of Junior High School 6 Semarang to measure the condition before treatment. Next, the treatment was given to the experimental group by using graphic organizers while the treatment of the control group was given by lecturing. After conducting the treatment, the test is given to both groups as the post-test. The scheme of this model is:

	Pretest	Treatment	Posttest
Experimental Group	T_1	X	T_2
Control Group	T_1		T_2

In which,

T_1 : pre-test for experimental group

T_2 : post-test for experimental group

T_1 : pre-test for control group

T_2 : post-test for control group

X : treatment by using graphic organizer

(Isaac and Michael, 1971: 43)

3.2 Subject of the Study

There were eight classes in the eighth grade of SMP N 6 Semarang. They were 8A, 8B, 8C, 8D, 8E, 8F, 8G, and 8H. Before the writer chose two classes as the experimental and control group, she collected the data of average score of English examination. Based on the data, the eight classes were equal. It can be seen on the homogeneity of the students' score. Therefore, the writer chose simple random sampling to split the subject of this study. The teacher considered that the writer could choose 8A as the control group and 8H as the experimental. She considered those classes because the both classes have nearly similar score.

3.3 Research Variables

Based on Creswell (2009: 59) "A variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied". There are two variables in this experimental research:

3.3.1. Independent Variable

Nunan (1992: 25) described that "independent variable is a label given to the variable that the experimenter expects to influence the other". In this study, the independent variable is graphic organizers as a strategy for teaching vocabulary.

3.3.2. Dependent Variable

Creswell (2009: 60) stated that "dependent variables are those that depend on the independent variable; they are the outcomes or results of the influence of the independent variable". The dependent variable of this study is students' achievement in vocabulary test.

3.4 Instrument of the Study

An instrument is a tool to gather data of the study. The instrument used in this study is a test. Therefore, the role of the test is important in collecting data. This is related to the Brown's opinion that test is a method of measuring a person's ability, knowledge or performance in a given domain (Brown, 2004: 3). In this study, the test given was observation, questionnaire, and vocabulary test. There are so many ways to test vocabulary, such as multiple choice, cloze test, matching items, set items, and others.

3.4.1 Vocabulary Test

In this study, the writer used two the objective tests in the form of multiple choice and cloze test since it is easy to score and administer.

This test will be used in both pre-test and post-test. In scoring the objective test, the correct answer is counted one point using formula:

$$S = \frac{R}{n} X\ 100$$

in which,

S : score;

R : total number of right answer;

N : total number of item.

3.4.2 Questionnaire

Questionnaire is participants' answer in end of course to find out their opinion about the strategy, the strength and the weaknesses of graphic organizers, and what students had learnt from the text they discuss. This instrument was analyzed to support the effectiveness of graphic organizers after the treatment was conducted. There are 10 questions in the questionnaire, each question consists of three choices, they are disagree, agree, and strongly agree.

3.5 Procedures of Collecting Data

In collecting data, the writer followed some procedures, such as, doing try-out, giving pre-test and post-test.

Table 3.1

The Activities of the Study

No	Activity	Week							
		1	2	3	4	5	6	7	8
1	Preparation								
2	Try-out test								
3	Pre-test								
4	Treatment								
5	Post-test								
6	Data processing								
7	Report								

3.5.1. Try-Out

A good or bad quality of the data is obtained based on the instrument used to collect the data. Good instrument must fulfill important qualification, those are valid and reliable. To know whether the test is valid and reliable, it had been tried out first to the students in other class beside experimental and control class.

There are 31 students as the respondents of the try-out test. They have to answer the multiple choice test consisting of 20 items and cloze test consisting of 5 items. The students have to complete the test in 45 minutes and will get score 100, if all questions are answered correctly.

3.5.1.1. Validity

Brown (1988: 101) said that "test validity is defined as the degree to which a test measures what it claims to be measuring". Every test has to be valid, it aims to provide a true measure of a particular skill which is intended to measure.

To calculate the validity of each item, the writer used the Product Moment Formula:

$$r_{xy} = \frac{N.\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{N.\Sigma x^2 - (\Sigma x)^2\}\{N.\Sigma y^2 - (\Sigma y)^2\}}}$$

in which,

r_{xy} : validity of the item;

N : total number of students or subject participating;

Σx : item score;

Σx^2 : the sum of the square of the item score;

Σy : total score of the item;

Σy^2 : the sum of the square of the toatal score;

Σxy : the sum of the item score multiplying the score

(Arikunto, 2002).

The validity computation is consulted to the r_{table} of Product Moment by determining the significance level 5% and *n* which is according to the data. The instrument is valid if the $r_{xy} > r_{table}$ for $\alpha = 5\%$ and N = 31.

3.5.1.2. Reliability

Brown (1988: 98) states that "the reliability a test is defined as the extent to which the results can be considered consistent or stable". If you give the same test to the same student or matched students on two different occasions, the test should yield similar results (Brown, 2004:20).

To measure the reliability of the test, the writer used the following Kuder-Richardson formula number 20 (symbolized KR20):

$$r_{11} = \left(\frac{N}{N-1}\right)\left(1 - \left(\frac{\sum pq}{\sigma_x^2}\right)\right)$$

in which,

r_{11} : the reliability of the test;

N : the number of item tes;

p : the proportion of students passing a given item;

q : the proportion of students that did not pass a given item;

∑pq : the sum of p time q;

σ_x^2 : the total variants.

(Carmines and Zeller, 1979: 48)

In order to know the level of reliability, the result must be consulted to the table of 'r' product moment with the number of participant is 31 students and

significance level is 5%. If the result of r_{11} is higher than the 'r' product moment, it can be said that the instrument is considered as reliable.

3.5.1.3. Difficulty Level

The index of item difficulty shows how easy or difficult the item is. If the index of item difficulty is high, it is considered the item is easy. If it is low, it will be considered to be difficult.

To calculate the difficulty level of an item, the writer applies the following formula:

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

in which,

P : the difficulty level;

B : the number of the students who answered the item correctly;

JS : the number of the students in class (Arikunto, 2002: 208).

The criteria used here are:

Table 3.2

The index of difficulty

Interval	**Criteria**
$0 < P \leq 0.3$	Difficult

$0.3 < P \leq 0.7$	Medium
$0.7 < P \leq 1$	Easy

(Arikunto, 2002: 210)

3.5.1.4. Discriminating Power

The discriminating power is used to analyze whether or not a test item has the ability to differentiate students with good mastery from students who have difficulty in understanding the material. It will measure how well the test items arranged to identify the differences in the students' competence.

The following formula is used to calculate discriminating power of the test items:

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

in which,

D : discriminating power;

BA : the number of the students in the upper group who answered the item correctly;

BB : the number of the students in the lower group who answered the item correctly;

JA : number of all students in the upper group;

JB : number of all students in the lower group (Arikunto, 2002: 213).

The criteria are:

Table 3.3

The index of discriminating power

Interval	Criteria
$0,00 < D \leq 0,2$	Poor
$0,21 < D \leq 0,40$	Satisfactory
$0,41 < D \leq 0,70$	Good
$0,71 < D \leq 1,00$	Excellent

(Arikunto, 2002: 218)

3.5.2. Pre-Test

Pre-test is an observation done before the experiment or treatment. A pre-test in this study has purpose to know the initial students' vocabulary mastery. For the pre-test, the writer will give the students a vocabulary test in the form of multiple choice and cloze test. The first part is multiple choice and the second part is cloze test which students are asked to answer all questions correctly.

3.5.3. Treatment

The treatment will be given after the pre-test is conducted. For the experimental group, the graphic organizers will be used as the strategy to learn vocabulary. Traditional method will be used for the control group in teaching vocabulary.

First, the experimental group will be given a topic about recount text. The writer uses three kinds of graphic organizers. In first meeting, the writer will ask the students to find some unfamiliar words. The students apply first graphic

organizer (synonym wheel) when learning the vocabularies. In the synonym wheel, the students find the synonym of unfamiliar words and make a sentence for each word. In second meeting, venn diagram will be taught to compare two recount texts or to compare the experience of two students. In the last meeting, the writer uses concept circle. In circle maps, students are asked to think about a topic and write some words related to the topic and unrelated words. Students have to categorize the words in the concept circle. For the control group, they will be taught by using traditional method.

The control group will also be given a topic that concerned with the text. They ask to find some unfamiliar words. In this strategy the teacher using traditional method, that is lecturing, and asking the students to find the meaning of unfamiliar words. After the students have the meaning, they also ask to find the synonym and antonym. In this traditional method, the teacher only asked the students to find the meaning, the synonym and the antonym of the words and write those words on their notebook.

3.5.4. Post-Test

The post-test has the purpose to know the students' ability and achievement after getting the treatment. The post-test will be given after the students get the treatment to both experimental and control group. The test is similar with the pre-test, in the form of multiple choice and cloze test, but the question numbers will be reshuffled.

3.6 Technique of Analysis

After collecting the data, the writer processes them statistically and then analyzed the score to measure the students' improvement and achievement. The steps which are followed, such as, analyze the scoring technique, normality, homogeneity, and then using *t-test*.

3.6.1. Scoring Technique

In the scoring technique, each student who answered correctly will get score 1 and who answered incorrectly will get score 0. To obtain the total score, the formula below is used:

$$S = \frac{R}{n} X\ 100$$

in which,

S : score;

R : total number of right answer;

N : total number of item.

3.6.2. Normality

The normality is used to prove whether pre-test and post-test of each group is normally distributed. First, the maximum score and minimum score of both groups are calculated. Then, the range score, class interval, and class width are determined. After that, X^2 hitung is found. If the value of X^2 hitung < X^2 (α)(dk), the pre-test of each group is said to be normally distributed.

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

in which,

X^2 : normality;

O_i : frequency of the real data;

E_i : expected frequency.

(Isaac and Michael, 1971)

3.6.3. Homogeneity

The homogeneity is to find out the homogeneity of data. The formula is:

$$F = \frac{V_e}{V_c}$$

in which,

V_e : variant of the pre-test of experimental group;

V_c : variant of the pre-test of control group.

If the F hitung < F table, it can be concluded that the data of the pre-test is homogeny (Arikunto, 2006:324).

3.6.4. T-test Statistical Analysis

T-test formula is used to see the influence of using graphic organizer in teaching vocabulary. However, standard deviation computed before using *t-test* formula.

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_1 - 1)S_2^2}{n_1 + n_2 - 2}}$$

in which,

S : standard deviation;

S^2 : variance;

n_1 : the number of the students / subject participating in the test in experimental group;

n_2 : the number of the students / subject participating in the test in control group.

To find out the *t-value* of the significant difference between the means of the post-test of two groups, the formula used is as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S\sqrt{\frac{1}{n_1} - \frac{1}{n_2}}}$$

in which,

t : t-value;

X_1 : the average score of experimental group;

X_2 : the average score of control group;

S_1 : standard deviation of experimental group;

S_2 : standard deviation of control group;

n_1 : the number of the students / subject participating in the test in experimental group;

n_2 : the number of the students / subject participating in the test in control group.

