



**THE USE OF “SPIDERMAN SHORT STORY” IN “KOMPAS” NEWSPAPER
FOR TEACHING VOCABULARY AND THE INTRODUCTION TO THE
ANALYSIS OF THE FUNCTIONS OF EACH WORD AND CLAUSE IN A
SENTENCE**

**The case study of second year students of Islamic Junior High School (MTS) of
AL ASROR**

In the academic year of 2008/2009

FINAL PROJECT

Submitted in a partial fulfillment of requirements for the degree of *Sarjana Pendidikan*
in English

By

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“ THE USE OF “SPIDERMAN SHORT STORY” IN “KOMPAS” NEWSPAPER FOR TEACHING VOCABULARY AND THE INTRODUCTION TO THE ANALYSIS OF THE FUNCTION OF EACH WORD AND CLAUSE IN A SENTENCE”

(A case Study of Second Year Students of Islamic Junior High School /Mts)

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Demikian harap pernyataan ini dapat digunakan dengan sepenuhnya.

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Yang membuat pernyataan,

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Muhammad Faiz Jawahir
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✚ ***Real power does not hit hard,
but straight to the point.***

✚ ***Knowledge and skills are tools,
the workman is character.***

To:

*My beloved parents; Achmad Ridwan S.PdI
And Warsimah
My beloved siblings and brother(Mb.Atun, Mb.Eni,
Mas nur, Mas Gigih)
My love EH.....
My evaluators, advisors, and examiners.
My best friends.*

ABSTRACT

Jawahir, M.F. 2009. *The Use of Spiderman Short Story in Kompas Newspaper for Teaching Vocabulary and the Introduction to the Analysis of the function of each word and clause in a sentence*(A case Study of Second Year Students of Islamic Junior High School /Mts)

Key word: Junior High School, Vocabulary, Short Story.

This final project is in the form of an action research. The study wanted to find out the effectiveness of using short story in vocabulary teaching at the seventh class at Mts Al- Asror Patemon, Gunungpati, Semarang.

There were five steps in conducting this action research. *The first step* is conducting Try out. It has the goal to measure the validity and reliability of the test. The test should fulfill the two qualities of a good test. If the test item does not have validity and reliability, it must be revised. The revision was made based on the analysis of the try-out test result. *The second* is conducting pre test. The pre test items are took from the try out items that has standard level of the test. *The third* is discussing short story or giving treatment by giving material related to the research I hold. I used Spiderman short story in KOMPAS newspaper. I hope it will increase the students motivation of studying English especially vocabulary. *The forth* is conducting post test. The post test is given to evaluate the students' achievement after they get the treatment by giving the material. Then, *the fifth step* is giving questionnaire that consists of five variables. They are students' motivation, the teaching learning facilities, and the teachers' method of teaching, the teachers' competence and the students' attitude towards English.

The result of this research shows that the action research could improve the students' vocabulary mastery. It can be seen from the mean of the students score in the post test is 71.19 and 44.6 in pre test, and they are able to understand the new words' meaning by looking at the context.

Therefore, teachers should always try to find better technique for their teaching. Based on the result, the use of Spiderman short story could be said as an effective and significant way in improving students' vocabulary mastery.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is an important means of communication, which is used by many countries in this world. It plays an important role in the process of modernization as an international language. This is why Indonesian government chooses English as the first foreign language to be taught in schools (Ramelan, 1992:3). By putting it as one of the subjects in the curriculum, hopefully, students will have an ability to use English, and when they have mastered it, the way for them to get in touch with the international community is wide open.

As the first foreign language in Indonesia, English has been given special attention. We can see that English is not only taught at junior high school, senior high school and university, but now it is also taught at elementary school. Teachers play important roles in making students better in mastering English. In this case, teachers should be able to create or establish situation to enable learning will occur in a fun and interesting environment. To achieve the expected situation, they should give the students more activities that can attract their attention to participate in the lesson actively.

There are a lot of factors that influence the result of the language teaching. According to the 1994 curriculum, there are four language skills that student have to master. They are reading, listening, speaking, and writing. These skills are learned

through selected materials based on their developmental level. However in teaching and learning process, a teacher must develop the four language skills integratively. Qualified teachers, good environments, facilities and media also support the success

Language is a system of arbitrary vocal symbols, which permits all people in a given culture, or other people who have learned the system of the language to communicate or to interact (Finnociaro, 1974:3). Obviously she adds that a language has four language components, those are vocabulary, grammar, sound system and culture (Finnociaro and Bonomo, 1973:15). All those components must be mastered together in order to be able to communicate. Here I would like to emphasize that vocabulary is part of the components that must learned first.

Vocabulary is the component that must be learnt by the students to enable them to communicate with the each other. It is an important component that the students must be familiar with it. Kitao (1994) says, “A good knowledge of English vocabulary is very important for everyone who wants to use the language,”

1.2 The Reason for Choosing the Topic

The writer has chosen the topic **“the use of “Spiderman short story” at “KOMPAS” newspaper in teaching vocabulary and the introduction to the analysis of the functions of each word and clause in a sentence (the case study of second year students of Islamic junior high school (MTs) of Al ASROR in the academic year of 2008/2009)** For the following reasons:

- (1). Teaching English to the second year students of junior high school is not an easy task because it highly requires a lot of creativity.

- (2).The students' world is still full of enjoyable activities. If English is taught interestingly, it will raise their interest to study it better.
- (3).Vocabulary mastery is one of the major problems faced by most foreign language students. They cannot communicate their ideas clearly because of their limited vocabulary.
- (4).Literature offers a rich source for vocabulary improvement; in this study the writer discusses it by short story.
- (5).By short story as the source of the material of learning hopefully the student will interest in study English.
- (6).It is easier to find short stories rather than other kind of literature, because those can be found in many magazine and newspapers.
- (7).By introducing the analysis of the function of words and clauses, students will be accustomed to know the function of words and clauses in a sentence. Hopefully it will help them to understand the means of that sentence.

1.3 The Statement of the Problem

The problems stated in this research are:

- (1).Is there any significant difference of students' achievement in vocabulary between those taught using short story and those taught using explanation?
- (2).How does short story help students improve their vocabulary?
- (3).How far the analysis the function of words and clauses in a sentence can help students to understand the meaning of text?

1.4 The Objectives of the Study

- (1). This research is conducted to find out whether the short story helps students in mastery of vocabulary.
- (2). This research is also compiled to help students' understanding of the text by introduction the analysis the function of the words and clauses in a sentence.

1.5 The Significance of the Study

By doing this research, the writer hopes that:

- (1). The junior high school students could learn English in an interesting way and improve their skills, especially in mastery of vocabulary.
- (2). The result of this study can be used by teachers which the best technique in teaching vocabulary is better. Hopefully, the teachers can apply it in their teachings. And finally they can achieve the objectives of teaching vocabulary as effectively as possible.
- (3). By introduction the analysis the function of the words and clauses in a sentence, students will be easy to understand what the sentence means.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Foreign Language Learning

In this modern era, where the world has no limits and the communication technology develops very fast, we are demanded to be able to communicate and cooperate with other people from other countries for some different purposes, such as in politics, business, tourism, science technology and educational development. Consequently, learning a foreign language especially the language that becomes the international language is very important.

