



**THE USE OF GRAMMAR TRANSLATION METHOD
TO IMPROVE STUDENTS' MASTERY OF
CAUSATIVE FORM**

**(A Case of the Year Eleven Students of
SMA 1 Tunjungan, Blora in the Academic Year of 2010/2011)**

a final project
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for the degree of Sarjana Pendidikan in English

by
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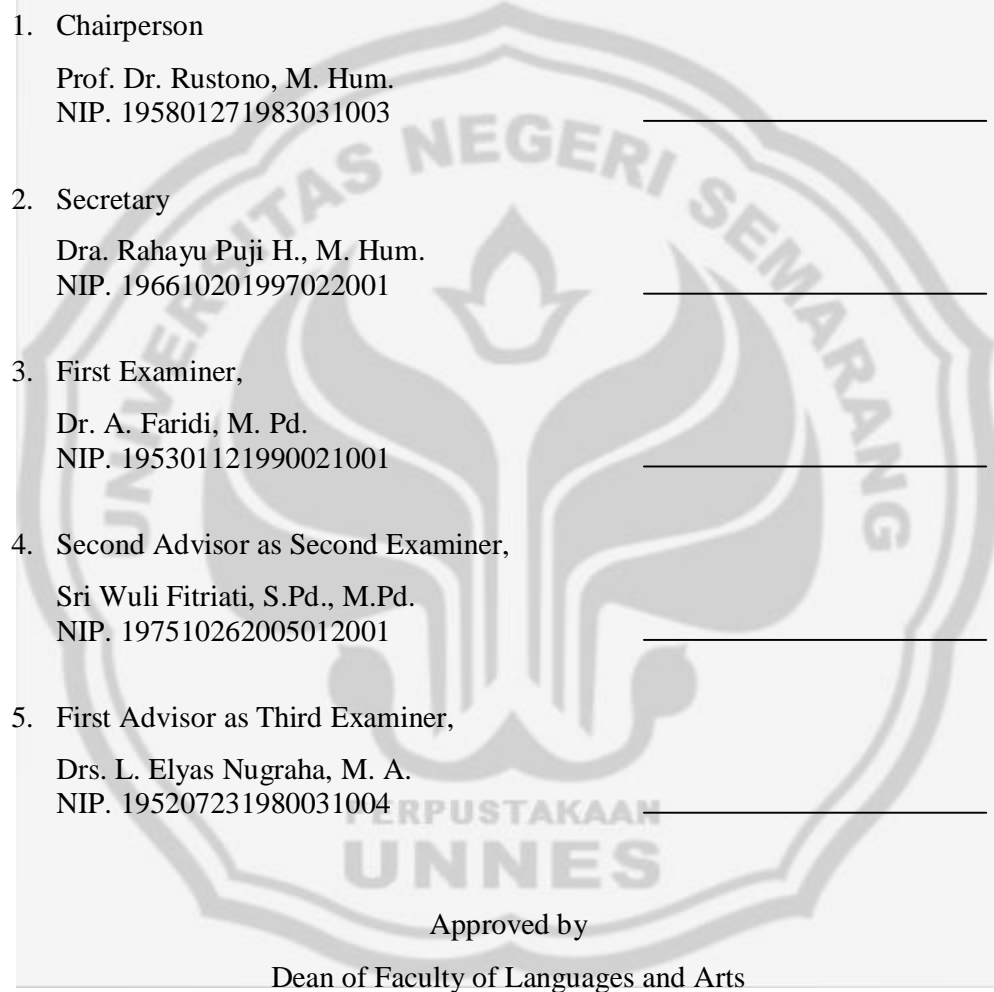
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**THE USE OF GRAMMAR TRANSLATION METHOD
TO IMPROVE STUDENTS' MASTERY OF CAUSATIVE
FORM**

**(A Case of the Year Eleven Students of SMA 1 Tunjungan, Blora in
the Academic Year of 2010/2011)**

Yang saya tulis sebagai salah satu syarat untuk memperoleh gelar sarjana adalah sepenuhnya karya saya sendiri yang saya susun setelah menjalani proses penelitian, pembimbingan, diskusi, dan pemaparan atau ujian. Semua kutipan yang terdapat di dalam karya ilmiah ini, baik yang langsung maupun yang tidak, ditulis dengan disertai sumber kepustakaan sesuai dengan aturan yang dipakai dalam penelitian karya ilmiah. Untuk itu, walaupun tim penguji dan dosen pembimbing telah membubuhkan tanda tangan sebagai tanda keabsahan, seluruh isi dalam karya ilmiah ini menjadi tanggung jawab saya dan apabila nantinya terdapat kesalahan saya siap bertanggung jawab.

Semarang, 24 Maret 2011

Yang menyatakan,

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**BETTER THE LAST SMILE THAN THE FIRST
LAUGHTER**



To

1. My beloved parents (Suparjo and Sudarti)
2. My sisters (Uliyati) and her husband
(Puryono)
3. My beloved Pindha Kaptiningrum
4. My Close friends
5. All my friends of the English Department of
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ABSTRACT

Widianto. 2011. *The Use of Grammar Translation Method to Improve Students' Mastery of Causative Form. (A Case of the Year Eleven Students of SMA N 1 Tunjungan, Blora in the Academic Year of 2010/2011).* Final Project, English Department. Faculty of Languages and Arts. Semarang State University. First Advisor: Drs. L. Elyas Nugraha, M. A. Second Advisor: Sri Wuli Fitriati, S. Pd., M. Pd.

Key Words: Grammar Translation Method, Causative Form, Action research.

The topic of this final project is The Use of Grammar Translation Method to improve students' mastery of causative form. The objectives of the final project were to find out how grammar translation method used to improve the mastery of Causative Form for the eleventh year students of SMA N 1 Tunjungan in the academic year of 2010/2011 and whether the grammar translation method can be used as a method in improving the students' achievement of Causative form.

Ferrance's action research cycle was applied in this study. The steps of Ferrance's action research cycle were identification of problem area, collection and organization of data, interpretation of data, action based on data, and reflection. The cycle was done in three cycles. In gathering the data, I used a test in the form of multiple choice consisting 40 items.

This result of this research showed that using grammar translation method was good. It was proven by the improvement mean difference of pre-test, treatments, and post-test. The means of the pre-test was 61.70. The result of first treatment was 60.36, 71.78 for the second treatment, and 81.07 for the last treatment. For the last step, the result of post-test was 81.96. Therefore, it can be suggested that grammar translation method can be used as the alternative method in teaching grammar, especially causative form.