(Isaac and Michael, 1971)

CHAPTER IV

DATA ANALYSIS AND DISCUSSION OF FINDINGS

In this chapter, the data of the research result will be presented and analyzed. The data are try-out, pre-test, and post-test result. After presenting all of the data, the writer, first, is analyzing the result of the try-out test. The second is analyzing the result of pre-test, treatment activities, post-test, difference of the two tests, t-test statistical, and discussion of research findings.

4.1. Try-out Analysis

The try-out test was conducted to find out the validity and the reliability of the instrument before it was used as the instruments of the test. This test was conducted on September 11, 2015. It was held in out of the classes under investigation. There were 31 students in that class. The try-out test is available in Appendix 1.

4.1.1. Validity

As mentioned in the third chapter, the test is said to be valid if the result r_{xy} are greater than r_{table}. The data was calculated by using Person Product Moment and the result showed that the index validity of item number 2 was 0.722. Then the writer consulted the table of r with N = 31 and significance level 5% in which then r_{table} is 0.343.

The following is the example of counting the validity of item number 2. The value of r_{xy} is as follows:

$$r_{xy} = \frac{N.\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{N.\Sigma x^2 - (\Sigma x)^2\}\{N.\Sigma y^2 - (\Sigma y)^2\}}}$$

$$r_{xy} = \frac{(31)(401) - (21)(524)}{\sqrt{\{(31)(21) - (21)^2\}\{(31)(9458) - (524)^2\}}}$$

$r_{xy} = 0.722$

The item number 2 of the try-out test was valid since its r_{xy} = 0.722 was higher than critical value (0.343). The analysis of the other items was presented in the following table:

Table 4.1

The Validity of the Try-out Test

Criteria	**Number of Item**	**The Total Number**
Valid	2, 3, 4, 5, 6, 7, 9, 11, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25	20
Invalid	1, 8, 10, 12, 20	5

From the table above it can be concluded that the try-out instrument had 20 valid and 5 invalid items. The complete result of try-out analysis can be seen in Appendix 3.

4.1.2. Reliability

A good instrument has to be valid and reliable. The test is reliable if the result of r_{11} is greater than r_{table}. In this computation, the writer used Kuder-Richardson formula number 20 (KR20) and the result showed that the r_{11} was 1.060 for α = 5%, N = 31, and the r_{table} was 0.343.

The following is the computation of reliability of try-out test:

$$r_{11} = \left(\frac{N}{N-1}\right)\left(1 - \left(\frac{\sum pq}{\sigma_x^2}\right)\right)$$

$$r_{11} = \left(\frac{25}{25-1}\right)\left(1 - \left(\frac{4.689}{-268.816}\right)\right)$$

$r_{11} = 1.060$

The computation of the try-out test was reliable since the r_{11} (1.060) was greater than r_{table} (0.343). The computation of reliable can be seen in Appendix 5.

4.1.3. Difficulty Level

The difficulty level is counted to know the level of the test items. If the index of item difficulty is high, it is considered the item is easy. If it is low, it will be considered to be difficult.

The following is the computation of difficulty level of item number 2 in the try-out instrument:

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

$$P = \frac{21}{31}$$

$$P = 0.677$$

Based on the computation, the difficulty level of item number 2 was medium. It means that the item was not too easy or too difficult. The result of classification of item difficulty can be seen in the following table:

Table 4.2

Item Difficulty of the Test

Criteria	Number of Item
Difficult	20
Medium	1, 2, 3, 10, 11, 12, 13, 15, 17, 22
Easy	4, 5, 6, 7, 8, 9, 14, 16, 18, 19, 21, 23, 24, 25

From the table above it was found that 1 item was said as difficult item, 10 items were said as medium items, and 14 items were said as easy items. The complete computation of the difficulty level can be seen in Appendix 7.

4.1.4. Discriminating Power

Discriminating power will measure how well the test items arranged to identify the differences students' competence. The following is the computation of discriminating power of item number 2:

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

$$D = \frac{16}{16} - \frac{5}{15}$$

$$D = 0.667$$

According to the computation, the item number 2 was good so that it can be used as the instrument. The classification result of discriminating power can be seen in the following table:

Table 4.3

Discriminating Power of the Test

Criteria	Number of Item
Poor	1, 7, 8, 10, 12, 16, 20
Satisfactory	4, 5, 9, 14, 18, 19, 22, 23, 25
Good	2, 3, 6, 11, 13, 15, 17, 21, 24

From the table above, it was found that 7 items were classified to be poor, 9 items were classified to be satisfactory, and 9 items were classified to be good. The complete computation of discriminating power can be seen in Appendix 6.

4.2. Pre-test Analysis

The pre-test was conducted on September 15, 2015 for the control group and on September 16, 2015 for the experimental group. This pre-test was held in the first meeting and was conducted to know the initial condition of students' achievement in vocabulary test. The students were asked to answer 20 questions in 40 minutes. The instrument can be seen in Appendix 10.

4.2.1. Homogeneity of the Pre-test of Experimental and Control Group

The computation of homogeneity was needed to find out the similarity of both experimental and control group in their English vocabulary achievement. If the results of homogeneity of experimental and control group are not homogeny, the treatment cannot be conducted because homogeneity influences the test result and they do not have the same ability in vocabulary achievement.

The homogeneity of pre-test of experimental and control group was presented as follows:

$$F = \frac{Ve}{Vc}$$

$$F = \frac{218}{163.91}$$

$$F = 1.33$$

The value of F table with dk numerator $V_1 = n_1 - 1 = 31 - 1 = 30$, dk denominator $V_2 = n_2 - 1 = 31 - 1 = 30$ and $\alpha = 5\%$, squared to $V_1 = 31$ and $V_2 = 31$ is 1.83.

The result showed that experimental and control group were homogenous since the f-value (1.33) was lower than f table (1.83). By knowing the result of homogeneity test, the writer concluded that the research could be continued. The computation of pre-test of homogeneity can be seen in Appendix 14.

4.2.2. Normality of the Pre-test of the Experimental Group

The normality was counted to know whether the group is normally distributed. If the scores are not normal, the treatment cannot be conducted because they do not have same average in vocabulary achievement.

Based on the data of normality, the X^2 value of pre-test of experimental group was 2.86. Besides that, the computation of X^2 table was $X^2(\alpha)(dk) = X^2$ (5%) (3) = 7.82. It showed that the X^2 value < X^2 table then pre-test score for experimental group was said to be normally distributed. The complete computation of normality can be seen in Appendix 15.

4.2.3. Normality of the Pre-test of the Control Group

Based on the data computation, the normality of pre-test of control group showed that the X^2 value was 7.65. Then, the writer computed the X^2 table. The computation of X^2 table was $X^2(\alpha)(dk)$ with $\alpha = 0.05$ and $dk = 3$. Since the data of normality (X^2) was lower than the X^2 table (7.65 < 7.82), the data were considered to be normally distributed. The computation of normality can be seen in Appendix 16.

4.3. Treatment Activities

Treatment activity was conducted after the pre-test was given to the experimental and control group. Each group was given the treatment for three times in three meetings. For the experimental group, the treatment was given by using graphic

organizers. For the control group, the treatment was given by lecturing. The schedule of the research can be seen in the following tale:

Table 4.4

The Schedule of the Research

Date	**Control Group (8A)**	**Date**	**Experimental Group (8H)**
September 15, 2015	Pre-test for control group	September 16, 2015	Pre-test for experimental group
September 22, 2015	First treatment by lecturing	September 23, 2015	First treatment by using graphic organizer (Synonym Wheel)
September 29, 2015	Second treatment by lecturing	September 30, 2015	Second treatment by using graphic organizer (Venn Diagram)
October 6, 2015	Third treatment by lecturing	October 7, 2015	Third treatment by using graphic organizer (Concept Circle)
October 13, 2015	Post-test for control group	October 14, 2015	Post-test for experimental group

During three meetings, each group was given some topics. In the first meeting, the topic was introduction of recount text. In the second meeting was

understanding recount text and third meeting was making a recount text. Here is the activity of the research.

Table 4.5

The Activity of the Research

Activity	Experimental Group	Control Group
Pre-test	Teacher gave the vocabulary test that consisted of 20 questions	Teacher gave the vocabulary test that consisted of 20 questions
First treatment (Iintroduction of recount text)	➢ Teacher showed a recount text. ➢ The students read the recount text. ➢ The students wrote some unfamiliar words in graphic organizer. ➢ The students elaborated on their graphic organizer (Synonym Wheel) with the synonym of those words and also with some examples of simple sentence based on those words.	➢ Teacher showed a recount text. ➢ The students read the recount text. ➢ The students wrote some unfamiliar words in their book. ➢ The students added their note with the synonym of those words and also with some examples of simple sentence.

Second treatment (Understanding recount text)	➢ Teacher asked students to tell their experience with their partner. ➢ Students listened to and understood the experience each other. ➢ Students compare their experience by using graphic organizers (Venn diagram)	➢ Teacher asked students to tell their experience with their partner. ➢ Students listened to and understood the experience each other. ➢ Students compare their experience.
Third treatment (Make a simple recount text)	➢ Students thought about one topic ➢ Students wrote some words that related and unrelated with the topic by using graphic organizer (Concept Circle). ➢ Students made a paragraph based on the related words.	➢ Students thought about one topic ➢ Students wrote some words that related and unrelated with the topic. ➢ Students made a paragraph based on the related words.
Post-test	The teacher gave the vocabulary test that consisted of 20 questions. The writer	The teacher gave the vocabulary test that consisted of 20 questions.

	used the same questions as the pre-test, but the position of question numbers were reshuffled.	The writer used the same questions as the pre-test, but the position of question numbers were reshuffled.

4.4. Post-test Analysis

The post-test was held after the treatment given. The post-test for control group was conducted on October 20, 2015 and the post-test for experimental group was on October 21, 2015. The post-test consisted of 20 questions. The writer used the same question as the pre-test, but the question numbers were reshuffled (see Appendix 11).

4.4.1 Homogeneity of the Post-test of Experimental and Control Group

Before the *t-test* was computed, the homogeneity of the post-test of both experimental and control group had to check. The homogeneity of the post-test was important since it influenced the *t-test* result.

The following are the computation of the homogeneity of post-test:

$$F = \frac{Ve}{Vc}$$

$$F = \frac{300.03}{250.62}$$

$$F = 1.19$$

The value of F table with dk numerator $V_1 = n_1 - 1 = 31 - 1 = 30$, dk denominator $V_2 = n_2 - 1 = 31 - 1 = 30$ and $\alpha = 5\%$, squared to $V_1 = 31$ and $V_2 = 31$ is 1,83.

The result showed that the experimental and the control group were homogenous since the f-value (1.19) was lower than f table (1.83). By knowing the result of homogeneity test (1.19<1.83), the writer concluded that the *t-test* could be counted. The computation of post-test of homogeneity can be seen in Appendix 17.