However, learning a foreign language is not an easy task. In learning a foreign language, the learners will meet all kinds of learning problems dealing with vocabulary, sound system and how to arrange words into sentences that are quite different from those of native language. Since childhood, people have been speaking their mother tongue naturally without being interfered by another language system. Therefore, when they learn a new language, they will be interfered by their earlier language system which has been well established in their minds.

Ramelan (1994: 4) stated that

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

Since childhood, people have been speaking their mother tongue naturally without being interfered by another language system. Therefore, when they learn a new language, they

will be interfered by their earlier language system which has been well established in their minds.

Like another learner of English as a foreign language, Indonesian learners also meet difficulties in learning English, since their native language is quite different from English. Indonesian learners will find more difficult to learn English than German learners to learn the same language because the degree of the similarity between Indonesian and English is lower than that found in German and English. Ramelan (1994: 2) stated that the degree of difficulty in learning is also determined by the degree of difference between the two languages.

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

2.2 Definition of Vocabulary

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

To know what vocabulary is, the writer would like to present several definitions as follow Hornby (1990: 462) said that vocabulary:

- (1). Total numbers of words which (With rules for combining them) make in make up a language.
- (2). (Range of) words known to or used by a person in trade, profession, etc.

(3).Book containing list of words, list of words, etc, usually with definition or translation.

According to the oxford English dictionary, vocabulary is:

(1).A list of words, sometimes, phrase, usually arranged in alphabetical order and defined.

(2).All the words of a language.

(3).All the words used by a particular person, class, profession; all the words recognized and understood by particular person.

2.3. The Various Types of Vocabulary

According to Ruth (1957: 221-3), the type of vocabulary that needs to be considered in education can be discussed under four heading:

(1).Understanding vocabulary

(2).Speaking vocabulary

(3).Writing vocabulary

(4).Potential, or marginal, vocabulary.

The writer thinks it only understands vocabulary which is related to his study. Therefore, in this chapter, he only presents the illustration about understanding vocabulary.

Understanding vocabulary can be divided into two:

(1).Listening: the words an individual recognizes and comprehends through listening.

(2).Reading: the words an individual recognizes and comprehends through reading.

2.4 Vocabulary Size

Vocabulary is an essential means in conducting communication. Therefore, it is true if a large vocabulary is seen as being something valuable. According to Nation and Waring (1999:7), vocabulary size is reflection of how educated, intelligent, or well read a person is.

Number of Words in English

Two separate studies (Dupuy, 1974; Goulden, Nation and Read, 1990) in Nation and Waring (1997:7) have looked at the vocabulary of Webster's Third International Dictionary (1963:25), the largest non- historical dictionary of English when it was published. When compound words, archaic words, abbreviation words, proper names, alternative spellings, and dialect forms are excluded, and when words are classified into word families consisting of base word, inflecting forms, and transparent derivations, Webster's Third has a vocabulary of around 54,000 word families. This is a learning goal far beyond the reaches of second language learners and, as we shall see, most native speakers.

2.4.2 Number of Words Belonging to Native Speaker

At present, the best conservative rule of thumb that we have is that up to a vocabulary size of around 20,000 word families, we should expect that native speakers will add roughly 1,000 word families, a year to their vocabulary size. That means that a five year old beginning school will have a vocabulary of around 4,000 to 5,000 word families. A University graduate will have a vocabulary of around 20,000 word families (Goulden, Nation, and Read, 1990).

2.4.3 Number of Words Needed by Second Language Learners

Although there are well over 54,000 word families in English, and although educated adult native speakers know around 20,000 of these word families, a much smaller number of words, say between 3-5,000 word families is needed to provide a basis for comprehension. It is possible to make use of a smaller number, around 2-3,000 for productive use in speaking and writing.

2.4.4 Number of Vocabulary Needed by Indonesian Learners

Clearly, the learner needs to know the 3,000 or so high frequency words of the language. These are an immediate high priority and there is little sense in focusing on other vocabulary until these are well learned. Nation (1990:37) in Nation and Waring (1997:11) argues that after these high frequency words are learned, the next focus for the teacher on helping the learners develop strategies to comprehend and learn the low frequency words of the language. Because of the very poor coverage that low frequency words give, it is not worth spending class time on the strategies of

- (1). Guessing from context,
- (2). Using word parts and mnemonic techniques to remember words,
- (3). Using vocabulary cards to remember foreign language-first language word pairs.

2.4.5 The Content Word

Theoretically, word has two broad groups that are called word classes. They are function words or close words and content words or open words. The closed classes of words are pronoun, numeral, determiner, preposition, and conjunction while the open classes of words are noun, verb, adjective, and adverb.

(1) Content Words

(a) Nouns

According to Jackson (1982:61), generally nouns refer to “things” in the broadest sense. House and Harman (1950:60) also say that, “nouns are the name of a person, a place, or thing”.

(b) Verbs

Jackson (p.62) defines verbs as “Actions, events, and processes, e.g. give, happen, and become”. On the other hand, House and Harman (1950:60) (16) say that, “verb is a word asserting action being or state of being”.

(c) Adjectives

Adjective in Jackson’s opinion (p.63) are that “they typically amplify the meaning of a noun, either by occurring immediately before it”. While according

to House and Harman (p.16), “The adjective is a word qualifying a noun or pronoun”.

(d) Adverbs

Jackson (p.63) asserts that, “Adverb represents a very diverse set of word. There are basically two kinds; those which refer to circumstantial information about the actions, events, or process, such as the time, the place, or the manner of it, and those which serve to intensify other adverbs and adjectives”.

2.5 Teaching Vocabulary

Teaching English as a foreign language for Indonesian is not an easy thing to apply. The teacher are demanded to be successful. An effective teaching is the basic factor to the success of teaching learning process. To prepare an effective teaching, it is necessary for teacher to make a theory that account for effective language teaching, including a specification of the key variables in effective teaching, and how they are interrelated. Such a theory is arrived at through the study of the teaching process itself.

Therefore, it is important to develop principles for the preparation of language teachers, especially for vocabulary teaching. Teaching vocabulary is important for teaching English as a foreign language. Based on the educational curriculum of junior high school, vocabulary is one language component that supports the four skills to be learnt.

2.6 The Effectiveness of Teaching Vocabulary Using Short Stories.

Teaching vocabulary using short stories here means that vocabulary was taught using short stories as the media or the material for reading. The students identify and study words from the context of the short stories. The following is the supporting statement about the use of short story in teaching vocabulary, those are:

(1). Words are learnt from the context and learnt in isolation.

From short stories the students will get so many words and context to understand the vocabulary. This statement means that teaching vocabulary using short stories is learnt from context. Words have different meanings in different context. While teaching vocabulary using explanation techniques means that the words are learnt in isolation. The words are presented without any context or sentences followed them.