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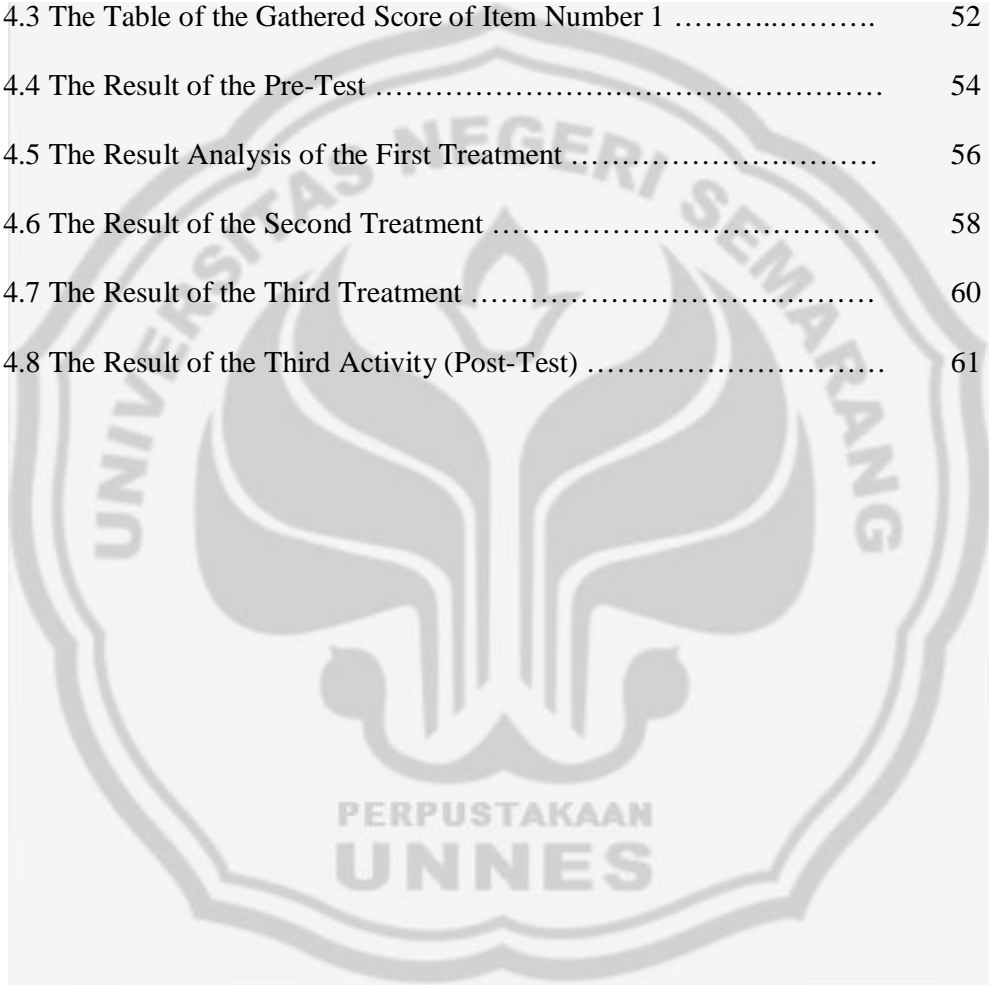
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Nowadays, English is getting more and more of its importance as an international language. English is widely used not only in the countries of which native language is English, but also in other countries where English becomes the second or even foreign language, including Indonesia. In Indonesia, English has been taught as an optional subject at school from the fourth year up to sixth year of Elementary School. Moreover, English is taught as a compulsory subject at school from the first year of Junior High School up to the third year of Senior High School and also as a general basic subject at Universities.

Teaching English at Senior High School is mainly to prepare the students to have the language skills, which include four skills that are listening, speaking, reading and writing. The skills must be taught integratedly without ignoring the language components: (1) vocabulary, (2) pronunciation, (3) phonology, and (4) grammar. Teachers should not teach the language skills and language components separately. The activity should require students to make some choices within a context and to receive feedback on the appropriateness of their choice. Moreover, it is hoped that the students can communicate in the target language, both spoken and written.

One of the language components that must be known by English learners is grammar. Grammar plays an important role in understanding English. By mastering grammar, the students will be able to develop their listening, speaking, reading, and writing skills. Grammar is defined by Celce-Murcia and Larsen-Freeman (1999: 2) as a way that accounts the structure of the target language and its communicative use. They also add that we will need to take into consideration how grammar operates at three level: the subsentential or morphological level, the sentential or syntactic level, and the suprasentential or discourse level. Moreover, grammar has an important role in daily conversation.

When we want to communicate with people from other groups that have different languages, we have to try to understand the language used by those people. Knowing something about students' native dialect or language is very helpful in defining students' learning challenges. We often find misunderstanding in two groups' conversation that has different languages. It could be caused by the differences in their mother languages. The differences between two languages can be found in their grammatical system, sound system, vocabularies and culture. This also happens on Indonesia students who learn English. They mostly get difficulties in the grammatical system.

Causative Verbs is one of the grammatical systems errors that the learners get difficulties. The writer found the problem that Causative Verb has two verbs in one sentence that make the learners hardly to understand. According to Praninskas (1980: 170) "A Causative Verbs is a special sentence patterns with two verbs. Causative Verbs explain that one person causes another to do something.

The three verbs which are used in this way are *have*, *make*, and *get*. The pattern for *have* and *make* is just slightly different from the one *get*.” Betty Azar (1989: 187) also states that “*make*, *have*, and *get* can be used to express the idea that “X” causes “Y” to do something, when they are used as causative verbs, their meanings are similar but not identical”.

From the explanation above it can be concluded that causative is a sentence with two verbs. The Indonesian learners get difficulties in composing causative sentences since it has two action verbs in one sentence. For example:

(a) Have

Fred **had** John **give** him five dollars.

(b) Get

I **got** Ray to **give** me five dollars.

(c) Make

He **made** a stranger on the street **give** him five dollar.

The writer is very interested to know how the writer can deliver causative verb to the eleventh grade of Senior High School. In this study, the writer observes how the students’ mastery of Causative Verbs. The writer thinks that Causative Verbs are difficult for the Senior High School students since Causative Verbs has two verbs in one sentence.

Applying the effective method in teaching Causative Verbs will be valuable for the teacher and the best result for the students. The writer believes that Grammar Translation Method is the most effective method in teaching Causative Verbs. Setiyadi (2006: 183) states that “In teaching teenagers, the age

level between childhood and adult, some assumptions about teaching English to children still apply to teaching this group but some assumptions about teaching adults may also work for them. Different from children, teenagers may demand to know the rules and the meanings in their language. A method that entails understanding of grammatical rules, such as the Grammar Translation Method may be introduced to this group since they already have capacities for abstraction as a result”.

1.2 Reason for Choosing the Topic

The reason why the writer chooses this topic is that learning grammar of foreign language through translation from the languages, Indonesian language and English is very important and it can be developed through Grammar Translation Method.