4.4.2 Normality of the Post-test of the Experimental Group

The normality of the data should be checked before the writer counted the *t-test*. If the scores are not normal, the *t-test* cannot be counted because they do not have same average in vocabulary achievement.

Based on the data of normality, the X^2 value of post-test of experimental group was 5.09. Besides that, the computation of X^2 table was $X^2(\alpha)(dk) = X^2$ (5%) (3) = 5.99. It showed that the X^2 value < X^2 table then post-test score for experimental group was said to be normally distributed. The complete computation of normality can be seen in Appendix 18.

4.4.3 Normality of the Post-test of Control Group

Based on the data computation, the normality of post-test of control group showed that the X^2 value was 5.77. Then, the writer computed the X^2 table. The computation of X^2 table was $X^2(\alpha)(dk)$ with $\alpha = 0.05$ and dk = 3. Since the data

of normality (X^2) was lower than the X^2 table (5.77<5.99), the data were considered to be normally distributed. The computation of normality can be seen in Appendix 19.

4.5. T-test Statistical Analysis

The result of the *t-test* became the proof whether the difference of pre-test and post-test mean of both groups was significant. However, the standard deviation should be counted first. The computation is as follow:

$$S = \sqrt{\frac{(n_1-1)s_1^2+(n_2-1)s_2^2}{n_1+n_2-2}}$$

$$S = \sqrt{\frac{(31-1)300.03+(31-1)250.62}{31+31-2}}$$

S = 16.58

Then, to find out t-value substituting the values into the equation:

$$t = \sqrt{\frac{\bar{x}_1-\bar{x}_2}{s\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}}}$$

$$t = \sqrt{\frac{83.55-74.52}{16.58\sqrt{\frac{1}{31}+\frac{1}{31}}}}$$

t = 2.14

the value of t-table with dk = 31 + 31 – 2 = 60, and significance level (α) = 5% is 2.00. Based on the computation, it can be seen that the t-value (2.14) was higher than the t-table (2.00). It can be concluded that there is significant difference between the experimental and control group. The complete computation of t-test analysis can be seen in Appendix 20.

4.6. Questionnaire Analysis

The writer gave the participants a questionnaire after the treatment was conducted. The questionnaire was given to the experimental group who got the treatment (Graphic Organizers). The questionnaire was analyzed by determining the score for each choice, disagree was 1, agree was 2, and strongly agree was 3.

After the writer calculated the all scores, she found that the highest score of the effectiveness of graphic organizers was 72.04% in the question number 10 and the lowest percentage of the effectiveness of graphic organizers was 65.59% in the question number 6. Base on the calculation, it can be concluded that 72.04% of the participants agree that graphic organizers helped them in understanding recount text and only 65.59% of the participants agree that graphic organizers facilitated them to make a sentence.

4.7. Discussion of the Research Findings

This study is meant to answer the research problem. It was to find out the effectiveness of using graphic organizers for teaching vocabulary of recount text for the eighth graders of SMPN 6 Semarang in the academic year 2015/2016.

From the result of the mean score of pre-test between the two groups, the writer found that the mean score almost have the same average score. In the pre-test, the mean score of the experimental group was 68.8 and the control group was 68.4. Based on the result of mean score of pre-test, it could be seen that there is no significant difference in their vocabulary achievement.

After conducting the treatment, the computation of the mean score of experimental group was higher than the control group. The mean score of experimental group was 83.55 and for the control group was 74.52. It indicated that after getting treatment, the experimental group was achieved better result than the control group.

Another result of the computation shows that the result of t-value is 2.14 and t-table is 2.00. It can be seen that t-value > t-table. The conclusion is there is significant difference between the students' achievement in vocabulary. Therefore, the hypothesis stating that 'Graphic organizers are effective for teaching vocabulary to the grade eight students of SMPN 6 Semarang.' is accepted.

Another result which supported the other computation is the calculation of questionnaire. The computation of questionnaire shows that 91.40% of participants like to learn English, 72.04% of participants agree that graphic organizers help them in understanding recount text, and only 65.59% of participants agree that graphic organizers facilitated them to make a sentence. Based on the result, it can be said that graphic organizers are effective for teaching vocabulary, especially understanding recount text.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusions and suggestions of this research. The conclusions are presented to make the result of this research become clearer and the suggestions are given for every reader so that they will be able to take benefit of this research.

5.1. Conclusions

Based on the investigation of chapter IV, the conclusions can be stated that graphic organizers make a significant difference in vocabulary achievement for grade eight students by calculating the t-test (2.14) which is higher than the t-table (2.00).

Graphic organizers are effective as a strategy in teaching vocabulary for grade eight students of SMPN 6 Semarang in the academic year 2015/2016. Based on the research, graphic organizers are more effective than lecturing in improving the students' active vocabulary. Graphic organizers can be used for individual or group and can be used to help students organizing their note.

5.2. Suggestions

Referring to the conclusions above, some suggestions are offered as follows:

Theoretically, this study is expected to be able to give advantages for students, teachers, and other researchers and to be one of references in supporting

other studies. Pedagogically, the result of this study is useful to inform the the readers about graphic organizers to improve students' vocabulary.

Practically, English teacher are expected to implement graphic organizers as a strategy for teaching vocabulary. These graphic organizers are easy to use because both English teacher and students can use graphic organizers by drawing or printing from some resources. These graphic organizers also help teachers to know the students' mastery of vocabulary. It is hopefully for students to apply graphic organizers in their learning to help students in memorizing and understanding English words. Students can make interesting note about vocabulary by using graphic organizers so that students can learn vocabulary easily by using their own note. Students are also expected to use graphic organizers in learning or apply for other subject.

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APPENDIX 1

Name :
Class :
Absent :

TRY-OUT

Subject : English
Class/Semester : VIII/1
Time allotment : 45 minutes

A. Multiple Choice

Choose the correct answer by crossing (X) a, b, c, d!

1. We had a .... vacation last year. I can not wait for the next vacation.
   a. Wonderful
   b. Terrible
   c. Scary
   d. Bored
2. The first, I went to the bedroom to .... because it was a long trip and I was tired.
   a. Take a rest
   b. Take a bath
   c. Eat
   d. Enjoy
3. When we had dinner, we got .... area, so we could not eat comfortably.
   a. Romantic
   b. Beautiful
   c. Smoking
   d. Non-smoking
4. I .... a castle, while my sister and my brother swam on the beach.
   a. Took
   b. Built
   c. Destroyed
   d. Brought
5. On Thursday, we .... the temples in Prambanan.
   a. Stayed
   b. Lived
   c. Made
   d. Visited
6. Last year, my students and I went to Yogyakarta. We .... at Dirgahayu Hotel which is not far from Malioboro.
   a. Lived
   b. Stayed
   c. Went
   d. Visited
7. Last week was a/an .... day for me because I was hospitalized for one week in holiday.
   a. Amazing
   b. Beautiful
   c. Terrible
   d. Wonderful
8. The first thing I saw was the Oceanorium where you can .... all sorts of sea fish and animal under water.
   a. Listen
   b. Speak
   c. Watch
   d. Read
9. From the distance we could see a .... .It had a very long neck and legs.
   a. Elephant
   b. Lion

c. Snake
d. Giraffe

10. There were many .... I had visited, one of them is Pelabuhan Ratu.
    a. Beaches
    b. Mountains
    c. Harbours
    d. Airports
11. There were some **big** restaurants at the park. The synonym of "**big**" is ....
    a. Small
    b. Tall
    c. High
    d. Huge
12. I felt very **sleepy** after doing my homework. The bold type word means ....
    a. Bored
    b. Enthusiasm
    c. Drowsy
    d. Exhausted
13. The carpet in my bedroom was very **rough**. So, I could not sleep well. The word "**rough**" is similar to ....
    a. Gentle
    b. Hard
    c. Soft
    d. Coarse
14. He was not **the same as** her other children. The synonym of "**the same as**" is ....
    a. Different
    b. Imitating
    c. Similar
    d. Following
15. The journey from Bandung to Bogor was full of fun. The underlined word is similar to ....
    a. Holiday
    b. Adventure
    c. Vacation
    d. Trip
16. Synonym of "fast" is ....
    a. Quick
    b. Slow
    c. Heavy
    d. Nice
17. Synonym of "occupation" is ....
    a. Assignment
    b. Job
    c. Homework
    d. Exam
18. Synonym of "fat" is ....
    a. Weight
    b. Thick
    c. Obese
    d. Thin
19. Synonym of "promise" is ....
    a. Assignment
    b. Suggestion
    c. Appointment
    d. Meeting
20. Synonym of "produce" is ....
    a. Make
    b. Obtain
    c. Process
    d. Build

B. Complete the paragraph with appropriate word.

My Football Experience

When I was in junior high school, I really loved football. Every Saturday afternoon I (1) .... in school field with my team and my coach. They were strong and smart players. My coach, Mr. Sentana was a (2) .... person. But, while he was coaching us, he was very discipline. He would grounded anyone who came late and not (3) .... the team's rules.

With Mr. Sentana, our team (4) .... many tournament in many big cities. Our team named after our school, 67 Team (from SMP 67) and we had many fans too, you know. Ohh, that was so cool. Now, I still love football and have a team too. But, my parents (5) .... me to pay attention more to my study, football just for hobby.