(2). Gaining Interest to the students

The teacher of foreign language, it is important for him to make his students interesting in his teaching- learning process. According to Smith, “Interest are learned, they arise from the interaction of our basic needs and the means that we discover for satisfying them (1977; 178)”. A teacher should be able to create a kind of situation so his teaching will be more effective.

While when we use the explanation technique in teaching vocabulary, words given are given one by one. They have to remember to each of the words given. This makes boring by students and it is possible students will easy to forget the words they have learnt. These not will provide an environment in which the learning teaching process is a valued activity.

(3).The Effectiveness of the times

Using media of learning will short the time to teach. Therefore, short stories here can be categorized as the media of teaching to ease the learning teaching process. When the teacher uses explanation technique in teaching vocabulary, he does not use media at all. This will not make him difficult to find the teaching media, but this will make him difficult in teaching.

2.7 The Short Story

Short story, a fictional prose tale of no specified length, but too short to be published as a volume on its own, as [novellas](#) sometimes and [novels](#) usually are. A short story will normally concentrate on a single event with only one or two characters, more economically than a novel's sustained exploration of social background.

The Short Story (1977:11).

According to Hornby (1987:1187) is a story, usually about imaginary Characters and events that is short enough to be read from beginning to end without stopping.

As cited by Flanagan:

A short story is a brief works of fiction. It is usually contains one major conflict and often only one major character. Its brevity usually suggests consist narration and limited setting.

(Flanagan: www.contemporatiylit.about.com)

From the definition above, it can be concluded that short story is a short work of fiction that tend to be less complex than novel. Usually, a short story will focus on only one incident, has a single plot, a single setting, a limited number of characters, and

covers a short period. Related to the special characteristics of short story, Burroway as quoted by Koesnosobroto (1999:12) stated that,

“A short story is short and wastes no words. The short story can deal with only one or a few consciousness.”

From this statement, we can see that there will not be a waste of words or sentences.

Besides, the sentences used in a short story must be well and chosen so that each sentence has connectivity with the topic or the theme of story.

From the definitions above, I conclude that a short story is a prose writing which is more pointed and is shorter than a novel, but it concentrates more on a single character, single emotion, and only on one climax.

CHAPTER III

METHOD OF INVESTIGATION

3.1 Main Sources of Data

In this research, some data are needed to achieve the objective of the research. The data and information are obtained from library research and experimental research

Library study refers to the activity of using the library facilities. It is done to add some reference textbooks related to the subject matter to complete the data and theories in this thesis.

It refers to the activity of collecting data from the subjects of research. It is done to practice and to get the data that are needed in the theory in this thesis. The population of this study would be the second year students of MTs AL ASROR SEMARANG in the academic year of 2008/2009. There are seven classes and each consists of 40 students, so all the population would be 280 students.

3.2 Subject

3.2.1 *Population*

According to Anderson as adapted in 'Prosedur Penelitian', population is a set (or collection) of all elements possessing one or more attributes of interest.

(Arikunto, 1996:115). In other words, we can mention that a population is the whole research subject.

3.2.2. Sample and Sampling Technique

Having determined the population, the writer selected as a sample, which is important step in conducting a research. A good sample is one that is representative of the population from which it was selected. Therefore, the representatives of a sample determine the validity of the generalization of the result. Arikunto (2002:104) states that sample that is a part of population or the representation of population being assessed.

In determining the size of sample, Arikunto (2002:120) says that is the population is 100 respondents or less. It is better to take the whole population as the sample. If the population is more than 100 respondents, the researcher can take 10-15% or 20-25%, or more than 25% of population based on the capability of a researcher.

Based Arikunto's theory above, the writer took 14.3% of the population as the sample of his study. As a result, he took 40 students from the whole classes of the second year students.

3.3. Instrument

It is crucial to make a right instrument for collecting data. An instrument plays important role in a research because the validity and reliability of the data obtained. In this research, the writer used objective tests.

3.3.1. Vocabulary Test

One way to measure, the student mastery in vocabulary is by conducting test. There are two kinds of tests standardized and teacher-made or non-standardized tests. The former is a test which prepared by professional testing services to assist institutions in the selection, placement, and evaluation of students (Harris,1967:1) and non-standardized is a test that are generally prepared, administered and scores by one teacher. In this study, I used the non-standardized one.

I conducted the achievement test in this research. It is based on the consideration that will measure the vocabulary mastery of the students. According to Heaton (1974:163).”...., all public tests, which are intended to show mastery of particular syllabus, are also achievement tests. These tests are based on what the students are presumed to have learnt.”

Lado states (1964:189)”A better type of item to test vocabulary as part of language is multiple-choice item that provides an appropriate context for the lexical problem in the lead.” Lado (1964:188) also points out that:

The multiple-choice type of item has probably achieved its most spectacular success in vocabulary tests. Although there are variations of format and style, in general the item consists of a lead or stem containing the problem, one alternative representing distracters to lure the student who does not recognize the best answer. Based on the statement above, I used the multiple-choice test type in this research due to the fact that;

- (1).Multiple-choice test type is economical in term of the number of item that can be answered in a short period of testing time.
- (2).Students’ test paper can be easily and quickly scored.

(3). Since the answers were limited in number, an objective test will not make the testers have wrong interpretation of students' test paper.

According to Directorate Pendidikan Menengah Umum Ditjen Dikdasmen, Depdiknas in Pengembangan Silabus dan sistem Penilaian Mata Pelajaran Bahasa Inggris 2004, there are some guidance for constructing a multiple-choice type test. There are:

- (1). The questions must be clear.
- (2). The answer should be homogeneous.
- (3). No clue for right answer.
- (4). Avoid the answers; all the answers are right or all the answers are false.
- (5). Sentences which are used should be appropriate with the students' ability.
- (6). Use standardized language.

There were 55 items that were prepared to get data. The items were selected from the book of the English textbook that was used as a hand- book in the teaching learning process. The test items were selected randomly. The vocabulary test items are arranged specifically into the following numbers:

- (1). The test item referring to noun are 25 items on number: 1, 3, 7, 8, 11, 12, 14, 19, 21, 22, 24, 27, 29, 30, 34, 35, 36, 38, 42, 43, 46, 48, 50, and 55.
- (2). The test items referring to verbs are 9 items on number: 2, 5, 16, 25, 26, 37, 39, 51, and 54.
- (3). The test items referring to adjectives are 13 items on number: 4, 10, 13, 18, 20, 23, 31, 32, 33, 41, 44, 45, and 47.

(4).The test item referring to prepositions are 8 items on number: 6, 9, 15, 17, 40, 49, 52, and 53.

Questionnaire

Since the study include the reasons concerning with the success of learning and teaching vocabulary, a questionnaire was administered to measure both external and internal factors which may affect the students' learning process. In this study, I used closed-questionnaire since each items consists of some options. Arikunto (2002:141) points out that questionnaire in which the options has been given is called a closed-questionnaire.