Grammar Translation Method has so many advantages for students' in learning English, especially Causative Verb. From Grammar Translation Method, teachers can give the instructions by using the students' mother tongue then directly translate into the Target Language and or from the Target Language into the mother tongue. The advantages of this method are that the students get secure and familiar with English and they know how to express their idea in the Target Language without doubt.

Being involved in learning grammar using the Grammar Translation Method, the students can practice or express their idea both in the written way.

The writer would like to emphasize that Grammar Translation Method will affect the students' achievement of Causative Verb.

1.3 Research Problems

Through this study, the writer would like to find how Grammar Translation Method is used to improve the mastery of Causative Verb for the eleventh year students of SMA 1 Tunjungan in the academic year of 2010/2011.

1.4 Objectives of the Study

The primary objectives of the study are:

- (a) to find out how Grammar Translation Method used to improve the mastery of Causative Verb for the eleventh year students of SMA 1 Tunjungan in the academic year of 2010/2011?
- (b) to find out whether the Grammar Translation Method can be used as a method in improving the students' achievement of Causative Verb

1.5 Significance of the Study

The study about the use of Grammar Translation Method to improve students' mastery of causative form hopefully can be useful to give some contribution of English language teaching and learning. First, students will be able to improve their achievement of Causative Verb more effective with regard to the right method for themselves. Second, this research wants introduce to the teachers that Grammar Translation Method is very effective in improving students'

achievement of Causative Verb. And third, this study will increase the writer's skill in teaching English.

1.6 Limitation of the Study

In order to make the study easier and more appropriate, the writer should decide the limitation of the study. Since the study of grammar is too complex, the study is limited to the Causative Verbs through Narrative. To know the achievement of Causative Verbs, the writer decides the limitation of the method. Using Grammar Translation Method means teaching grammar by using students' mother language. Moreover, the result of the study will only be applied to the eleventh graders of SMA N 1 Tunjungan, Blora in the academic year of 2010/2011.

1.7 Outline of the Report

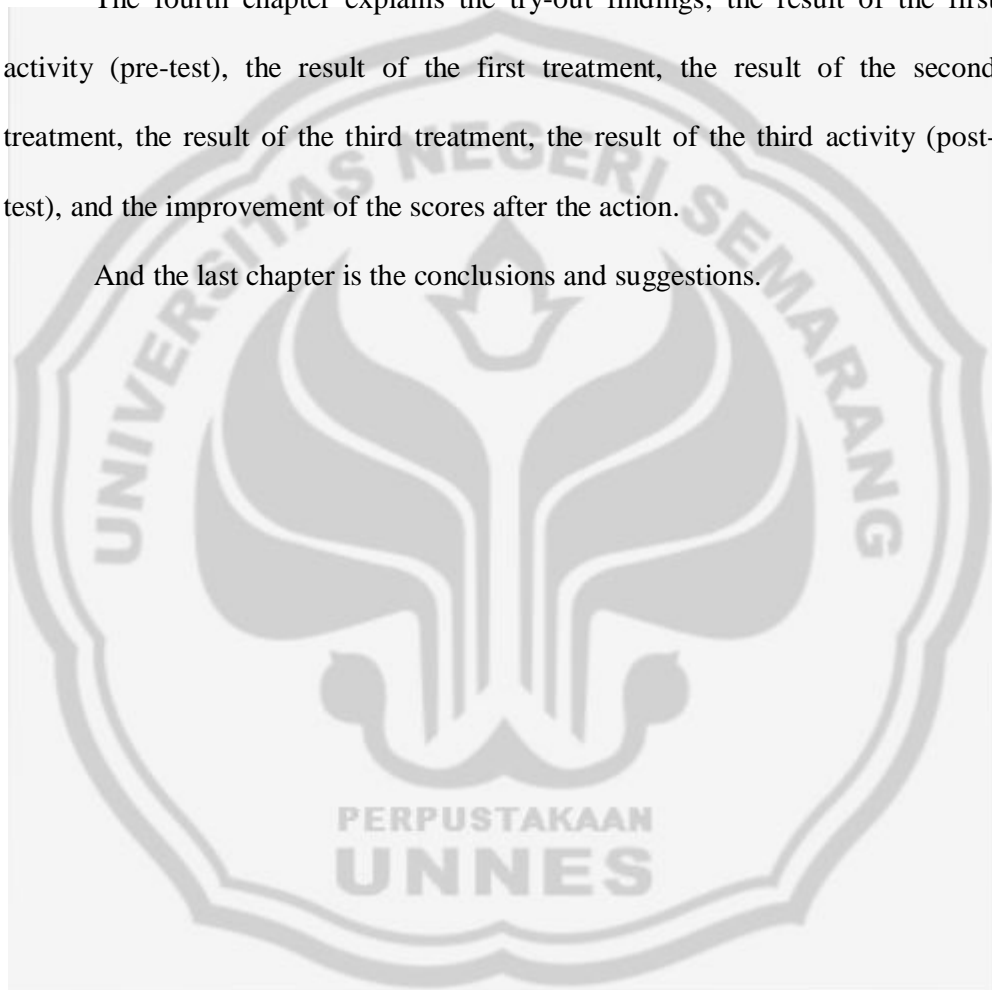
There are five chapters in this final project. The first chapter is the introduction, which consists of background of the study, reasons for choosing the topic, research problems, objectives of the study, significance of the study, and limitation of the study and the outline of the report.

The second chapter is review of related literature. In the second chapter the writer discusses Grammar, Causative Verbs, Grammar Translation Method, English in Senior High School, Characteristics of Senior High School Students, Previous Study, and the Frame Work of the Present Study.

The third chapter contains three sections. The first section presents research design. This is then followed by the second section that talks about population. The third section is about sample. Procedure of conducting the research is explained in the fourth section. And the last section describes the instrument.

The fourth chapter explains the try-out findings, the result of the first activity (pre-test), the result of the first treatment, the result of the second treatment, the result of the third treatment, the result of the third activity (post-test), and the improvement of the scores after the action.

And the last chapter is the conclusions and suggestions.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presented review of related literature which was divided into seven subsections: Grammar, Causative Verbs, Grammar Translation Method, English in Senior High School, Characteristics of Senior High School Students, Previous Study, and the Frame Work of the Present Study.

2.1 Grammar

2.1.1 Definition of Grammar

The word grammar has several meanings and there is no universally accepted definition on it. Grammar is defined by Celce-Murcia and Larsen-Freeman (1999: 2) “Grammar is a way that accounts the structure of the target language and its communicative use”. “...we will need to take into consideration how grammar operates at three levels; the subsentential or morphological level, the sentential or syntactic level, and the suprasentential or discourse level”.

Hornby in Oxford Advanced Learner’s Dictionary of Current English (1995: 517) defines grammar as “the rules in a language for changing the form of words and combining them into sentences”. According to James D. Williams (2005: 2) “Grammar is the formal study of the structure of a language and describes how words fit together in meaningful constructions”.