Obeyed	**Lost**	**Break**
Warn	**Kind**	**Bad**
Practised	**Won**	

---Good Luck---

APPENDIX 2
THE RESULT OF TRY OUT TEST

N0	STUDENT'S CODE	SCORE
1	R-01	68
2	R-02	84
3	R-03	60
4	R-04	72
5	R-05	40
6	R-06	80
7	R-07	48
8	R-08	84
9	R-09	88
10	R-10	76
11	R-11	88
12	R-12	72
13	R-13	72
14	R-14	32
15	R-15	88
16	R-16	56
17	R-17	48
18	R-18	40
19	R-19	64
20	R-20	84
21	R-21	92
22	R-22	60
23	R-23	84
24	R-24	76
25	R-25	84
26	R-26	48
27	R-27	32
28	R-28	76
29	R-29	64
30	R-30	84
31	R-31	52

APPENDIX 3

THE COMPUTATION OF VALIDITY, RELIABILITY, DIFFICULTY LEVEL AND DISCRIMINATING POWER

NO	CODE	Item Numbers																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	R-21	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0
2	R-09	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0
3	R-11	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0
4	R-15	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1
5	R-20	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0
6	R-08	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0
7	R-23	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0
8	R-25	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0
9	R-30	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0
10	R-02	0	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1
11	R-06	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0
12	R-28	0	1	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	0
13	R-10	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	0	0	1	1
14	R-24	0	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0
15	R-04	0	1	0	0	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	0
16	R-12	1	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	0
17	R-13	1	0	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	0	1	1
18	R-01	1	1	0	1	1	1	1	1	1	0	0	0	0	1	0	1	0	1	1	1
19	R-19	1	0	1	1	0	1	1	1	1	0	0	0	0	0	1	1	1	1	0	0
20	R-29	1	1	0	1	1	1	1	1	1	0	0	1	0	1	0	1	0	1	1	0
21	R-03	1	0	0	1	1	0	1	1	1	0	1	1	0	1	0	1	0	1	1	1
22	R-22	1	1	0	1	1	0	1	1	1	1	1	0	0	0	1	1	1	0	1	0
23	R-16	1	0	0	1	1	0	1	1	1	1	1	1	0	1	0	1	0	0	1	1
24	R-31	0	1	0	1	1	0	1	1	1	0	0	0	0	1	0	1	0	1	1	0
25	R-17	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1	1	0
26	R-07	1	0	1	0	1	0	1	1	0	1	0	0	1	1	0	1	0	0	0	1
27	R-26	0	0	0	1	1	1	1	1	0	1	0	1	0	0	0	1	1	1	1	0
28	R-05	1	0	1	0	0	1	0	1	0	0	0	0	1	0	1	0	0	0	1	1
29	R-18	0	0	0	0	0	0	1	1	1	0	0	0	0	1	0	1	0	1	1	0
30	R-14	1	0	0	0	0	1	0	0	0	0	0	1	0	1	0	1	0	1	0	0
31	R-27	0	0	0	0	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0
Validity	Correct (∑X)	16	21	13	23	26	22	29	25	26	12	17	13	16	25	17	29	17	24	27	9
	$\sum X^2$	16	21	13	23	26	22	29	25	26	12	17	13	16	25	17	29	17	24	27	9

	Incorrect	9	4	12	2	-1	3	-4	0	-1	13	8	12	9	0	8	-4	8	1	-2	16
	∑XY	255	401	253	425	468	395	506	421	464	216	329	220	313	451	329	506	330	428	480	148
	rxy	-0.277	0.722	0.494	0.607	0.568	0.373	0.471	-0.029	0.488	0.198	0.613	0.004	0.624	0.527	0.613	0.471	0.628	0.391	0.516	-0.067
	r table	0.343	0.343	0.343	0.343	0.343	0.343	0.343	0.343	0.343	0.343	0.343	0.343	0.343	0.343	0.343	0.343	0.343	0.343	0.343	0.343
	Criteria	Invalid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Invalid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid
	Total Valid	20																			
Discriminating Power	**BA**	5	16	10	14	16	15	16	12	16	7	13	7	13	16	13	16	13	15	16	3
	BB	11	5	3	9	10	7	13	13	10	5	4	6	3	9	4	13	4	9	11	6
	DP	-0.421	0.667	0.425	0.275	0.333	0.471	0.133	-0.117	0.333	0.104	0.546	0.038	0.613	0.400	0.546	0.133	0.546	0.338	0.267	-0.213
	Criteria	Poor	Good	Good	Satisfa ctory	Satisfa ctory	Good	Poor	Poor	Satisfa ctory	Poor	Good	Poor	Good	Satisfa ctory	Good	Poor	Good	Satisfa Ctory	Satisfa ctory	Poor
Difficulty Level	**ID**	0.516	0.677	0.419	0.742	0.839	0.710	0.935	0.806	0.839	0.387	0.548	0.419	0.516	0.806	0.548	0.935	0.548	0.774	0.871	0.290
	Criteria	Medi um	Medi um	Medi um	Easy	Easy	Easy	Easy	Easy	Easy	Medi um	Medi um	Medi um	Medi um	Easy	Medi um	Easy	Medi um	Easy	Easy	Diffi cult
Reliability	**p**	0.516	0.677	0.419	0.742	0.839	0.710	0.935	0.806	0.839	0.387	0.548	0.419	0.516	0.806	0.548	0.935	0.548	0.774	0.871	0.290
	q	0.484	0.323	0.581	0.258	0.161	0.290	0.065	0.194	0.161	0.613	0.452	0.581	0.484	0.194	0.452	0.065	0.452	0.226	0.129	0.710
	pq	0.250	0.219	0.243	0.191	0.135	0.206	0.060	0.156	0.135	0.237	0.248	0.243	0.250	0.156	0.248	0.060	0.248	0.175	0.112	0.206
	∑pq	4.689																			
	Vt	-268.8																			
	r11	1.060	r11 >r table = Reliable																		
Criteria		Unused	Used	Used	Used	Used	Used	Used	Unused	Used	Unused	Used	Unused	Used	Used	Used	Used	Used	Used	Used	Unused

NO	**CODE**	**Item Numbers**					**Y**	**Y^2**
		21	**22**	**23**	**24**	**25**		
1	**R-21**	1	1	1	1	1	23	520
2	**R-09**	1	1	1	1	1	22	484
3	**R-11**	1	1	1	1	1	22	484
4	**R-15**	1	1	0	1	1	22	484
5	**R-20**	1	1	1	1	1	21	441
6	**R-08**	1	1	1	1	1	21	441
7	**R-23**	1	1	1	1	1	21	441
8	**R-25**	1	1	1	1	1	21	441
9	**R-30**	1	1	1	1	1	21	441
10	**R-02**	1	1	1	1	1	21	441
11	**R-06**	1	0	1	1	1	20	400
12	**R-28**	1	1	1	1	1	19	361
13	**R-10**	1	1	1	1	1	19	361
14	**R-24**	1	0	1	1	1	19	361
15	**R-04**	1	1	1	1	1	18	324

16	**R-12**	1	1	0	1	1	18	324
17	**R-13**	0	1	1	1	1	18	324
18	**R-01**	1	0	1	1	1	17	289
19	**R-19**	1	1	1	1	1	16	256
20	**R-29**	0	0	1	1	1	16	256
21	**R-03**	1	1	0	0	0	15	225
22	**R-22**	0	0	0	1	1	15	225
23	**R-16**	1	0	0	0	0	14	196
24	**R-31**	0	0	1	1	1	13	169
25	**R-17**	1	1	1	1	1	12	144
26	**R-07**	0	1	0	0	1	12	144
27	**R-26**	0	0	0	1	0	12	144
28	**R-05**	0	1	0	0	1	10	100
29	**R-18**	1	0	1	0	1	10	100
30	**R-14**	1	0	1	0	0	8	64
31	**R-27**	1	1	0	0	0	8	64
Validity	**Correct (∑X)**	24	21	22	24	26	524	9458
	$\sum X^2$	24	21	22	24	26		
	Incorrect	1	4	3	1	-1		
	∑XY	428	380	398	447	467		
	rxy	0.391	0.392	0.422	0.724	0.548		
	r table	0.343	0.343	0.343	0.343	0.343		
	Criteria	Valid	Valid	Valid	Valid	Valid		
	Total Valid							
Discriminating Power	**BA**	16	14	14	16	16		
	BB	8	7	8	8	10		
	DP	0.467	0.408	0.342	0.467	0.333		
	Criteria	Good	Satisfactory	Satisfactory	Good	Satisfactory		
Difficulty Level	**ID**	0.774	0.677	0.710	0.774	0.839		
	Criteria	Easy	Medium	Easy	Easy	Easy		
Reliability	**p**	0.774	0.677	0.710	0.774	0.839		
	q	0.226	0.323	0.290	0.226	0.161		
	pq	0.175	0.219	0.206	0.175	0.135		
	∑pq							
	Vt							
	r11							
Criteria		Used	Used	Used	Used	Used		

APPENDIX 4
VALIDITY OF THE TEST

Formula:

$$r_{xy} = \frac{N.\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{N.\Sigma x^2 - (\Sigma x)^2\}\{N.\Sigma y^2 - (\Sigma y)^2\}}}$$

the item test is valid if $r_{xy} > r_{table.}$

The following is the example of counting the validity of item number 2:

No	Item Number 2 (X)	Total score (Y)	X^2	Y^2	XY
1	**1**	23	1	529	23
2	**1**	22	1	484	22
3	**1**	22	1	484	22
4	**1**	22	1	484	22
5	**1**	21	1	441	21
6	**1**	21	1	441	21
7	**1**	21	1	441	21
8	**1**	21	1	441	21
9	**1**	21	1	441	21
10	**1**	21	1	441	21
11	**1**	20	1	400	20
12	**1**	19	1	361	19
13	**1**	19	1	361	19
14	**1**	19	1	361	19
15	**1**	18	1	324	18
16	**1**	18	1	324	18
17	**0**	18	0	324	0
18	**1**	17	1	289	17
19	**0**	16	0	256	0
20	**1**	16	1	256	16
21	**0**	15	0	225	0
22	**1**	15	1	225	15
23	**1**	14	1	196	14
24	**1**	13	1	169	13
25	**1**	12	1	144	12
26	**0**	12	0	144	0
27	**0**	12	0	144	0
28	**0**	10	0	100	0
29	**0**	10	0	100	0
30	**0**	8	0	64	0
31	**0**	8	0	64	0
∑	**21**	524	21	9458	401

The value of r_{xy} is:

$$r_{xy} = \frac{(31)(401) - (21)(524)}{\sqrt{\{(31)(21) - (21)^2\}\{(31)(9458) - (524)^2\}}}$$

$r_{xy} = 0.722$

The item number 2 of the try-out test was valid since its $r_{xy} = 0.722$ higher than the critical value (0.343).

APPENDIX 5

RELIABILITY OF THE TEST

Formula:

$$r_{11} = \left(\frac{N}{N-1}\right)\left(1 - \left(\frac{\sum pq}{\sigma_x^2}\right)\right)$$

the test is reliable if $r_{11} > r_{table.}$

Based on the try-out table, it can be gotten:

$\sum pq = pq_1 + pq_2 + pq_3 + ... + pq_{25}$

$= 0.250 + 0.219 + 0.243 + ... + 0.135$

$= 4.689$

Then,

$$\sigma_x^2 = \frac{524 - \frac{(524)^2}{31}}{31}$$

$= -268.8158$

The r_{11} was

$$r_{11} = \left(\frac{25}{25-1}\right)\left(1 - \left(\frac{4.689}{-268.816}\right)\right)$$

$r_{11} = 1.060$

for $\alpha = 5\%$ with N = 31, and $r_{table} = 0.343$. since the result of the r_{11} was higher than r_{table}, it was concluded that the try-out instrument was reliable.

APPENDIX 6

DISCRIMINATING POWER

Formula:

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

The following is the example of computation of discriminating power of item number 2:

Upper Group			Lower Group		
No	**Code**	**Score**	**No**	**Code**	**Score**
1	R-21	1	1	R-13	0
2	R-09	1	2	R-01	1
3	R-11	1	3	R-19	0
4	R-15	1	4	R-29	1
5	R-20	1	5	R-03	0
6	R-08	1	6	R-22	1
7	R-23	1	7	R-16	0
8	R-25	1	8	R-31	1
9	R-30	1	9	R-17	1
10	R-02	1	10	R-07	0
11	R-06	1	11	R-26	0
12	R-28	1	12	R-05	0
13	R-10	1	13	R-18	0
14	R-24	1	14	R-14	0
15	R-04	1	15	R-27	0
16	R-12	1			
SUM		**16**	**SUM**		**5**

$$DP = \frac{16}{16} - \frac{5}{15}$$

DP = 0.667

According to the criterions, the item number 2 is good.