The questionnaire consists of five variables. They are students' motivation, the teaching learning facilities, and the teachers' method of teaching, the teachers' competence, and the students' attitude towards English. Some items that can be seen in the following table represent each of those variables.

Table1. Variables of questionnaires

No	Variables of Questionnaires	Item number
1.	Students' motivation	1, 2, 3
2.	Teaching learning facilities	4, 5
3.	Teachers' method of teaching	6
4.	Teachers' competence	7, 8
5.	Students' attitude towards English	9, 10

3.4. Try Out

The goal of conducting try-out test was to measure the validity and reliability of the test. The test should fulfill the two qualities of a good test. If the test item does not have validity and reliability, it must be revised. The revision was made based on the analysis of the try-out test result.

3.4.1 Scoring of the Test

I made 60 test items of multiple-choice type, and for scoring the test, I use formula as follows:

$$\text{Score} = \frac{B}{N} \times 100$$

Where:

B = right answer

N = total of the test item

(Direktorat Pendidikan Menengah Umum, Ditjen, Dikdasmen, Depdiknas 2004)

3.4.2. Validity of the Test

A good test has to be valid. Therefore, a test provides trusted result.

According to Heaton (1974:153)

The validity of the test is extent to which it measures what it is suppose to measure and nothing else. Every test, whether it is a short; informal classroom test or a public examination, should be as valid as the constructions can it. The test must aim to provide a true measure of the particular skill that is intended to measure.

Talking about validity, Harris (1996:19) distinguishes it into three kinds.

They are face validity, content validity, and empirical validity. Face validity refers to the items which should look right to the others testers, teachers, moderators, and

testers. The test should be clean, neat and clear. Because the test has fulfilled the requirements, the instruments face validity. Content validity depends on a careful analysis of the language being tested and of the particular course objectives. A test is said to have high content validity if each item used to collect data has relevance to established criteria or objectives and covers representatives' materials.

The computation of the validity of the test item used Pearson-Product Moment Formula, which is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where;

r_{xy} = Validity of the item

N = total number of the respondent

$\sum X$ = item score

$\sum y$ = total score of the item

$\sum XY$ = the sum of the item score multiplying the total score

$\sum X^2$ = the sum of the square of the item score

$\sum Y^2$ = the sum of the square of the total score (Arikunto, 2002:146)

For the significance level 5%, with, N = 40 we obtain r table = 0.312

Based on the result of computation, there were items that are considered to be valid because r-values are higher that the critical value of r product-moment.

3.4.3. Reliability of the Test

According to Tinambunan (1988:14) “Reliability refers to the stability or the consistency of the test score that is how consistent test score or the evaluation result is from one measure to another. “Furthermore, Heaton (1974:1554) states that:

Reliability is necessary characteristic of any good test for it to be valid at all. A test must be reliable as a measuring instrument. If the is administered to the same candidates on different occasions, then to the extent that is produces different results, it is not reliable. In short, in order to be reliable, a test must be consistent in its measurements.

The computation of the reliability of the test used Spearman - brown Moment

Correlation Formula, as follows:

$$r_{11} = \frac{2 X r_{xy}}{(1 + r_{xy})}$$

Where:

r_{11} = reliability of the test

r_{xy} = index correlation

In order to find r_{xy} , I use formula below:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} = index correlation

N = Total number of the respondent

$\sum X$ = item score

$\sum y$ = total score of the item (Arikunto 2002:146)

The r- value (0.922) resulted from the computation was consulted to the critical value of r product-moment (0.312) with the significant level 5%. The result of the r- value was higher than the critical value. Therefore, it is considered that the test was reliable.

3.4.4 Item Analysis

Heaton (1974:1720 states that “After the answer sheets have been accumulated, all items should be examined from the point of view of their difficulty level of discrimination.” Reexamining each item to discover its strengthened weakness is known item analysis. The analysis students’ scores to objective test items are powerful for the test improvement.

(1).Item Difficulty

The index of difficulty or the facility value of an item simply shows how easy or difficult a particular item proved in the test. The index of difficulty (or percentage) of the students who answered the item correctly. It is calculated by using the formula:

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

Where:

P = facility value

B = the number of the students who answer correctly, and

JS = the number f the students

The index of difficulty is:

0.00 – 0.30 is difficult

0.30 – 0.70 is medium

0.70 – 1.00 is easy (Arikunto, 2002:210)

If the index of difficulty is high, an item is considered easy. If it is low, it will be considered difficult. (Arikunto, 2002:210) points out that a good test item if it considered medium that fall between 0.30 and 0.70.

(2).Item Discrimination

According to Heaton (1974:173) “the discrimination index of an item indicates the extent to which the item discriminates between the testers, separating the more able testers from the less able testers. “In addition, Heaton asserts that:

The index of discrimination (D) tells us whether those students who perform well overall test tended to do well or badly an each item in the test. It is pre-supposed, that the total score on the test is a valid measure of the students’ ability (Heaton, 1974:173-174)

These procedures of calculating the discrimination index can be expressed, by this formula below:

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

Where:

D = the discrimination index

BA = the number of the student upper group who answered the item correctly

BB = the number of the student lower group who answered the item correctly

JA = the number of the students in upper group

JB = the number of the students in lower group (Arikunto, 2002:218)

Criteria

Interval		Criteria
	$D \leq 0.20$	Poor
$0.20 <$	$D \leq 0.40$	Satisfactory
$0.40 <$	$D \leq 0,80$	Good
$0.80 <$	$D \leq 1.00$	excellent

3.4.5. Try Out of the Questionnaire

Concerning with the try out the4 questionnaire, I will only talk about face validity. As stated above, face validity refers to the appearance of the test or questionnaire items. They should look clean, neat, and clear. Since the study is considered with the vocabulary mastery, the questionnaire contains the factors may affect the students in mastering the vocabulary as seen in complete specification of the questionnaire.

CHAPTER IV

DATA ANALYSIS

This chapter deals with the analysis and the discussion of the vocabulary test and the questionnaire as well as the interpretation of the result.

4.1 The Analysis of the Vocabulary Test

After conducting the research, I administered, analyzed, and interpreted the result of the research. Statistical analysis is concerned with the organization of the scores and the other numerical data collected through measurement.

The following table presents the calculation of the right answers and the wrong answers of the vocabulary test. The table shows that the students' scores are various. The highest score is 72, the lowest score is 28 in the pre-test, and 94, and the lowest score is 40 in the posttest.

4.1.1 The Measurement of Central Tendency

Relating to the statistical analysis that deals with the numerical data, the writer measured the central tendency, which is mean. Moor (1983:245) asserts, "The mean is an arithmetical average that is obtained by adding all the scores in the distribution and dividing the number of testers."