In another way, Harmer (2001: 12) also defines that “grammar is the description of the ways in which words can change their forms and can be

combined into sentences in that language”. Leech et al (1986: 4) also define that “grammar is a mechanism for putting words together. It is a central part of language which relates sound and meaning. The meaning has to be converted into words and put together to grammatical rules”.

Although the descriptions of grammar mentioned above are different, the goal is basically equal that “grammar is a description of how elements of a language are systematically combined”.

2.1.2 The Importance of Learning Grammar

After knowing the definition, it is not hard for us to understand why grammar is useful and important. Without knowing grammar, someone cannot be said to have learnt because grammar tells us how to use language. Celce-Murcia and Freeman suggest that (1999: 2) “Grammar is important to be taught because it affects students’ performance in all four skills – listening, speaking, reading, and writing”. Thornburry (1994: 4) also defines that “Students are expected in comprehending written or spoken English, they must know the system rule of grammar of a target language since grammar is a tool for making meaning”.

2.2 Causative Verbs

2.2.1 Definition of Causative Verbs

There are several definitions of Causative Verb. As Praninskas states on his book (1980: 170) “A Causative form is a special sentence patterns with two verbs. They explain that one person causes another to do something”. For

example: Professor Miller **makes** his students write in ink. Meanwhile, Betty Azar (1989: 186) explained that “**Make, Get and Have** can be used to express the ideas that “X” causes “Y” to do something”.

Similar to the argument above, Murcia and Freeman (1999: 653) define “Causative Verbs as verb depict one agent successfully causing another agent perform action. Some verbs which enter into these constructions (**cause, force, get**) fall syntactically into the object-control category; others (**make, have**) take bare infinitive complements”.

Simply it can be summarized that a Causative Verbs means that “verb used to indicate or to signal that someone has caused someone else or something to do something. It means that a causative verb has a meaning to force someone or something to do an action and the speaker doesn’t do the action himself”.

2.2.2 Pattern of Causative Verbs

2.2.2.1 Active Causative

Betty Azar (1989: 186) explained that **Causative Get** is followed by an infinitive. For examples:

- (1) Mother **got** her to do the work.
- (2) Father **is getting** Dian to take a newspaper for him.

From those sentences, it can be viewed the pattern of **Causative Get** can be written as follows:

Subject	+	Get	+	complement	+	Verb infinitive
		(Any Tense)		(Person)		(To + Verb 1)

Meanwhile, the **Causative Have** and **Make** are followed by a verb, not an infinitive. For examples:

- (1) The girl **had** the plumber fix the pipe.
- (2) He **has** his mother cook the meal.
- (3) Mrs. Lee **made** her son clean his room.
- (4) Sad movies **make** me cry.

We can see the rules of this **Causative Have and Make** as follows:

Subject	+	Have/make	+	complement	+	Verb I
		(Any Tense)		(Person)		

2.2.2.2 *Passive Causative*

Betty Azar (1989: 186) said that “the past principle is used after “have and get” to give a passive meaning. In this case, there are usually little or no differences in meaning between have and get”. In the interaction with passive, **Get** can act as passive auxiliary and embedded passive like complement as easily as it does active one. For example:

She **got** her maid clean the floor. → She **got** the floor cleaned.

Here, it can be formulated that the passive has the pattern as follows

Subject	+	Get	+	complement	+	Verb III
		(Any Tense)		(Thing)		

Meanwhile, in this passive form, **Have** can act as passive auxiliary and embed passive like complement as easily as it does active one. For example:

- (1) I **had** someone put the rubbish. → I **had** the rubbish put.
- (2) Lia **has** Ana turn on the fan. → Lia **has** the fan turned on.

Here is the pattern:

Subject	+	Have	+	complement	+	Verb III
		(Any Tense)		(Thing)		

2.2.3 The Meaning and Function of Causative Verbs

Murcia (1983: 481) states that the meaning of Causative Verb is different one another. In the active sentence, Causative Get has different meaning from Have and Make although they are all informal and the most occurring causative verbs. It communicates ideas that the subject of the main clause used persuasion or coercion to get the desired action from the embedded subject.

For example:

- (1) The prosecutor **got** him to admit his guilty.
- (2) My uncle **gets** me to wake up every morning.

Besides, in the passive sentences, passive **Get** indicates that some effort was required to perform the action. For example: Nina **got** her car washed by her maid. Meanwhile, causative **Have** is one of the three and commonly occurring causative verbs. When people use this causative, it suggests that the embedded subject was routinely hired or selected to do a job by the subject of the main clause. For example:

- (1) The teacher **had** the students submit the test paper.
- (2) The girl **has** the barber cut her hair.

Therefore, from all the information above it can be concluded as follow:

- a. The function of causative **Get**, **Make** and **Have** is to signal that someone has caused something/someone to do something
- b. Both causative **Get** and **Have** possess active and passive forms and they have different form in active sentence and similar in passive one
- c. Causative **Get** expresses the sense that the subject of the main clause uses persuasion or coercion to get the desired action from the embedded subject.
- d. Causative **Have** suggests that the subject of the main clause selects the embedded subject to do a job.
- e. Causative **make** implies that the subject of the main clause has power or authority over the embedded subject.
- f. In the passive form, passive **Get** implies that some efforts are required to perform action and passive **Have** suggests that action is routinely accomplished.

2.3 Grammar Translation Method (GTM)

2.3.1 General Concept of Grammar Translation Method

The Grammar Translation Method is one of the most traditional methods, dating back to the late nineteenth and early twentieth century. It was originally used to teach 'dead language' (and literatures) such as Latin and Greek, and this may account for its heavy bias towards written work to the virtual exclusion of oral production.

According to Larsen-Freeman (2000: 11):

GTM is a language teaching method built learners to be able to read literature written in the Target Language, this purpose can be reached by learning about the grammar rules and vocabulary of the Target Language. It is also believed that studying foreign language provides students with good mental exercise which helps develop the students' mind.

Broughton, et al (1980: 39) said that “the traditional view that the English language consisted of a battery of grammatical rules and a vocabulary book produced a teaching method which selected the major grammar rules with their exceptions and taught them in a certain sequence”.

According to Setiyadi (2006: 32-33):

GTM embraces a wide range of approaches but broadly speaking, teaching target language is seen as a mental discipline even though it is often claimed that the goal of the teaching is to be able to read literature in its original form. With regard to the nature of language and languages learning, GTM has different points of view from modern methods.