APPENDIX 7

DIFFICULTY LEVEL

Formula:

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

The following is the example of computation of item facility of item number 2:

Highest Group			Lowest Group		
No	**Code**	**Score**	**No**	**Code**	**Score**
1	R-21	1	1	R-13	0
2	R-09	1	2	R-01	1
3	R-11	1	3	R-19	0
4	R-15	1	4	R-29	1
5	R-20	1	5	R-03	0
6	R-08	1	6	R-22	1
7	R-23	1	7	R-16	0
8	R-25	1	8	R-31	1
9	R-30	1	9	R-17	1
10	R-02	1	10	R-07	0
11	R-06	1	11	R-26	0
12	R-28	1	12	R-05	0
13	R-10	1	13	R-18	0
14	R-24	1	14	R-14	0
15	R-04	1	15	R-27	0
16	R-12	1			
SUM		**16**	**SUM**		**5**

$P = \frac{21}{31}$

P = 0.677

The computation of the difficulty level of the try-out test of item number 2 is medium.

APPENDIX 8
EXPERIMENTAL GROUP LESSON PLAN

School : SMP N 6 Semarang
Subject : English
Class/Semester : VIII/1
Time Allotment : 6 x 40' (3 meetings)

Competence Standard

6 Writing

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

Basic Competence

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*.

I. INDICATORS

1. Students are able to find, to understand, and to remember new English vocabulary using graphic organizers.
2. Students are able to identify the information from the recount text
3. Students are able to identify the purpose of the recount text
4. Students are able to identify the characteristics of the recount text
5. Students are able to write a simple recount text.

II. OBJECTIVES

Through Graphic Organizers, by the end of the lesson, all of students are able to:

Meeting 1 (2 x 40')

1) Understand the definition, purpose, general structures, and language features of recount text.
2) Recognize words that have similar meaning.
3) Identifies the difference in meaning between synonyms.
4) Builds vocabulary by associating words with similar meaning.

Meeting 2 (2 x 40')

1) Compare two kinds of recount texts.
2) Analyze the recount text.
3) Select true or false statement about recount text.

Meeting 3 (2 x 40')

1) Generate groups of words that belong to the same category.

2) Recognize a word that does not belong to the category.
3) Identifies the category to which the group of words belongs.
4) Determine a topic from words categories.
5) Produce their recount text.

III. LEARNING MATERIAL

- **Meeting 1 (2 x 40')**
  - Topic of Recount Text : Our Experience (Adolescence)

WONDERFUL HOLIDAY

ORIENTATION

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. It was my friend Fanny, she asked me to go out at 10.00 o'clock. She wanted to buy something in traditional market.

EVENTS

Finally, we were out. In the street, I saw a piece of ping coupon. Interested with s its colour, I took it, then Fanny and I read this out. We were fully shocked, it was a receipt of four nights tour to Lombok!! The expaired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.

We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun.

RE-ORIENTATION

Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

- Recount Text

  Recount text is a text to tell something that happened in the past.
  The purpose of recount text is to tell or informing about something that happened in the past.

  The general structure of recount text:
  a. Orientation: provides the setting and introduces participants
  b. Events: tell what happened, in what sequence
  c. Reorientation: where the writer or speaker can give personal opinions about topic or event

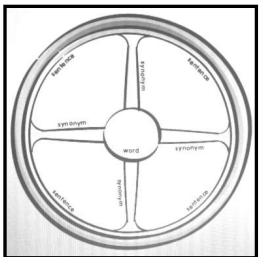
Language Features of recount text:

- Nouns and pronouns as specific participants.
- Action verbs, such as: went, studied, etc.
- Past tense.
- Passive sentence.
- Conjunction and time connectives, such as and, but, after, then, etc.

Grammar

- Simple past tense : used to express the past events
- Pattern : S + V2 + O
  S + to be (was, were) + Adj
- Example:
  I started school on Monday.
  I met some nice friends.
  It was fantastic.
- Time signals that show past events: last week, on August, on Monday, etc.

- Synonym Wheel



➢ **Meeting 2 (2 x 40')**

- Topic of Recount Text: Our Experience (Adolescence and Letter)

a) Adolescence

Last night, I read an article about adolescence in magazine. I learned that it was a time of change between childhood and adulthood.
After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I want to do, and what kind of people I want to be.
To divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math

lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.
I was able to control my emotions and to have a place where I could express my creativity in positive ways.

Source: English in Focus, pg. 60

b) Kupang, May 7, 2008

Dear Paula,

Hello Paula, how are you? It's been a month since I last heard from you. Well, I just wanted to tell you that I was in a hospital last week. According to the doctor; I was infected by dengue fever.

At first, I felt my body became weak then I fainted when I was studying in the classroom. Then, I was taken to the hospital because of the high fever.

At the hospital, I was brought in to the emergency unit. The doctor immediately gave some treatment. Finally, I had to stay there for one week. Every day the doctor kept me on a drip.

At the seventh day, my condition was getting better. After the final check, the doctor gave me permission to go home. Now, I'm okay and because of my illness, I am now more careful about keeping in my house clean especially my room, I don't want to get the same illness again.

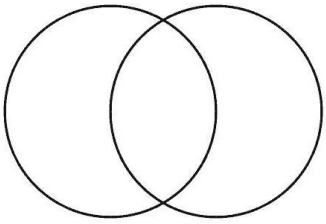
Ok, I think that's all from me, write to me soon ok?

Regards

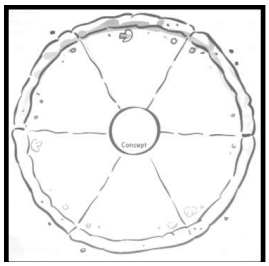
Nadira

Source: English in Focus, pg. 122

- Venn Diagram



- **Meeting 3 (2 x 40')**
  - Concept Circle



Students think about one topic and list some words related to the topic.

Example:
Topic: Holiday
Related words: went, visited, beautiful, my friends, family, stay, shopping, beach
Unrelated words: sick, hospitalized, fever, dream, bad, bedroom

IV. METHOD/TECHNIQUE

a. Graphic Organizers
b. Explanation
c. Discussion
d. Portfolio

V. LEARNING ACTIVITIES

MEETING 1 (2 X 40')

Topic: Our Experience (Wonderful Holiday)

Opening

1. Greeting
2. Check presence
3. Deliver prologue and the objectives

Main Activity

1. Exploration

- Students are given material about the definition of recount text.
- Students are given material about recount text.
- Students are given an example of recount text.

2. Elaboration

- Students make a group consists of two to four students (students will work together).
- Each student reads a recount text that teacher given.
- Students are asked to find unfamiliar words from the text.

3. Confirmation

- Students are asked to find the synonym of unfamiliar words by writing the words on graphic organizer (Synonym Wheel).
- Students make a sentence using the synonym word.

Closing

- Students tell the teacher about their difficulties or problems during the learning and teaching process.
- Students and teacher discuss the way to solve the problem.
- Students and teacher summarize the material today.
- Students are asked to memorize the material today.

MEETING 2 (2 X 40')

Topic: Our Experience (Adolescence and Letter)

Opening

1. Greeting
2. Review the previous material

Main Activity

1. Exploration

- Students are shown two kinds of recount texts.
- Students work in pairs.

2. Elaboration

- Student and his/her partner are asked to read the texts.
- Students are explained how to use Venn Diagram.
- Students are asked to find the difference or similarity of the texts.

3. Confirmation

- Students write their analysis in Venn Diagram.
- Student and his/her partner explain the result of the analysis in the class.
- Students answer the comprehensive questions about recount texts.

Closing

- Students tell the teacher about their difficulties or problems during the learning and teaching process.
- Students and teacher discuss the way to solve the problem.
- Students and teacher summarize the material today.

MEETING 3 (2 X 40')

Topic: Our Experience

Opening

1. Greeting
2. Review the previous material

Main Activity

1. Exploration

- Students find a partner (students will work in pairs).
- Students are explained about Concept Circle.

2. Elaboration

- Students are asked to think about one topic but not write it.
- Students are asked to fill the Concept Circle with words that have related and words that do not have related with the topic.

3. Confirmation

- Students change their Concept Circle with the partner.
- Students are asked to write a topic after checking the related words and not related words.
- Students produce their own recount text.

Closing

- Students tell the teacher about their difficulties or problems during the learning and teaching process.
- Students and teacher discuss the way to solve the problem.
- Students and teacher summarize the material today.

VI. SOURCE OF MEDIA

1. Dictionary
2. Text book "English in Focus"

VII. ASSESSMENT

Technique : Written Test
Portfolio
Instrument : True/False statement
Portfolio

VIII. INSTRUMENT OF ASSESSMENT

Meeting 1

Make a sentence using the synonym word that you have found in dictionary.

Meeting 2

State whether the statement True/False.

Text 1.

1. An article reminded her about her own adolescence.

2. She could control her emotions.
3. She felt emotions after reading an article.
4. She found better ways to control her emotions.
5. She had five days for extracurricular activities.

Text 2.

6. Nadira sent a letter to inform that she was sick at that time.
7. Nadira told to Paula about her condition last week.
8. She always keeps in her house clean.
9. The final check of her condition was at seventh day.
10. She got sick because her room was dirty.

Meeting 3

Make your own recount text based on the topic.

IX. RUBRIC OF ASSESSMENT

True/False statement

Answer	Score
Correct	1
Wrong	0

Writing Test

	20 – 18 Excellent to Good	17 – 15 Good to Adequate	14 – 12 Adequate to Fair	11 – 6 Unacceptable	5 – 1 Not college – level work
Organizations	Appropriate title, complete structure, topic is stated	Adequate title, one of the structure is missing	Adequate title, missing some structures	Unacceptable title, confusing structure exists	There is no title, confusing structure exists
Content	Text addresses the topic, the ideas are clearly developed	Text addresses the topic but some points are missing, ideas can be more fully developed	Text is out of topic, development ideas not complete	Text is out of topic, ideas incomplete	Text is completely inadequate and does not reflect college level work
Grammar	Only 1 or 2 mistakes of past tense, prepositions, and sequencing words	3 or 4 mistakes of past tense, prepositions, and sequencing words	5 – 6 mistakes of past tense, prepositions, and sequencing words	6 – 10 mistakes of past tense, prepositions, and sequencing words	More than 10 mistakes of past tense, prepositions, and sequencing words
Punctuation	Correct use of capitals, punctuation	1 – 2 errors of capitals, punctuation,	3 – 5 errors of capitals,	5 - 7 errors of capitals,	More than 7 errors of capitals, punctuations,

	and spelling	and spelling	punctuation, and spelling	punctuations, and spelling	and spelling
Style	Precise vocabulary usage	Attempt to use variety vocabulary	Some vocabularies misused, too wordy	Problems in vocabulary	Inappropriate use of vocabulary

X. SCORING

- Exercise (True/False statement)
- 2 x Portfolio (make sentence and recount text)

$$\text{TOTAL SCORE} = \frac{\text{True/False points} + \text{Portfolio points}}{2}$$

Semarang, September 2015

English Teacher

Researcher

Titik Setyowati, S.Pd
NIP.