For calculating the mean, I employed the formula below:

$$X = \frac{\sum X}{N}$$

Where:

X = the mean scores

$\sum X$ = the sum all the scores

N = the total number of the testers

Using the formula above, the computation of the average of the pre-test and the posttest scores show below:

Pre-test

$$X = \frac{\sum X}{N}$$

$$X = \frac{1738}{39}$$

$$X = 44.6$$

Posttest

$$X = \frac{\sum X}{N}$$

$$X = \frac{2780}{39}$$

$$X = 71.19$$

The mean of the test scores (44,6) and (71.28) is equal to 44,6% and 71.28% of the possible highest scores. The percentage can be seen in the computation below:

$$\frac{44.6}{100} = 100\% = 44.6\% \quad \text{and} \quad \frac{71.19}{100} = 71.19\%$$

44.6 and 71.19 = the mean of the pre-test and the post test scores

100 = the possible highest score

Based on the statistical analysis, the mean scores (71.19) there are 20 students' scores above the mean and 19 students' scores below the mean. It means that more than 48.71% of the students' vocabulary mastery is low.

4.1.2 The Result of Vocabulary Tests

The aim of this study is to find out how high the vocabulary of the students' achievement. I classified the students' achievement above by using Tinambunan's classification (1988:129) which expresses various level of achievement. Below is the table of the level of achievement put forward by Tinambunan.

The table of the level of the achievement

Percentage of the correct answer	Grade	Level of the achievement
85 – 100	A	Very good
70 – 84	B	Good
60 – 69	C	Sufficient
50- 59	D	Insufficient
- 50	E	Very bad

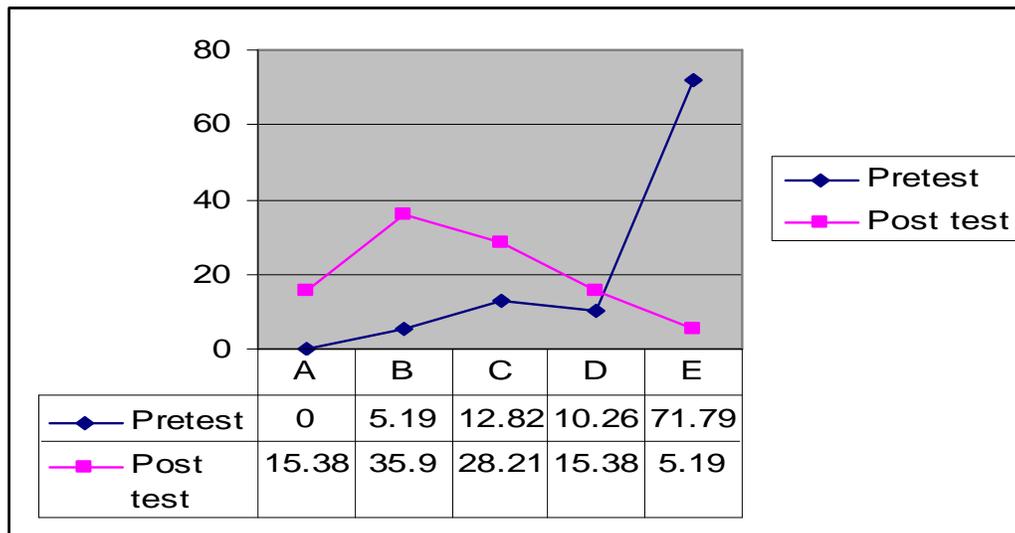
Based on the table above the achievement of the students' pre test and the posttest are:

Table of the grading of the scores

grade	frequency		percentage	
	Pre test	Post test	Pre test	Post test

A	0	6	0 %	15.38 %
B	2	14	5.19 %	35.90 %
C	5	11	12.82 %	28.21 %
D	4	6	10.26 %	15.38 %
E	28	2	71.79 %	5.19 %

The graphic f the scores



According to the classification of the level of achievements introduced by Tinambunan, 71.19 are regarded above average. The result of test shows clearly that only 6 students (15.38 %) get outstanding (A), 14 students (35.90 %) get very good grade (B), meanwhile 11 students (28.21 %) get satisfactory (C), and 6 students (15.38 %) get very weak grade (D), and 2 students (5.19 %) very bad or still fail. However, generally, it shows clearly that students' vocabulary mastery in noun shows the highest

result whereas in verbs shows the lowest result. The following is the elaboration result of the test.

Table of the test compositions

No	Aspect	Words	Percentage	Result Of Test	Percentage
1	Noun	24	48 %	18	75 %
2	Verb	7	14 %	4	67 %
3	Adjective	13	26 %	9	69 %
4	Preposition	6	12 %	5	73 %
Total		50 words	100 %	36 words	72 %

(1).Noun

The percentage of the right answer of noun is 75 % and the wrong answer is 25 %.

The students' mastery in noun is about $75 \% \times 24 = 18$ words.

(2).Verb

The percentage of the right answer of verb is 67 % and the wrong answer is 33 %.

The students' mastery in verb is about $67 \% \times 7 = 4$ words.

(3).Adjective

The percentage of the right answer is 69 % and the wrong answer is 31 %. The students' mastery in adjective is about $69 \% \times 13 = 9$ words.

(4).Preposition

The percentage of the right answer is 73 % and the wrong answer is 27 %. The students' mastery in noun is about $73\% \times 7 = 5$ words.

4.1.3 The Findings

From the previous explanation, I may conclude that students' vocabulary mastery is still low, although some of the students are get the good grade.

4.2 The Analysis of Questionnaire

The step of the analyzing the questionnaire are not different from those of analyzing the vocabulary test. Each of the steps will be discussed in the following sections.

4.2.1 Grading

As written on the questionnaire, there are four options for each item. The item score is ranged from 0 to 3. The students who answer A will get score 3, the score 2 for B, 1 for C and 0 for D. further result of the grading score of the questionnaire can be seen in appendix.

4.2.2 Tabulating and Tabling

To make the result of the grading of the questionnaire is readable, it is necessary to tabulate it. It means that the result of the grading the questionnaire put into a table. The table consists of several columns number of students, name, the students score

based on the variables on the questionnaire and the total scores. The table can be seen in appendix.

4.2.3 Finding the Mean

It is also necessary to find out the mean of the questionnaire in order to know the average of the questionnaire in one group

. The mean of the questionnaire is counted based on its variables. Therefore, its variables will have its own mean. The formula used for computing the mean is as followed:

$$M = \frac{\sum V}{S \times N}$$

Where:

M = the mean of each variable

$\sum V$ = the total score of the variables

S = the number of the indicator

N = the number of the respondent

After the formula was applied, the computation of the average of the questionnaire scores from appendix was shown below:

1. Students' motivation

This variable consists of the items number 1, 2, and 3. With the use of the formula above, the mean of this variable is:

$$M = \frac{198}{117} = 1.58 \text{ (medium).}$$

2. Teaching learning facilities

This variable consists of the items number 4 and 5. With the use of the formula above, the mean of this variable is:

$$M = \frac{147}{76} = 1.93 \text{ (sufficient).}$$

3. Teachers' method of teaching

This variable consists of the items number 6. With the use of the formula above, the mean of this variable is:

$$M = \frac{69}{76} = 1.77 \text{ (sufficiently interesting)}$$

4. Teachers' competence

This variable consists of the items number 7 and 8. With the use of the formula above, the mean of this variable is:

$$M = \frac{179}{76} = 2.36 \text{ (excellent).}$$

5. Students attitude toward English

This variable consists of the items number 9 and 10. With the use of the formula above, the mean of this variable is:

$$M = \frac{131}{76} = 1.72 \text{ (fairly enthusiastic).}$$

4.2.4 Determining the Range of the Graded Score

Since the result of the mean of each variable of the questionnaire is in the form of decimal, it is necessary to determine the range of the graded score: Which can be seen in the following:

Table of The range of the graded score

Range of the mean	Students' motivation	Teaching learning facilities	Teachers' method of teaching	Teachers' competence	Students' attitude towards English
2.00-3.00	High	Competence	Interesting	excellence	Very enthusiastic
1.00-1.99	Medium	Sufficient	Sufficiently interesting	Good	Fairly enthusiastic
0.00-0.99	low	Insufficient	Boring	Bad	Less enthusiastic

4.2.5 Matching the Mean to the Range of the Graded Scores

Each of the means of the variables above is then matched with the range of the graded score. The result can be seen shown below:

(1).Students' motivation

The mean f the motivation is 1.58. This figure falls on the range between 1.00 and 1.99 (medium)

(2).Teaching learning facilities

The mean f the motivation is 1.93. This figure falls on the range between 1.00 and 1.99 (sufficient)

(3).Teachers' method of teaching

The mean f the motivation is 1.77. This figure falls on the range between 1.00 and 1.99 (sufficiently interesting)

(4).Teachers' competence

The mean f the motivation is 2.36. This figure falls on the range between 2.00 and 2.99 (excellence)

(5).Students' attitude towards English

The mean of the motivation is 1.72. This figure falls on the range between 1.00 and 1.99 (fairly enthusiastic)

After matching the answers of the questionnaire concerning about the students' motivation to study English, it sounds that the most of the students' motivation are medium and teaching learning facilities which are available in school are sufficient to support the students in studying English.

The answer of the questionnaire asking about method of teaching shows that the methods used by the teachers are considered sufficiently interesting. However, the questionnaire asking about the teachers' competence is shows that the teachers' competence is excellence. Meanwhile, the students' average score on the questionnaire concerning with the students' attitude is enthusiastic.

4.3 The Interpretation of the Data

After counting the students' scores of the test, it is found that the mean of the scores is 71.19, which equal 71.19 %. According to the GBPP with this students' degree achievement, teaching learning activities can be continued to the other English materials although some of the students who set below 65 % are given a treatment. Meanwhile, according to the criterion stated by Tinambunan, the vocabulary mastery of the students is above the average achievement.

The result above shows that the students have not completely mastered the vocabulary. Because, the result from the questions given, they cannot answer all of the questions. Now a question arises: what factors affect the students have not mastered the

vocabulary maximally. The answer can be referred to the result of the questionnaire. There are some factors affects the success or the failure of language learning.

The questionnaire shows that the teaching- learning facilities is one of the points that contribute the students' mastery of vocabulary. This variable perhaps causes the students' mastery is not completely fail. We can see that the teaching-learning facilities are said sufficient. It means that the students do not lack the facilities they need although the school still has the homework completing the students' facilities that they need.

From the questionnaire result, we can see that the teacher competence are said to be good. Concerning with the success of language learning, Peters in Sudjana (1989: 22) says that the process and the result of the students learning depend on the teachers' mastery to the subject being taught and their skills of teaching.

One of the some other factors that affect the students in successful language learning is teacher method of teaching. The questionnaire shows that the method of used by the teacher is said to be sufficiency interesting. In this case, Harmer (1998:8) points out "the method by which the students are taught must have some affect on their motivation. If they find it deadly boring they will probably become de-motivating." Relating to the point, there was a teacher who may have a very good mastery on a certain them; however, the students do not understand well about the subject he/she taught.

Further factors that plays an important role in determining the success of language learning is motivation. We can see from the questionnaire that the students' motivation is medium. Harmer (1998:8) points out that motivation are kind f internal drives that encourage somebody to pursue a course of action. He adds, "A person who really wants to learn will succeed whatever the circumstance are under which he studies." The

students who are strongly motivated will do significantly better than their peers and perhaps. It is reasonable to say that the motivation of the students the single most important thing that they bring to the classroom. A saying says: “where there is a will, there is a way.”

Another negative point that probably affects the students’ language learning process is their attitude towards English. The result of the questionnaire shows that the students are enthusiastic to study English. Talking about the students’ attitude James (1970:20) points out that the attitude is general disposition to regard something in a positive or negative way.

CHAPTER V

CONCLUSIONS AND SUGGESTION

5.1 Conclusions

From the data analysis and interpretation, I conclude that:

1. After counting and analyzing the data, the writer found that the mean score of the first year students of MTs Al Asror is 71.19, which equals to 71.19 %. The result is shows the significant of students' achievement in Vocabulary.
2. According to the criterion stated by GBPP, the mean of the students' scores is 65%, which means that classifically the students, can continue studying other English materials although some of them who get bellow 65 are given a remedial treatment. However, according to the criterion suggested by Tinambunan, the students' mastery of vocabulary is above average achievement. It means that short story effective to help students to improve their vocabulary mastery.
3. The analysis of the function of words and clauses in a sentence can help students to understand the meanings of text. By knowing the function of the word, students are able to understand the meaning although they do not know the meaning of word.

Some factors affect the students in mastering vocabulary. Based on the result of the questionnaire, one positive point that affects the students' mastery on the vocabulary is the teaching learning facilities. Meanwhile, other points that affect the students have not

completely mastered the vocabulary are the teachers' competence, teachers' method of teaching, students motivation and the students' attitude towards English.

5.2 Suggestions

From the above conclusion, I would like to offer some suggestions to improve the students' vocabulary mastery.

1. The English teacher of MTs Al Asror should know that the students' vocabulary mastery is still low.
2. The English teacher of MTs Al Asror should take some strategies to improve the students' motivation and effort in learning English and find the most appropriate technique of teaching vocabulary, such as:
 - ✓ Giving the students more vocabulary practices.
 - ✓ Teach the students with are vocabulary games.
 - ✓ Choose the appropriate topics such as sport, music, automotive, hobbies for the materials.

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Rencana Pelaksanaan Pembelajaran

Mata Pelajaran	: Bahasa Inggris
Satuan pendidikan	: mts al asror
Kelas/Semester	: I / II (dua)
Materi pokok	: learning new vocabulary from short story
Siklus	: Reading and Speaking
Pertemuan Ke-	:
Alokasi Waktu	: 2 x 45 menit

Standar Kompetensi :

Mengungkapkan makna dan penggunaan vocabulary yang diambil dari komik spiderman di KOMPAS

Kompetensi Dasar :

Mengungkapkan makna dalam percakapan dan dialog dalam komik dan menggunakannya dalam membuat kalimat sendiri.