2.3.2 Principles of Grammar Translation Method

Principally, the Grammar Translation Method focuses on translating grammatical forms, memorizing vocabulary, learning rules, and studying conjunctions and other parts of speech (including causative verbs). As Bambang Setiyadi (2006: 34) explained on his book that the principles of Grammar Translation Method are: (1) grammar rules are presented and studied explicitly. Grammar is taught deductively and then practiced through translation exercises; (2) the primary skills to be developed are reading and writing; (3) hardly any attention is paid to speaking and listening skill; (4) teacher correction is the only way to make students produce the right forms of the foreign language; (5) the goal

of foreign language learning is the ability to understand the texts written in the foreign language; (6) mastering the grammar rules of the foreign language is essential in order for students to understand the written target language; (7) vocabulary is learnt from bilingual words lists; (8) the mother tongue is used as the medium of instruction; and (9) a paramount use of translation exercises is given.

The characteristics mentioned above are not a set of procedures of the Grammar Translation Method. Language teachers may develop their own procedures as long as they are in accordance with the characteristics of the Grammar Translation Method. The following procedure of teaching the target language through the Grammar Translation Method is adapted of teaching the target language through the Grammar Translation Method by Larsen-Freeman (200: 15-17): (1) the class reads a text written in the target language; (2) students translate the passage from the target language to their mother tongue; (3) the teachers asks students in their native language if they have any questions, students ask questions and the teacher answers the questions in their native language; (4) students write out the answers to reading comprehension questions; (5) students translate new words from the target language to their mother tongue; (6) students are given a grammar rule and based on the example then apply the rule by using the new words; (7) students memorize vocabulary; (8) the teacher asks students to state the grammar rule; (9) students memorize the rules; (10) errors are corrected by providing the right answers.

2.3.3 Benefits of the Grammar Translation Method

Grammar Translation Method is a method which its purpose is that the learners of the target language are able to read and write the written literature of the target language. Teaching the students by using this method offers advantages for the teacher and the learners. World's most thoroughly researched approach in second language acquisition. Here are the benefits of teaching English by using the Grammar Translation Method according to Bambang Setiyadi (2006: 43-44): (1) successful with children and adult learning any language; and (2) students' mastery of English grammar.

2.3.4 Procedures of Grammar Translation Method

Even though many new methods nowadays, Grammar Translation Method remains a standard methodology for teaching English for some teachers. Prator and Murcia (cited in Brown, 2001: 18) list the major characteristics of the Grammar Translation Method, as follows: (1) classes are taught in the mother tongue, with little active use of the target language; (2) much vocabulary is taught in the form of lists of isolated words; (3) long elaborate explanations of the intricacies of grammar are given; (4) grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words; (5) reading of difficult classical texts begins early; (6) little attention is paid to the content of texts, which are treated as exercises in grammatical analysis; (7) often the only drills are exercises in translating disconnected sentences from the

target language into the mother tongue; (8) little or no attention is given to pronunciation.

2.3.5 Approach and Design of the Grammar Translation Method

2.3.5.1 Approach

Setiyadi (2006: 32-33) explains the assumptions of Grammar Translation Method are:

(a) Theory of Language

Through Grammar Translation Method language is believed to consist of written words and of words which exist in isolation; they are individual words which can be translated one by one into their foreign equivalents and then assessed according to grammatical rules into sentences in the foreign language. Vocabulary in the target language is learned through direct translation from the mother tongue. Reading in the target language are translated directly and then discussed in the native language.

(b) Theory of Teaching

In language teaching what should be taught is not the language itself but the faculty of logical thought and provided valuable mental discipline. This is often criticized because IQ of average school children is not high enough to cope with his method. Through this method teaching the target language relies

very much on cognitive ability.

(c) Theory of Learning

Learning a foreign language needs feeling secure and this condition may take place whenever language learners know how to say in the target language. This assumption may suggest that grammar teaching is needed in order that learners know how words are arranged to express their ideas. In a situation where English is learned as a foreign language students often do not feel secure when they are not sure whether what they express is right or not. So, the communication won't happen meaningful without learning grammar.

2.3.5.2 Design

Every teaching methods and techniques has their own characteristics. They have different objectives, syllabus, types of teaching learning activities, learner role, teacher role, and the role of the student's native language. The elaborations of the Grammar Translation Method as follows:

(a) The objectives

Setiyadi (2006: 33) explains “the general objectives of the Grammar Translation Method are learners be able to read literature that is written in the target language. This purpose can be reached by learning about the grammar rules and vocabulary of the target language. It is also believed that studying a foreign language provides students with good mental exercise which helps develop students' minds”.

(b) The Syllabus

According to Reily (cited in Bambang, 2006: 16) “the choice of a syllabus is a major decision. The syllabus used in Grammar Translation Method teaching

learning language is a structural syllabus. The content of the teaching is a collection of the forms and structures of the language being taught. Here, grammar is taught deductively and then practiced through translation exercises. Vocabulary is learnt from bilingual words lists, in this case English and Indonesian language”.

(c) Types of Learning and Teaching Activities

Setiyadi (2006: 34) defines that “in this technique, teachers make the students learn the grammar rules deductively by translating the target language into the students’ native language. Here, students are also need to learn about the target language vocabulary”.

(d) Learner Roles

The role of the students in this Grammar Translation Method is that they do as the teacher’s says so they can learn what their teacher knows.

(e) Teacher Roles

The teacher is authority in the classroom. S/he asks the students to translate the target language into their native language and asks the students in their native language if they have any questions, students ask questions and the teacher answers the questions in their native language.

(f) The Role of the students’ native language

The meaning of the target language is made clear by translating it into the students’ native language. The language that is used in class is mostly the students’ native language.

2.3.6 Techniques in Grammar Translation Method

The major technique in this research is the use of the native language in teaching grammar and vocabulary of the target language. Diane Larsen-Freeman (2000: 19-20) provides some common/typical techniques closely associated with the Grammar Translation Method.

(1) Translation of a Literary Passage

Students translate a reading passage from the target language into their native language. The reading passage then provides the focus for several classes: vocabulary and grammatical structures in the passage are studied in subsequent lessons. The passage may be excerpted from some words from the target language literature, or a teacher may write a passage carefully designed to include particular grammar rules and vocabulary. The translation may be written or spoken or both. Students should not translate idioms and like literally, but rather in a way shows that they understand the meaning.

(2) Reading Comprehension Questions

Often the questions are sequence so that the first group of questions asks for information contained within the reading passage. Students answer questions in the target language based on their understanding of the reading passage. In order to answer the second group of questions the students have to make inferences based on their understanding of the passage. The third group of questions requires students to relate the passage to their own experiences.

(3) Antonyms/Synonyms

Students are given one set of words and are asked to find antonyms in the reading passage. Or students might be asked to define a set of words based on their understanding of them as they occur in the reading passage.

(4) Cognates

Students are taught to recognize cognates by learning the spelling or sound patterns that correspond between the languages. Students are also asked to memorize words that look like cognates but have meaning in the target language that are different from those in the native language.

(5) Deductive Application of Rule

Grammar rules are presented with example. Exceptions to each rule are also noted. Once students understand a rule, they are asked to apply it to some different examples.