Angkita Boni Hervinia
NIM. 2201411074

APPENDIX 9
CONTROL GROUP LESSON PLAN

School : SMP N 6 Semarang
Subject : English
Class/Semester : VIII/1
Time Allotment : 6 x 40' (3 meetings)

Competence Standard

7 Writing

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

Basic Competence

12.2. 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*.

I. INDICATORS

6. Students are able to identify the information from the recount text
7. Students are able to identify the purpose of the recount text
8. Students are able to identify the characteristics of the recount text
9. Students are able to write a simple recount text.

II. OBJECTIVES

At the end of the lesson, all of students are able to:

Meeting 1 (2 x 40')

5) Understand the definition, purpose, general structures, and language features of recount text.
6) Recognize words that have similar meaning.
7) Identifies the difference in meaning between synonyms.
8) Builds vocabulary by associating words with similar meaning.

Meeting 2 (2 x 40')

4) Compare two kinds of recount texts.
5) Analyze the recount text.
6) Select true or false statement about recount text.

Meeting 3 (2 x 40')

6) Generate groups of words that belong to the same category.
7) Recognize a word that does not belong to the category.
8) Identifies the category to which the group of words belongs.
9) Determine a topic from words categories.
10) Produce their recount text.

III. LEARNING MATERIAL

- **Meeting 1 (2 x 40')**
  - Topic of Recount Text : Our Experience (Adolescence)

WONDERFUL HOLIDAY

ORIENTATION

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. It was my friend Fanny, she asked me to go out at 10.00 o'clock. She wanted to buy something in traditional market.

EVENTS

Finally, we were out. In the street, I saw a piece of ping coupon. Interested with s its colour, I took it, then Fanny and I read this out. We were fully shocked, it was a receipt of four nights tour to Lombok!! The expaired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.

We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun.

RE-ORIENTATION

Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

Source: English in Focus, pg. 62

- Recount Text

  Recount text is a text to tell something that happened in the past. The purpose of recount text is to tell or informing about something that happened in the past.

  The general structure of recount text:

  d. Orientation: provides the setting and introduces participants
  e. Events: tell what happened, in what sequence
  f. Reorientation: where the writer or speaker can give personal opinions about topic or event

  Language Features of recount text:

  - Nouns and pronouns as specific participants.
  - Action verbs, such as: went, studied, etc.

- Past tense.
- Passive sentence.
- Conjunction and time connectives, such as and, but, after, then, etc.

Grammar

- Simple past tense : used to express the past events
- Pattern : S + V2 + O
  S + to be (was, were) + Adj
- Example:
  I started school on Monday.
  I met some nice friends.
  It was fantastic.
- Time signals that show past events: last week, on August, on Monday, etc.

➢ **Meeting 2 (2 x 40')**

- Topic of Recount Text: Our Experience (Adolescence and Letter)

a) Adolescence

Last night, I read an article about adolescence in magazine. I learned that it was a time of change between childhood and adulthood.
After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I want to do, and what kind of people I want to be.
To divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.
I was able to control my emotions and to have a place where I could express my creativity in positive ways.

Source: English in Focus, pg. 60

b) Kupang, May 7, 2008

Dear Paula,

Hello Paula, how are you? It's been a month since I last heard from you. Well, I just wanted to tell you that I was in a hospital

last week. According to the doctor; I was infected by dengue fever.

At first, I felt my body became weak then I fainted when I was studying in the classroom. Then, I was taken to the hospital because of the high fever.

At the hospital, I was brought in to the emergency unit. The doctor immediately gave some treatment. Finally, I had to stay there for one week. Every day the doctor kept me on a drip.

At the seventh day, my condition was getting better. After the final check, the doctor gave me permission to go home. Now, I'm okay and because of my illness, I am now more careful about keeping in my house clean especially my room, I don't want to get the same illness again.

Ok, I think that's all from me, write to me soon ok?

Regards

Nadira

Source: English in Focus, pg. 122

- **Meeting 3 (2 x 40')**
  Students think about one topic and list some words related to the topic.

  Example:
  Topic: Holiday
  Related words: went, visited, beautiful, my friends, family, stay, shopping, beach
  Unrelated words: sick, hospitalized, fever, dream, bad, bedroom

IV. METHOD/TECHNIQUE

e. Explanation
f.Discussion
g. Portfolio

V. LEARNING ACTIVITIES

MEETING 1 (2 X 40')
Topic: Our Experience (Wonderful Holiday)
Opening

4. Greeting
5. Check presence
6. Deliver prologue and the objectives

Main Activity

4. Exploration

- Students are given material about the definition of recount text.
- Students are given material about recount text.
- Students are given an example of recount text.

5. Elaboration

- Students make a group consists of two to four students (students work together).
- Each student reads a recount text that teacher given.
- Students are asked to find unfamiliar words from the text.

6. Confirmation

- Students are asked to find the synonym of unfamiliar words.
- Students make a sentence using the synonym word.

Closing

- Students tell the teacher about their difficulties or problems during the learning and teaching process.
- Students and teacher discuss the way to solve the problem.
- Students and teacher summarize the material today.
- Students are asked to memorize the material today.

MEETING 2 (2 X 40')

Topic: Our Experience (Adolescence and Letter)

Opening

3. Greeting
4. Review the previous material

Main Activity

4. Exploration

- Students are shown two kinds of recount texts.
- Students work in pairs.

5. Elaboration

- Student and his/her partner are asked to read the texts.
- Students are asked to find the difference or similarity of the texts.

6. Confirmation

- Students write their analysis in their book.
- Student and his/her partner explain the result of the analysis in the class.
- Students answer the comprehensive questions about recount texts.

Closing

- Students tell the teacher about their difficulties or problems during the learning and teaching process.
- Students and teacher discuss the way to solve the problem.
- Students and teacher summarize the material today.

MEETING 3 (2 X 40')

Topic: Our Experience

Opening

3. Greeting
4. Review the previous material

Main Activity

4. Exploration

- Students find a partner (students will work in pairs).
- Students are explained about recount text.

5. Elaboration

- Students are asked to think about one topic but not write it.
- Students are asked to write words that have related and words that do not have related with the topic in their book.

6. Confirmation

- Students change their book and guess the topic.
- Students are asked to write a topic after checking the related words and not related words.
- Students produce their own recount text.

Closing

- Students tell the teacher about their difficulties or problems during the learning and teaching process.
- Students and teacher discuss the way to solve the problem.
- Students and teacher summarize the material today.

VI. SOURCE OF MEDIA

3. Dictionary
4. Text book "English in Focus"

VII. ASSESSMENT

Technique : Written Test
Portfolio
Instrument : True/False statement
Portfolio

VIII. INSTRUMENT OF ASSESSMENT

Meeting 1
Make a sentence using the synonym word that you have found in dictionary.

Meeting 2
State whether the statement True/False.

Text 1.
11. An article reminded her about her own adolescence.
12. She could control her emotions.
13. She felt emotions after reading an article.
14. She found better ways to control her emotions.
15. She had five days for extracurricular activities.

Text 2.
16. Nadira sent a letter to inform that she was sick at that time.
17. Nadira told to Paula about her condition last week.
18. She always keeps in her house clean.
19. The final check of her condition was at seventh day.
20. She got sick because her room was dirty.

Meeting 3
Make your own recount text based on the topic.

IX. RUBRIC OF ASSESSMENT

True/False statement

Answer	Score
Correct	1
Wrong	0

Writing Test

	20 – 18 Excellent to Good	17 – 15 Good to Adequate	14 – 12 Adequate to Fair	11 – 6 Unacceptable	5 – 1 Not college – level work
Organizations	Appropriate title, complete structure, topic is stated	Adequate title, one of the structure is missing	Adequate title, missing some structures	Unacceptable title, confusing structure exists	There is no title, confusing structure exists
Content	Text addresses the topic, the ideas are clearly developed	Text addresses the topic but some points are missing, ideas can be more fully developed	Text is out of topic, development ideas not complete	Text is out of topic, ideas incomplete	Text is completely inadequate and does not reflect college level work
Grammar	Only 1 or 2 mistakes of past tense, prepositions, and sequencing words	3 or 4 mistakes of past tense, prepositions, and sequencing words	5 – 6 mistakes of past tense, prepositions, and sequencing words	6 – 10 mistakes of past tense, prepositions, and sequencing words	More than 10 mistakes of past tense, prepositions, and sequencing words
Punctuation	Correct use of capitals, punctuation	1 – 2 errors of capitals, punctuation,	3 – 5 errors of capitals,	5 - 7 errors of capitals,	More than 7 errors of capitals, punctuations, and

	and spelling	and spelling	punctuation, and spelling	punctuations, and spelling	spelling
Style	Precise vocabulary usage	Attempt to use variety vocabulary	Some vocabularies misused, too wordy	Problems in vocabulary	Inappropriate use of vocabulary

X. SCORING

- Exercise (True/False statement)
- 2 x Portfolio (make sentence and recount text)

$$\text{TOTAL SCORE} = \frac{\text{True/False points} + \text{Portfolio points}}{2}$$

Semarang, September 2015

English Teacher

Researcher

Titik Setyowati, S.Pd
NIP.

Angkita Boni Hervinia
NIM. 2201411074

APPENDIX 10

Name :
Class :
Absent :

PRE-TEST

Subject : English
Class/Semester : VIII/1
Time allotment : 45 minutes

A. Multiple Choice

Choose the correct answer by crossing (X) a, b, c, d!