Indikator :

I. Tujuan Pembelajaran :

- ü Siswa mampu memahami teks dialog dalam komik
- ü Siswa mampu merespon pertanyaan yang diberikan yang berkaitan dengan cerita yang ada dalam komik
- ü Siswa mampu memahami teks dialog pada komik

II. Materi Ajar : memahami dan mampu menggunakan vocab yang diberikan dalam percakapan

III. Metode Pembelajaran :

- Building Knowledge Of The Text (BKOF)
- Modelling Of The Text (MOT)
- Join Contraction Of The Text (JOT)
- Independent Construction of the Text (ICOT)

IV. Langkah-langkah Pembelajaran

A. Kegiatan Awal:

- Ø Guru memberi salam pada siswa.
 - ü “*Good morning / good afternoon*”
 - ü “*How are you?*”
- Ø Guru memberi pertanyaan yang berkaitan dengan materi yang akan diajarkan:
 - o “*Who is the actor as the super heroin the comik*”
 - o “*What is he meaning of spider?*”

B. Kegiatan Inti:

- Ø Guru Memberikan contoh kalimat yang menggunakan vocabulary yang ada pada komik dan guru menyuruh para murid membuat kalimat baru dengan vocabulary tersebut (BKOF).
- Ø Guru Membaca terlebih dahulu dialog tersebut, kemudian diikuti oleh siswa berulang ulang sampai mereka paham dialog pada komik, dan bagaimana ekspresi yang ada (MOT).
- Ø Guru memberi beberapa potongan cerita komik spiderman dan menyuruh para siswa untuk membacanya dan memahami cerita.
- Ø Guru membagi siswa menjadi pasang- pasangan.
- Ø Guru menugasi siswa untuk mempraktekan dialog yang ada dengan memperagakannya secara berpasangan di depan kelas (JOT).
- Ø Guru menugasi siswa untuk membuat teks/ dialog yang memakai vocab dari komik yang baru dibacanya dengan kalimat sendiri.

C. Kegiatan Akhir:

Mengevaluasi siswa tentang materi yang telah diajarkan, untuk mengetahui seberapa dalam penguasaan mereka tentang materi dan vocab yang diberikan.

V. Alat/Bahan/Sumber Belajar:

- ✓ Buku materi bahasa Inggris lain yang menunjang (look a head)
- ✓ potongan komik spiderman

Normality 01

Maximum Score = 94

Minimum Score = 40

Range = $94 - 40 = 54$

Class Interval = $1 + 3.3 \log(N) = 1 + 3.3 \log(39) = 6.25$

Class Width = range : class interval = $54 : 6.25 = 8.64 \sim 9$

Class Interval	f
40 – 48	2
49 – 57	6
58 – 66	7
67 – 75	9
76 – 84	9
85 – 93	5
94 – 102	1
Total	39

Xmin	Zi	PZ	P	Ei	Oi	(Oi-Ei) ²
39.5	-1.35	0.0885	0.0008	0.0312	2	3.8762
48.5	-0.96	0.1685	0.1125	4,3875	6	2.6002
57.5	-0.58	0.281	0.1397	5,4483	7	2,4078
66.5	-0,20	0.4207	0.1507	5.8773	9	9.7513
75.5	0.18	0.5714	0.1374	5.3586	9	13.2598
84.5	0.55	0.7088	0.1176	4.5864	5	0.1711
93.5	0.94	0.8264	0.0802	3.1278	1	4.5275
102.5	1.32	0.9066				
X ² hitung						36.5939

$$X^2(\alpha)(dk) = X^2(5\%)(0) = 36.5939$$

Normality 02

Maximum score = 74

Minimum score = 28

Range = $74 - 28 = 46$

Class Interval = $1 + 3.3 \log (N) = 1 + 3.3 \log (39) = 6.25$

Class Width = range: class interval = $46: 6.25 = 7.36 \sim 7$

Class Interval	f
28 - 34	8
35 - 41	11
42 - 48	9
49 - 55	3
56 - 62	5
63 - 69	1
70 - 76	2
Total	39

Xmin	Zi	PZ	P	Ei	Oi	(Oi-Ei) ²
27.5	-1.23	0.1093	0.1229	4.7931	8	10.2842
34.5	-0.73	0.2322	0.1807	7.0473	11	15.6238
41.5	-0.22	0.4129	0.1974	7.6986	9	1.6936
48.5	0.28	0.6103	0.1749	6.8211	3	14.6008
55.5	0.79	0.7652	0.118	4.602	5	0.1584
62.5	1.30	0.9032	0.0609	2.3751	1	1.8909
69.5	1.80	0.9641	0.0225	0.9945	2	1.0110
76.5	2.31	0.9896				
X ² hitung						45.2627

$$X^2(\alpha) (dk) = X^2(5\%) (2) = 45.2627$$

The score f the students' pretest and postest

No.	x	y	x ²	Y ²	xy
1.	40	28	1600	784	1120
2.	48	28	2304	784	1344
3.	50	30	2500	900	1500
4.	54	30	2916	900	1620
5.	54	32	2916	1024	1728
6.	54	32	2916	1024	1728
7.	54	34	2916	1156	1836
8.	56	34	3136	1156	1904
9.	60	36	3600	1296	2160
10.	62	36	3844	1296	2232
11.	62	36	3844	1296	2232
12.	62	36	3844	1296	2232
13.	64	38	4096	1444	2432
14.	64	38	4096	1444	2432
15.	66	38	4356	1444	2508
16.	68	38	4624	1444	2584
17.	68	40	4624	1600	2720
18.	68	40	4624	1600	2720
19.	68	40	4624	1600	2720
20.	70	44	4900	1936	3080
21.	72	44	5184	1936	3168
22.	72	44	5184	1936	3168
23.	72	46	5184	3600	3312
24.	72	46	5184	2116	3312
25.	76	46	5776	2116	3496
26.	76	46	5776	2116	3496
27.	76	46	5776	2116	3496
28.	78	48	6084	2116	3744
29.	80	50	6400	2304	4000
30.	82	52	6724	2500	4262
31.	82	52	6724	2704	4262
32.	84	56	7056	2704	4704
33.	84	60	7056	3136	5040
34.	88	60	7744	3600	5280
35.	90	62	8100	3600	5580
36.	90	62	8100	3844	5580
37.	92	66	8464	3844	6072
38.	92	70	8464	4356	6440
39.	94	74	8836	5476	6956
Total	2780	1738	200096	82844	128200

$$\begin{aligned}
r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\
&= \frac{4.999.800 - 4.831.640}{\sqrt{\{7803744 - 7728400\} \{3.230.916 - 3020644\}}} \\
&= \frac{168160}{\sqrt{1584273357}} \\
&= \frac{168160}{3980293} = 0.423
\end{aligned}$$

$$r_{(\alpha)(N)} = r_{(5\%)(39)} = 0.312$$

Because $r_{xy} > 0.312$ then r_{xy} is significant, meaning that there is relationship between the use spiderman short story and students' vocabulary improvement.