(6) Fill-in-the-blanks

Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or with items of a particular grammar types, such as causative verb or verbs with different tenses.

(7) Memorization

Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them. Students are also required to memorize grammatical rules and grammatical paradigms such as causative verbs.

(8) Use Words in Sentences

In order to show that the students understand the meaning and the use of a new vocabulary item, Students create sentences to illustrate they know the meaning and use of new words.

(9) Composition

The teacher asks the students to write about a topic using the target language.

The topic is based upon aspect of the reading passage of the lesson.

2.4 English in Senior High School

English is an international language that is necessary to be taught for acquiring and developing science, technology, art and culture, and developing international relationship.

2.4.1 School-Based Curriculum

English teaching in senior high school, based on the School Based Curriculum (BSN, 2006: 307) has a main purpose: it could reach the informational level because the students are prepared to continue their study up to the university level. In the informational level, students are hoped to be able to access knowledge using the language knowledge. Here are the elaborations of KTSP in the eleventh grade of senior high school.

2.4.1.1 *The Purpose*

As mentioned on the KTSP Mata Pelajaran Bahasa Inggris's book on page 308, English subject in Senior High School has some purpose in order the students have the ability of mention below:

- (a) Students are able to develop the communicative competence in the written and spoken form to reach the informational literacy level.
- (b) Students have the consciousness about the nature and the importance of English language to develop the nation competitive in the global era.
- (c) Students are able to develop the students' understanding about the relationship between language and culture.

2.4.1.2 The Scope

The English lesson's scopes in Senior High School include:

- (a) Discourse competence, the ability to understand and/or produce the spoken and/or written text which is realized the four skills that are listening, speaking, reading, and writing in the united way to reach the informational literacy level.
- (b) The ability to understand and create short functional text and monolog text and also essay in the form: procedure, descriptive, recount, narrative, report, news item, analytical exposition, spoof, explanation, discussion, review, and public speaking.
- (c) Supporting competence, that is linguistics competence (using language structure and vocabulary, phonetics, writing system), Socio Cultural Competence (using expression and language action in the acceptable way in various communication contexts), Strategy Competence (solving the problem which arises in the communication process using several way in order the communication still happened), and the Discourse Competence (using discourse means).

2.5 Characteristics of Senior High School Students

Students of eleventh grade of senior high school generally are 15th-18th years old, they are not children anymore but they are in the transition period. It is because they have a role as teenager, their position is between the end of childhood and the beginning of adult period.

Teenager period is included in the fourth phase, an individual has main characteristics that s/he can reach his/her logic and ratio as well as when s/he uses his/her abstraction. According to Suparwoto et al (2004: 62) there are some characteristics of this stadium:

- (1) In the important period, there are some periods consider more important than the other periods because they directly affect toward manner, behavior, and some consider important because they effect long period.
- (2) In every transition period, there is ambiguous individual status and character. In this period, a child is not a child anymore but is not adult too. On the other hand, in the teenager's status makes teenager try a new life style, thinking, and also new character.
- (3) In the alteration period, there are some alterations in this period. First, the changing of emotion suspended on the physical and psychological changing happened. Second, the teenagers do not certain of their selves, ability, and their interest. Third, their body, interest, and role hope by the environment cause new problems for teenagers. Forth it also accompanied by the changing in norms. Fifth, the teenagers are ambivalence to every changing.

- (4) In the age in teenagers' problem and tend to be difficult to solve because they never solve their problems their selves and they often think that they are independent enough to survive.
- (5) This period is the teenagers' time for looking their identity; it is also a scoring age and unrealistic period.
- (6) In the adult threshold period, teenagers begin to act like adult, smoking, drinking, consuming drugs, and doing free sex.

Setiyadi (2006: 183) states that:

In teaching teenagers, the age level between childhood and adult, some assumptions about teaching English to children still apply to teaching this group but some assumptions about teaching adults may also work for them. Different from children, teenagers may demand to know the rules and the meanings in their language. A method that entails understanding of grammatical rules, such as the Grammar Translation Method may be introduced to this group since they already have capacities for abstraction as a result of their intellectual maturation.

It means that teenagers are already good in handling the rules and the meaning in their language. We can use Grammar Translation Method to make them know about grammatical rules because they have had capability in handling an abstract.

2.6 Previous Study

This research is the development of the previous study conducted by Resa Dewangga Putra. In his research, he did a survey research. He studied about the students' mastery of the causative "get and have" of the XII grade students of

SMA 7 Semarang in the academic year of 2006/2007. In collecting the data, he gave a test to the twelfth graders of SMA 7 Semarang. The result showed that two students got an A (very good quality), three students got B (good quality), ten students got C (sufficient quality), five students got D (bad quality), and no one got E. From the result, he concluded that the twelfth grade students of SMA 7 Semarang have mastered the causative “get and have” sufficiently.

He also found that in mastering “get and have” the students had difficulties in the Causative rules: disordering, putting the major constituent in the appropriate order, making sentences and understanding the meaning of “get and have” as Causative Verbs.

Then, I will use a method conducted by Bambang Setiyadi as described on his book (2006: 37-40). The steps are:

- (1) The teacher introduces the formula of English structure, for example Causative Verb.
- (2) The teacher explains in Indonesian the usage as well as the importance of Causative Verb.
- (3) The teacher points out differences to Indonesian language.
- (4) The teacher provides the example and their translation as well.
- (5) The teacher calls randomly to have students translate their sentences or give them time to work quietly writing out translation.
- (6) The teacher has to make sure that the students’ answers are correct.
- (7) The teacher explains again in Indonesian language to students if there are changes to the part of the sentences.

- (8) The teacher gives an exercise that is related to the changes of it.
- (9) The teacher lets students work individually or in pairs to complete the exercise first.
- (10) The teacher walks around the class and observes the students.
- (11) The teacher answers questions and provides corrections where needed.
- (12) The discussion is conducted in the mother tongue.
- (13) The teacher introduces a list of vocabulary and the equivalent translation in order that the students can practice making sentences to the structure of English the teacher given. This may be done by introducing a matrix as follows.
- (14) The teacher may have students translate sentences from English to Indonesian. The exercise is then continued by introducing a simple reading passage for translation.

2.7 Framework of the Present Study

As the writer mentioned before in this study he acted action research to improve students' mastery in Causative "get and have". The writer concerned on the difficulties in mastering Causative Verb that had been found by Resa Dewangga Putra in his research. There were three stages he conducted the research. First of all, the writer gave the students pre-test in the form of 40 multiple choices. After that the writer taught the students about Causative Verb in three meetings. After that the writer took notes about the students' improvement during the activities. At the end of the stages, the writer gave the students a post-

test using the same instrument with the pre-test. The writer took the students' scores after conducting the test. All the stages are based on Action research.