1. The first, I went to the bedroom to .... because it was a long trip and I was tired.
   a. Take a rest
   b. Take a bath
   c. Eat
   d. Enjoy
2. When we had dinner, we got .... area, so we could not eat comfortably.
   a. Romantic
   b. Beautiful
   c. Smoking
   d. Non-smoking
3. I .... a castle, while my sister and my brother swam on the beach.
   a. Took
   b. Built
   c. Destroyed
   d. Brought
4. On Thursday, we .... the temples in Prambanan.
   a. Stayed
   b. Lived
   c. Made
   d. Visited
5. Last year, my students and I went to Yogyakarta. We .... at Dirgahayu Hotel which is not far from Malioboro.
   a. Lived
   b. Stayed
   c. Went
   d. Visited
6. Last week was a/an .... day for me because I was hospitalized for one week in holiday.
   a. Amazing
   b. Beautiful
   c. Terrible
   d. Wonderful
7. From the distance we could see a .... .It had a very long neck and legs.
   a. Elephant
   b. Lion
   c. Snake
   d. Giraffe
8. There were some **big** restaurants at the park. The synonym of "**big**" is ....
   a. Small
   b. Tall
   c. High
   d. Huge
9. The carpet in my bedroom was very **rough**. So, I could not sleep well. The word "**rough**" is similar to ....
   a. Gentle
   b. Hard

c. Soft
d. Coarse

10. He was not **the same as** her other children. The synonym of "**the same as**" is ....
    a. Different
    b. Imitating
    c. Similar
    d. Following
11. The journey from Bandung to Bogor was full of fun. The underlined word is similar to ....
    a. Holiday
    b. Adventure
    c. Vacation
    d. Trip
12. Synonym of "fast" is ....
    a. Quick
    b. Slow
    c. Heavy
    d. Nice
13. Synonym of "occupation" is ....
    a. Assignment
    b. Job
    c. Homework
    d. Exam
14. Synonym of "fat" is ....
    a. Weight
    b. Thick
    c. Obese
    d. Thin
15. Synonym of "promise" is ....
    a. Assignment
    b. Suggestion
    c. Appointment
    d. Meeting

B. Complete the paragraph with appropriate word.

My Football Experience

When I was in junior high school, I really loved football. Every Saturday afternoon I (1) .... in school field with my team and my coach. They were strong and smart players. My coach, Mr. Sentana was a (2) .... person. But, while he was coaching us, he was very discipline. He would grounded anyone who came late and not (3) .... the team's rules.

With Mr. Sentana, our team (4) .... many tournament in many big cities. Our team named after our school, 67 Team (from SMP 67) and we had many fans too, you know. Ohh, that was so cool. Now, I still love football and have a team too. But, my parents (5) .... me to pay attention more to my study, football just for hobby.

Obeyed	**Lost**	**Break**	**Warn**	**Kind**
Bad	**Practised**	**Won**		

APPENDIX 11

Name :
Class :
Absent :

POST-TEST

Subject : English
Class/Semester : VIII/1
Time allotment : 45 minutes

A. Multiple Choice

Choose the correct answer by crossing (X) a, b, c, d!

1. From the distance we could see a .... .It had a very long neck and legs.
   a. Elephant
   e. Lion
   f. Snake
   g. Giraffe
2. Last week was a/an .... day for me because I was hospitalized for one week on holiday.
   a. Amazing
   b. Beautiful
   c. Terrible
   d. Wonderful
3. The first I went to bedroom to .... because it was a long trip and I was tired.
   a. Take a rest
   b. Take a bath
   c. Eat
   d. Enjoy
4. Last year, my students and I went to Yogyakarta. We .... at Dirgahayu Hotel which is not far from Malioboro.
   a. Lived
   b. Stay
   c. Went
   d. visited
5. When we had a dinner, we got .... area, so we could not eat comfortably.
   a. Romantic
   b. Beautiful
   c. Smoking
   d. Non-smoking
6. I .... a castle, while ny sister and my brother swam on the beach.
   a. Took
   b. Built
   c. Destroyed
   d. Brought
7. On Thursday, we .... the temples in Prambanan.
   a. Stayed
   e. Lived
   f. Made
   g. Visited
8. Synonym of "occupation" is ....
   a. Assignment
   b. Job
   c. Homework
   d. Exam
9. Synonym of "promise" is ....
   a. Assignment
   b. Suggestion
   c. Appointment
   d. Meeting

10. Synonym of "fast" is ....
    a. Quick
    b. Slow
    c. Heavy
    d. Nice
11. Synonym of "fat" is ....
    a. Weight
    b. Thick
    c. Obese
    d. Thin
12. The carpet in my bedroom was very **rough.** So, I could not sleep well. The bold type word means ....
    a. Gentle
    b. Hard
    c. Soft
    d. Coarse
13. There were some **big** restaurants at the park. The synonym of "**big"** is ....
    a. Small
    b. Tall
    c. High
    d. Huge
14. The journey from Bandung to Bogor was full of fun. The underlined word is similar to ....
    a. Holiday
    b. Adventure
    c. Vacation
    d. Trip
15. He was not **the same as** her other children. The synonym of "**the same as**" is ....
    a. Different
    b. Imitating
    c. Similar
    d. Following

B. Complete the paragraph with appropriate word.

My Football Experience

When I was in junior high school, I really loved football. Every Saturday afternoon I (1) .... in school field with my team and my coach. They were strong and smart players. My coach, Mr. Sentana was a (2) .... person. But, while he was coaching us, he was very discipline. He would grounded anyone who came late and not (3) .... the team's rules.

With Mr. Sentana, our team (4) .... many tournament in many big cities. Our team named after our school, 67 Team (from SMP 67) and we had many fans too, you know. Ohh, that was so cool. Now, I still love football and have a team too. But, my parents (5) .... me to pay attention more to my study, football just for hobby.

Obeyed	**Lost**	**Break**	**Warn**	**Kind**
Bad	**Practised**	**Won**		

APPENDIX 12
QUESTIONNAIRE

PETUNJUK PENGISIAN

Bacalah pertanyaan di bawah ini dengan cermat kemudian jawablah pertanyaan dengan memberikan tanda check (✓) pada beberapa pilihan jawaban yang disediakan. Jawablah sesuai dengan pendapat kamu dan jawablah dengan jujur.

No.	Pertanyaan	Jawaban		
		Tidak Setuju	Setuju	Sangat Setuju
1.	Saya menyukai pelajaran Bahasa Inggris			
2.	Saya senang mempelajari kosa kata baru Bahasa Inggris			
3.	*Graphic Organizers* membantu saya mengidentifikasi kosa kata baru dengan mudah			
4.	*Graphic Organizers* lebih mudah digunakan untuk mengingat kosa kata baru			
5.	Pembelajaran dengan menggunakan *Graphic Organizers* membantu saya dalam perbendaharaan kata yang lebih banyak			
6.	Pembelajaran dengan menggunakan *Graphic Organizers* memudahkan saya dalam membuat kalimat			
7.	Pemebelajaran dengan menggunakan *Graphic Organizers* memudahkan saya dalam menyusun sebuah teks terutama *recount text*			
8.	Konten dan aspek – aspek yang terdapat pada *Graphic Organizers* jelas dan tepat sehingga memudahkan saya dalam memahami kosa kata baru di dalam *recount text*			
9.	Belajar kosa kata baru dengan menggunakan *Graphic Organizers* lebih menyenangkan daripada menggunakan strategi biasa			
10.	*Graphic Organizers* membantu saya dalam memahami *recount text*			

APPENDIX 13
THE DISTRIBUTION SCORE OF EXPERIMENTAL AND CONTROL GROUP

NO	Experimental Group			NO	Control Group		
	Student Code	**Pre-test**	**Post-test**		**Student Code**	**Pre-test**	**Post-test**
1	E-01	70	90	**1**	C-01	65	65
2	E-02	65	80	**2**	C-02	70	80
3	E-03	75	85	**3**	C-03	75	75
4	E-04	65	75	**4**	C-04	65	75
5	E-05	70	90	**5**	C-05	70	75
6	E-06	70	80	**6**	C-06	65	75
7	E-07	70	95	**7**	C-07	70	80
8	E-08	70	95	**8**	C-08	65	75
9	E-09	70	85	**9**	C-09	75	75
10	E-10	75	95	**10**	C-10	70	80
11	E-11	70	75	**11**	C-11	70	80
12	E-12	75	85	**12**	C-12	80	85
13	E-13	75	95	**13**	C-13	60	60
14	E-14	70	85	**14**	C-14	70	85
15	E-15	65	80	**15**	C-15	70	80
16	E-16	80	90	**16**	C-16	80	85
17	E-17	70	90	**17**	C-17	70	80
18	E-18	65	80	**18**	C-18	55	60
19	E-19	60	85	**19**	C-19	70	80
20	E-20	60	75	**20**	C-20	60	65
21	E-21	60	75	**21**	C-21	65	70
22	E-22	80	90	**22**	C-22	60	65
23	E-23	75	90	**23**	C-23	60	75
24	E-24	50	70	**24**	C-24	70	75
25	E-25	60	70	**25**	C-25	65	70
26	E-26	60	70	**26**	C-26	70	75
27	E-27	50	70	**27**	C-27	60	65
28	E-28	65	80	**28**	C-28	85	85
29	E-29	75	85	**29**	C-29	70	70
30	E-30	85	85	**30**	C-30	55	60
31	E-31	85	95	**31**	C-31	85	85
	Total	2135	2590		**Total**	2120	2310
	N	31	31		**N**	31	31
	Highest score	85	95		**Highest score**	85	85
	Lowest score	50	70		**Lowest score**	55	60
	Mean	68,871	83,5484		**Mean**	68,3871	74,5161
	Varian	218	300,035		**Varian**	163,91	250.621
	SD	14,765	17,321		**SD**	12,8	15,69

APPENDIX 14
HOMOGENEITY OF PRE-TEST OF THE EXPERIMENTAL AND CONTROL GROUP

Hypothesis

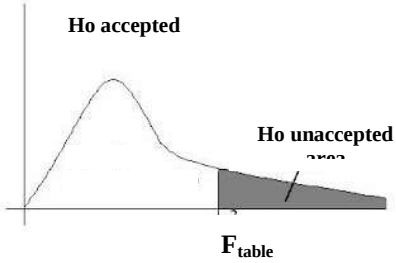
Ho : $\sigma_1^2 = \sigma_2^2$

Ha : $\sigma_1^2 \neq \sigma_2^2$

The Calculation

Formula: $\mathbf{F = \frac{maximum\ variance}{minimum\ variance}}$

Ho is accepted if $F_{value} \leq F_{table}$



	Experimental	Control
SUM	2135	2120
N	31	31
Mean	68.87	68.38
Variance (s^2)	218	163.91
Standard Deviation (s)	14.76	12.8

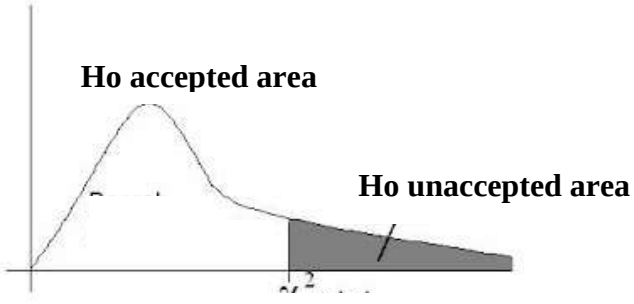
$F = \frac{218}{163.91} = 1.33$

For $\alpha = 5\%$ with

df 1 = $n_1 - 1$ = 31 – 1 = 30

df 2 = $n_2 - 1$ = 31 – 1 = 30

F_{table} = 1.83



Since $F_{value} < F_{table}$, the experimental and control group have the same variance.