Soal pre test

Name :

Class :

Object : English

Grade : Seventh class of junior high school

The Test Items

Choose the right answer by crossing a,b,c,or d as the answer bellow.

1. I save my money at the.....
 - a. BANK
 - b. Post office
 - c. Restaurant
 - d. Bar

2. I feel cool please.....the door!
 - a. Open
 - b. Close
 - c. Switch on
 - d. switch off

3. It is dark now, please.....the lamp!
 - a. Open
 - b. Close
 - c. switch on
 - d. switch off

4. This question is very.....I can do that fast.
 - a. Difficult
 - b. Short
 - c. Easy
 - d. Confusing

5. I will.....my camera to get some shots of the pictures.
 - a. Sit up
 - b. Set up
 - c. Shut up
 - d. Sheet up

6. The building consist ...ten class rooms, library, and two laboratories.
 - a. About
 - b. Of
 - c. In
 - d. with

7. The people who work against the robber or the criminals.
 - a. Security
 - b. Police
 - c. Post office
 - d. doctor

8. The thing that is used to make someone face unseen.
 - a. Hat
 - b. Helmet
 - c. Vail
 - d. mask

9. Jojo confused, with the girl who always lookhim.
 - a. In
 - b. Of
 - c. To
 - d. at

10. Please read the textin order to be heard by all students in class!
 - a. Slowly
 - b. Smoothly
 - c. quickly
 - d. loudly

11. Someone who wants to rob the others.
 - a. Robber
 - b. Thief
 - c. Corruptor
 - d. criminal

12. A small animal that sometime to be human enemy.
 - a. Insect
 - b. Wild animal
 - c. Pets
 - d. snack

13. Spiderman moveto avoid his enemy's attack.
 - a. Quickly
 - b. Loudly
 - c. Slowly
 - d. early

14. Insect that makes his house like web.
- Spider
 - Snack
 - Frog
 - ant
15. He goes to school7 o'clock
- On
 - At
 - in
 - by
16. The cat runs quickly tothe mouse.
- Kick
 - Catch
 - Hit
 - throw
17. My school is locatedJl. Rambutan 52.
- In
 - From
 - On
 - at
18. One of the purposes of education is to develop the students'
- Program
 - Ability
 - Appreciation
 - religion
19. In senior high school, there are natural science, social science, and language.....
- Expert
 - Form
 - Program
 - appreciation
20. To be an adult, a student should learn a lot, not only knowledge but also the development of.....
- Expert
 - Attending
 - Appreciation
 - personality

21. The thing that is used to take pictures.
- Telescope
 - Microscope
 - Telephone
 - camera
22. The thing that is used to talk in a far distance without seeing the face of each other.
- Telescope
 - Microscope
 - Telephone
 - camera
23. There is no one who doesn't want to live
- Sadly
 - Hard
 - Happily
 - quickly
24. Eke went to school with his private driver by his
- Motorcycle
 - Bicycle
 - Car
 - bus
25. I want to meet you. I want toyour face.
- See
 - Hear
 - Feel
 - touch
26. Mr. Obia bird with his gun.
- Shot
 - Hit
 - Take
 - feed
27. Kompas is a national.....in Indonesia.
- News paper
 - Magazine
 - Book
 - paper

28. The subject taught this morning need all my.....
- Ability
 - Mastering
 - Concentration
 - understanding
29. Make aof this passage in a paragraph.
- Summary
 - Record
 - Story
 - history
30. Take the hot.....to take a bath for me.
- Water
 - Coffee
 - Dog
 - tea
31. The manager work in his.....
- Room
 - Office
 - House
 - hospital
32. I always get upin the morning.
- Lazily
 - Early
 - Hardy
 - late
33. You lookwith your dress as aas a princess.
- Lazy
 - Beautiful
 - Ugly
 - sadly
34. Spiderman is an in a story at the movie.
- Manager
 - Model
 - Actress
 - actor

35. Lets go to the..... to see the movie.
- a. Park
 - b. Office
 - c. Television
 - d. cinema
36. I stop at take me up to the airplane.
- a. Motorcycle
 - b. Plan
 - c. Taxi
 - d. train
37. The police stop Robin, because hewithout driving license.
- a. Goes
 - b. Plays
 - c. Drives
 - d. Gets on
38. I don't have enough.....to buy this book, it is very expensive.
- a. Time
 - b. Library
 - c. Money
 - d. power
39. IsraelPalestine with their bombs and plains.
- a. Force
 - b. Get
 - c. Catch
 - d. Clean
40. I trystudy hard to get a good result of the exam.
- a. To
 - b. For
 - c. In
 - d. From
41. Agnes Monica is a woman with great.....
- a. Special
 - b. Talent
 - c. People
 - d. face

42. I go to the cinema to see a
- a. Television
 - b. Movie
 - c. Show
 - d. news
43. Spiderman is a super.....
- a. Nero
 - b. Zorro
 - c. Hero
 - d. Zero
44. Spiderman is aman.
- a. Weak
 - b. Strong
 - c. Hard
 - d. slow
45. Bema is astudent. He always writes what his teacher explains.
- a. Smart
 - b. Clever
 - c. Diligent
 - d. lazy
46. The following are the preposition except.....
- a. Without
 - b. Of
 - c. About
 - d. news
47. A journalist is someone who works to look for a.....
- a. News paper
 - b. Magazine
 - c. Job
 - d. news
48. A man who helps us to send our letters is.....
- a. Post man
 - b. Journalist
 - c. Supplier
 - d. producer

49. Write down your namethis paper please.

- a. In
- b. at
- c. on
- d. of

50. A person who goes from place to place trying to sell small articles is called.....

- a. Peddler
- b. Employee
- c. Journalist
- d. distributor

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Kunci Jawaban Test

1. (a) BANK
2. (b) Close
3. (c) switch on
4. (c) easy
5. (b) set up
6. (b) of
7. (b) police
8. (d) mask
9. (d) at
- 10.(d) loudly
- 11.(a) robber
- 12.(a) insect
- 13.(a) quickly
- 14.(a) spider
- 15.(b) at
- 16.(b) catch
- 17.(a) in
- 18.(b) ability
- 19.(c) program
- 20.(d) personality
- 21.(d) camera
- 22.(c) telephone
- 23.(a) sadly
- 24.(c) car
- 25.(a) see
- 26.(a) shot
- 27.(a) newspaper
- 28.(c) concentration
- 29.(a) summary
- 30.(a) water
- 31.(b) office
- 32.(b) early
- 33.(b) beautiful
- 34.(d) actor
- 35.(d) cinema
- 36.(c) taxi
- 37.(c) drives
- 38.(c) money
- 39.(a) force
- 40.(a) to
- 41.(b) talent
- 42.(b) movie
- 43.(c) hero
- 44.(b) strong
- 45.(c) diligent
- 46.(d) news
- 47.(d) news
- 48.(a) postman
- 49.(c) on
- 50.(c) journalist

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