CHAPTER III

METHOD OF INVESTIGATION

This chapter contains three sections. The first section presents research design. This is then followed by the second section that talks about population. The third section is about sample. Procedure of conducting the research is explained in the fourth section. And the last section describes the instrument.

3.1 Research Design

In this study, the writer followed action research conducted by some experts such as Watts, McNiff, Taylor, and Ferrance. But before the writer continues further, the writer will give the definition of Action research.

3.1.1 The Meaning of Action Research

Watts (cited in Ferrance, 2000: 1-2) explained that Action research is “a process in which participants examine their own educational practice systematically and carefully, using the techniques of research”. It is based on the following assumptions: (1) Teachers and principals work best on problems they have identified for themselves. (2) Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently. (3) Teachers and principals help each other by working collaboratively. (4) Working with colleagues helps teachers and principals in their professional development.

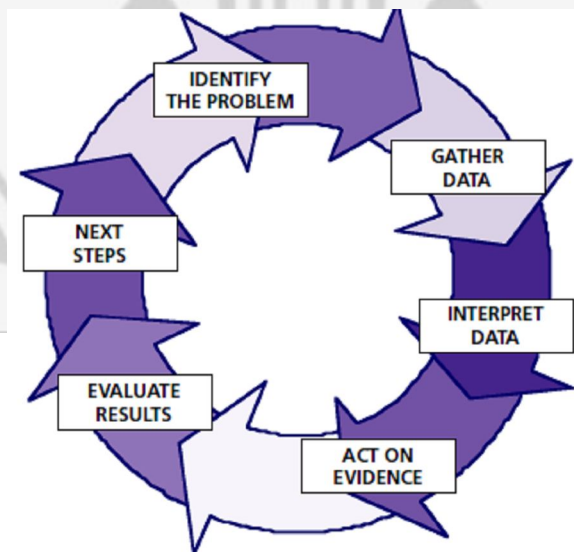
3.1.2 Benefits of Conducting Action Research

Ferrance (2000: 13) states that action research can be a worthwhile pursuit for educator for a number of reasons. Foremost among these is simply the desire to know more. Good teachers are, after all, themselves students, and often look for ways to expand upon their existing knowledge. The benefits of action research are: (1) Focus on school issue, problem, or area of collective interest. (2) Form of teacher professional development. (3) Collegial interactions. (4) Potential to impact school change. (5) Reflect on own practice. (6) Improved communications.

3.1.3 The Steps in Action Research

Ferrance (2000: 9-13) states that within all the definitions of action research, there are four basic themes: empowerment of participants, collaboration through participation, acquisition of knowledge, and social change. These routines are loosely guided by movement through five phases of inquiry:

Figure 3.1 The Steps in Action Research



3.1.3.1 Identification a Problem Area

Teachers often have several questions they wish to investigate; however, it is important to limit the question to one that is meaningful and doable in the confines of their daily work. Careful planning at this first stage will limit false starts and frustrations. There are several criteria to consider before investing the time and effort in “researching” a problem. The question should: (a) be a higher-order question—not a yes/no. (b) Be stated in common language, avoiding jargon (c) Be concise. (d) Be meaningful, (e) Not already have an answer.

An important guideline in choosing a question is to ask if it is something over which the teacher has influence. Is it something of interest and worth the time and effort that will be spent? Sometimes there is a discrete problem that is readily identifiable. Or, the problem to be studied may come from a feeling of discomfort or tension in the classroom. For example, a teacher may be using the latest fashionable teaching strategy, yet not really knowing or understanding what or how kids are learning.

3.1.3.2 Gather Data

The collection of data is an important step in deciding what action needs to be taken. Multiple sources of data are used to better understand the scope of happenings in the classroom or school. There are many vehicles for collection of data: (a) journals. (b) Individual files. (c) Logs of meetings. (d) Videotapes. (e) Case studies. (f) Surveys. (g) Records – tests, report cards, attendance. (h) Self-assessment. (i) Samples of student work, projects, performances. (j) Interviews.

(k) Portfolios. (l) Diaries. (m) Field notes. (n) Audio tapes. (o) Photos. (p) Memos. (q) Questionnaires. (r) Focus groups. (s) Anecdotal records. (t) And checklists

Select the data that are most appropriate for the issue being researched. Are the data easy to collect? Are there sources readily available for use? How structured and systematic will the collection be? Use at least three sources (triangulation) of data for the basis of actions. Organize the data in a way that makes it useful to identify trends and themes. Data can be arranged by gender, classroom, grade level, school, etc.

3.1.3.3 Interpret Data

Analyze and identify major themes. Depending upon the question, teachers may wish to use classroom data, individual data, or subgroup data. Some of the data are quantifiable and can be analyzed without the use of statistics or technical assistance. Other data, such as opinions, attitudes, or checklists, may be summarized in table form. Data that are not quantifiable can be reviewed holistically and important elements or themes can be noted.

3.1.3.4 Act on Evidence

Using the information from the data collection and review of current literature, design a plan of action that will allow you to make a change and to study that change. It is important that only one variable be altered. As with any experiment, if several changes are made at once, it will be difficult to determine

which action is responsible for the outcome. While the new technique is being implemented, continue to document and collect data on performance.

3.1.3.5 Evaluate Results

Assess the effects of the intervention to determine if improvement has occurred. If there is improvement, do the data clearly provide the supporting evidence? If no, what changes can be made to the actions to elicit better results?

3.1.3.6 Next Steps

As a result of the action research project, identify additional questions raised by the data and plan for additional improvements, revisions, and next steps.

In order to develop the writer's action plan, the writer used the suggested steps by McNiff et al (2006: 91). They explain that there are some basic steps of an action research process in constituting an action plan: (1) we review our current practice; (2) identify an aspect that we want to investigate; (3) imagine a way forward; (4) try it out; (5) take stock of what happens; (6) We modify what we are doing in the light of what we have found, and continue working in this new way (try another option if the new way is not right); (7) monitor what we do; (8) review and evaluate the modified action; (9) evaluate the validity of the account of learning, (10) and develop new practices in the light of the evaluation.

3.1.4 Techniques and Methods for Gathering Evidence in Action Research

According to Maurice Taylor there are four basic strategies to consider when collecting data and these include collecting existing evidence; observing and documenting situations; interviewing; and questionnaires. So that the reader has a sense of what these strategies entail, a short description follows.

3.1.4.1 Collecting existing evidence

Instructors have access to a variety of existing information which can be used as data. This material can provide evidence of past events relevant to a research question and can be collected in a portfolio. A portfolio is a purposeful file of everything that may seem relevant to an issue that can later be reviewed. Written evidence is useful in trying to establish a baseline of what has happened in the past and can be invaluable for comparing a new approach to a past approach. Some examples that can be used are: learner papers, exercises or notes, grades, staff minutes, research articles, correspondence, notices, progress reports, letters of complaint, lesson plans, attendance sheets, dropout rates, budget information, operational policies, safety procedures, accident reports, repair costs and expense claims.