APPENDIX 15
NORMALITY OF PRE-TEST OF EXPERIMENTAL GROUP

Hypothesis

Ho : the data distributed normally

Ha : the data didn't distributed normally

The Calculation

Formula

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Criteria

Ho is accepted if $\chi^2 < \chi^2_{table}$

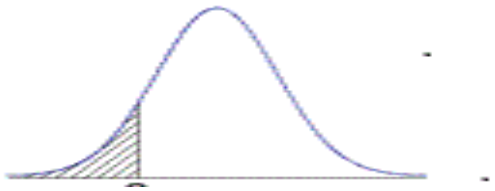
Testing Hypothesis

Maximum score	=	85
Minimum score	=	50
Range	=	35
Class interval	=	k = 1 + 3.3 log (35)
		k = 1 + 3.3 (1.5441)
		k = 6.10 (rounded ~6)
Class width	=	range : class interval
	=	35 : 6.10
	=	5.737704918 (rounded ~6)

CLASS INTERVAL	X_{MIN}	Zi	PZ	P	Ei	Oi	$\frac{(Oi - Ei)^2}{Oi}$
50 - 55	49,5	-1,31233	0,0951	0,089	2,759	2	0,28804
56 - 61	55,5	-0,90583	0,1841	0,1244	3,8564	5	0,261564
62 - 67	61,5	-0,49932	0,3085	0,1556	4,8236	5	0,006223
68 - 73	67,5	-0,09282	0,4641	0,1576	4,8856	9	1,880921
74 - 79	73,5	0,313686	0,6217	0,1425	4,4175	6	0,417384
80 - 85	79,5	0,72019	0,7642	0,1226	3,8006	4	0,00994
	85,5	1,126694	0,8868				
	X^2_{value}						2,864073

For α = 5%, with dk = 6 – 3 = 3

χ^2 table will be = 7.82



7.82 **2.86**

Because $\chi^2 < \chi^2_{table}$ then the pre-test is said to be normally distributed.

APPENDIX 16
NORMALITY OF PRE-TEST OF CONTROL GROUP

Hypothesis

Ho : the data distributed normally

Ha : the data didn't distributed normally

The Calculation

Formula

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Criteria

Ho is accepted if $\chi^2 < \chi^2_{table}$

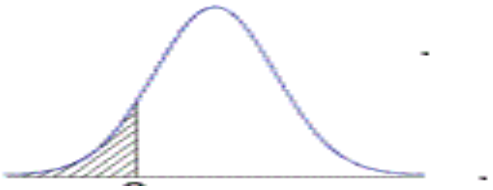
Testing Hypothesis

Maximum score	=	85
Minimum score	=	55
Range	=	35
Class interval	=	k = 1 + 3.3 log (30)
		k = 1 + 3.3 (1.4771)
		k = 5.87 (rounded ~6)
Class width	=	range : class interval
	=	30 : 5.87
	=	5.110732538 (rounded ~5)

CLASS INTERVAL	X_{MIN}	Zi	PZ	P	Ei	Oi	$\frac{(Oi-Ei)^2}{Oi}$
55 - 59	54,5	-1,08516	0,1401	0,105	3,255	2	0,787512
60 - 64	59,5	-0,69453	0,2451	0,137	4,247	5	0,113402
65 - 69	64,5	-0,30391	0,3821	0,1538	4,7678	6	0,253053
70 - 74	69,5	0,086719	0,5359	0,1485	4,6035	12	4,559018
75 - 79	74,5	0,477344	0,6844	0,1234	3,8254	2	1,666043
80 - 84	79,5	0,867969	0,8078	0,0866	2,6846	2	0,234339
85 - 89	84,5	1,258594	0,8944	0,0561	1,7391	2	0,034034
	89,5	1,649219	0,9505				
	X^2_{value}						7,6474

For α = 5%, with dk = 6 – 3 = 3

χ^2 table will be = 7.82



7.82 **7.65**

Because $\chi^2 < \chi^2_{table}$ then the pre-test is said to be normally distributed.

APPENDIX 17
THE HOMOGENEITY OF POST-TEST OF THE EXPERIMENTAL AND CONTROL GROUP

Hypothesis

Ho : $\sigma_1^2 = \sigma_2^2$

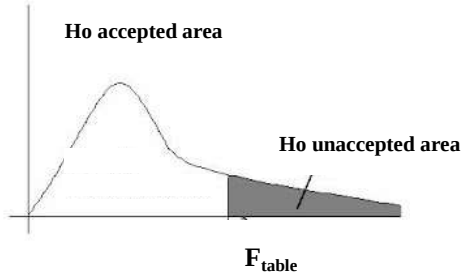
Ha : $\sigma_1^2 \neq \sigma_2^2$

The Calculation

Formula:

$$\mathbf{F} = \frac{\boldsymbol{maximum\ variance}}{\boldsymbol{minimum\ variance}}$$

Ho is accepted if $F_{value} \leq F_{table}$



	Experimental	Control
SUM	2590	2310
N	31	31
Mean	83.55	74.52
Variance (s^2)	300.03	250.62
Standard Deviation (s)	17.31	15.69

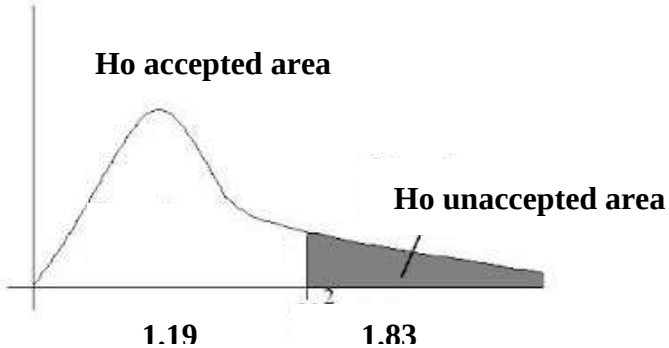
$F = \frac{300.03}{250.62} = 1.19$

For $\alpha = 5\%$ with

df 1 = $n_1 - 1$ = 31 – 1 = 30

df 2 = $n_2 - 1$ = 31 – 1 = 30

F_{table} = 1.83



Since $F_{value} < F_{table}$, the experimental and control group have the same variance.

APPENDIX 18
NORMALITY OF POST-TEST OF EXPERIMENTAL GROUP

Hypothesis

Ho : the data distributed normally

Ha : the data didn't distributed normally

The Calculation

Formula

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Criteria

Ho is accepted if $\chi^2 < \chi^2_{table}$

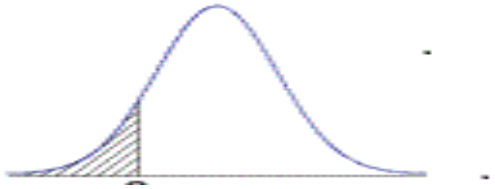
Testing Hypothesis

Maximum score	=	95
Minimum score	=	70
Range	=	25
Class interval	=	k = 1 + 3.3 log (25)
		k = 1 + 3.3 (1.3979)
		k = 4.61 (rounded ~5)
Class width	=	range : class interval
	=	25 : 4.61
	=	5.422993492 (rounded ~5)

CLASS INTERVAL	X_{MIN}	Zi	PZ	P	Ei	Oi	$\frac{(Oi - Ei)^2}{Oi}$
70 - 74	69,5	-0,8112	0,209	0,0925	2,8675	4	0,320639
75 - 79	74,5	-0,52252	0,3015	0,1075	3,3325	4	0,111389
80 - 84	79,5	-0,23383	0,409	0,1109	3,4379	5	0,488031
85 - 89	84,5	0,05485	0,5199	0,1132	3,5092	7	1,740812
90 - 94	89,5	0,343533	0,6331	0,1026	3,1806	6	1,324836
95 - 99	94,5	0,632217	0,7357	0,0855	2,6505	5	1,10403
	99,5	0,920901	0,8212				
	X^2_{value}						5,089738

For α = 5%, with dk = 5 – 3 = 23

χ^2 table will be = 5.99



5.99 **5.09**

Because $\chi^2 < \chi^2_{table}$ then the pre-test is said to be normally distributed.

APPENDIX 19
NORMALITY OF PRE-TEST OF CONTROL GROUP

Hypothesis

Ho : the data distributed normally

Ha : the data didn't distributed normally

The Calculation

Formula

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Criteria

Ho is accepted if $\chi^2 < \chi^2_{table}$

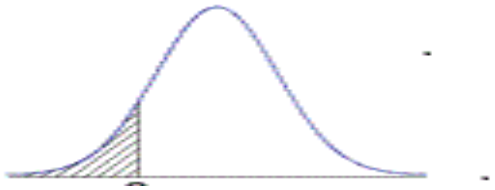
Testing Hypothesis

Maximum score	=	95
Minimum score	=	70
Range	=	25
Class interval	=	k = 1 + 3.3 log (25)
		k = 1 + 3.3 (1.3979)
		k = 4.61 (rounded ~5)
Class width	=	range : class interval
	=	25 : 4.61
	=	5.422993492 (rounded ~5)

CLASS INTERVAL	X_{MIN}	Zi	PZ	P	Ei	Oi	$\frac{(Oi - Ei)^2}{Oi}$
60 - 64	59,5	-0,94883	0,1711	0,0932	2,8892	3	0,004092
65 - 69	64,5	-0,63298	0,2643	0,1102	3,4162	4	0,085206
70 - 74	69,5	-0,31712	0,3745	0,1215	3,7665	3	0,195841
75 - 79	74,5	-0,00126	0,496	0,1295	4,0145	9	2,76169
80 - 84	79,5	0,314593	0,6255	0,1102	3,4162	7	1,834803
85 - 89	84,5	0,630449	0,7357	0,0932	2,8892	5	0,891095
	89,5	0,946304	0,8289				
	X^2_{value}						5,772727

For α = 5%, with dk = 5 – 3 = 2

χ^2 table will be = 5.99



5.99 **5.77**

Because $\chi^2 < \chi^2_{table}$ then the pre-test is said to be normally distributed.

APPENDIX 20
T-TEST STATISTICAL ANALYSIS

Formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S\sqrt{\frac{1}{n_1} - \frac{1}{n_2}}}$$

which

$$s = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_1 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Ho is accepted if t-value > t-table.

	Experimental	**Control**
SUM	**2590**	**2310**
N	**31**	**31**
Mean	**83.55**	**74.52**
Variance (s^2)	**300.03**	**250.62**
Standard Deviation (s)	**17.32**	**15.69**

$$s = \sqrt{\frac{(31 - 1)300.03 + (31 - 1)250.62}{31 + 31 - 2}}$$

s = 16.58

then,

$$t = \frac{83.55 - 74.52}{16.58\sqrt{\frac{1}{31} - \frac{1}{31}}}$$

t = 2.14

for α =5% and df = 31 + 31 – 2 = 60, t-table = 2.00

Since the *t-value* > *t-table*, it means that there is a significant difference between experimental and control group.

APPENDIX 21

DOCUMENTATION

Try-out test

Pre-test of control group

Treatment of control group

Post-test of control group

Pre-test of experimental group

Treatment of experimental group

Post-test of experimental group