Examples of unwritten evidence are the appearance of a classroom or learning centre after the students have left, state of repair on equipment, cover designs of books, wear and tear on furniture or binding of books and photos of graffiti.

3.1.4.2 Observing and documenting situations

(a) Observing

Direct contact in a setting for an extended period of time provides an opportunity to gain other data presented in the form of personal histories, stories, feelings and experience. It also provides an opportunity to see conflicts and miscommunications which might have not been recognized in other information gathering methods. The two roles an observer can take on are onlooker or participant observer. Observation can be structured with guideline questions. In such a case the recording process is structured. After the observation is over, the researcher creates a picture of the setting. Structured observations rely on instruments and procedures for observing and include questions like: who talks to whom, how many interactions were initiated by the person, how many times did the person leave his/her desk. For the onlooker the purpose is to move “where the action is.” Most observational designs will be of the “onlooker” variety and are biased with “being there.” Not interrupting the natural setting is a key requirement in understanding the physical and social environment.

(b) Documenting situations

Kuhne and Quigley (cited in Taylor) describe a number of data collection techniques that are useful in documenting a situation. For example, anecdotal records are written descriptive accounts of incidents that are typically used to note a particular or repeating occurrence with a group or individual. Field

notes are similar to anecdotal records, but the researcher's impressions and interpretations are recorded at the same time. They are typically written at the site of the event. Logs are careful records of recurring activities that are often numerical such as records of attendance, the number of times learners do certain things, or how groups allocate their time.

3.1.4.3 Interviewing

Interviews allow for interaction and are often categorized into three types. Structured interviews are useful when seeking specific information on specific topics. This type leaves little room for discussion beyond the given questions. If the interviewee begins to stray, the interviewer should bring him or her directly back to the questions. Semi-structured interviews involves asking more open-ended questions of several participants but allows the interviewee to go further than the precise question with opinions, thoughts, and questions.

Often written "probes" are used. These are reminders on the interview schedule of opening questions the interviewer can use to go to specific related aspects of the question after the first response. Open interviews encourage open discussion and wide-ranging opinion, with very little direction on the interviewer's part. Exercise 4 provides some helpful suggestions for improving your interviewing skills.

3.1.4.4 Questionnaires

There are basically two types of questionnaires. Open questionnaires ask for opinions or information in the participants' own words. These types of open-ended questions are especially useful for exploratory or subjective reactions. Closed questionnaires may require multiple-choice or direct short-answer responses. They seek specific information, with little room for the respondent's interpretations and are especially useful for collecting specific information.

3.2 Population

Population, as quoted by Arikunto (2006: 130) from encyclopedia of educational evaluation is "a set or collection of all elements consisting one or more attribute of interest". The research target, a term which is used interchangeably with population, can be in a form of group of objects, phenomena, tendencies. The objects in a population are investigated, analyzed and concluded before the conclusion is finally valid to the whole population.

The population that was used to conduct the action study is the eleventh grade students in academic year of 2010/2011 of SMA N 1 Tunjungan, Bora. There are eight classes consisting of 28 students in every class.

3.3 Sample

The final purpose of a research is to study a population. But, if the population is too big we can reach the purpose by investigating the sample. Mursid (2001: 33) says that "sample is a group of people, or things where the data

is taken”. “...sample is a part of whole population which can represent the whole population.” Researcher can consider how large sample is that can represent the whole population. Inyang (2010: 23) also explains that:

A sample is a small collection or unit that represents an entire population or area, by virtue of the fact that it contains the important characteristics or features of the larger collection. It is important to select the sample because of the difficulty of conducting research on every unit of the population or area, given huge constraints both in time and logistics. But in order for a sample to be representative, it needs to be selected using an appropriate sampling strategy.

In this study, the writer used the Random Sampling Technique to determine the sample. It is just like Inyang's explanation (2010: 23) as follows:

Random sampling strategy gives each unit an equal chance of being selected. This is used in order to avoid being biased towards the selection of certain units (individuals, groups, and plots of an area) and when it does not matter which of them is selected, provided the required number is obtained. In selecting a sample using the random sampling strategy, the names of units could be simply written on pieces of paper, folded and put into a box and shuffled before picking them one by one from the lot until the required number is obtained. This method is known as fishbowl draw. It is like a lottery!

Here, based on the interview with the English teacher in SMA 1 Tunjungan, the writer chose 28 students of XI-IPA 1 of SMA 1 Tunjungan in the academic year 2010/2011 since they had not got Causative Verb yet. The total population is 224, meaning that it is more than 100 people. So, from the whole subjects the writer took 10-15 % as the sample. This based on the reasons: (1) the investigator' time availability, power, and finance; (2) the broadness and the

awareness of the investigation area of subjects; and (3) the risk of the investigation itself.

3.4 Procedure of Conducting the Research

In gathering the data, the writer modified the steps by Ferrance and McNiff et al with the following steps:

(1) Making General Plan

In this step, the writer planned some activities from the previous, during, and after the research.

(2) First Action Step (Giving Pre-Test)

In order to measure the signal achievement of causative verb of the students, the writer gave them pre-test. It was conducted on Saturday, 19 February 19, 2011. In this pre-test, the students were given a set of multiple choice test items which consisted of 40 items.

(3) Giving Treatment (Including Monitoring, Reflecting, and Rethinking)

On this activity, the students began to learn causative verb using Grammar Translation Method as the treatment. Here, the three treatments began on Monday, 21 February 21, 2011 and ended on Saturday, February 26, 2011. Here, the writer asked the students to discuss the usages of causative verb and applied it in some simple sentences and short dialogs. These activities were continuously for three meetings. The writer gave the right answers of mistakes made by the students' in doing the exercise.

These activities were based on the fourteen steps as mentioned in chapter

II. The steps were modified as follows:

- (1) The teacher introduced the formula of English structures, which were focused, i.e. Causative Verb.
- (2) The teacher explained in Indonesian the usage as well as the importance of Causative Verb.
- (3) The teacher pointed out differences of what in Indonesian language.
- (4) The teacher provided the example and their translation as well.
- (5) The teacher called randomly to have students translate their sentences or give them time to work quietly writing out translation.
- (6) The teacher had to make sure that the students' answers are correct.
- (7) The teacher explained again in Indonesian language to students if there were changes to the part of the sentences.
- (8) The teacher gave an exercise that was related to the changes of it.
- (9) The teacher let students work individually or in pairs to complete the exercise first.
- (10) The teacher walked around the class and observed the students.
- (11) The teacher answered questions and provided corrections where needed.
- (12) The discussion was conducted in the mother tongue.
- (13) The teacher introduced a list of vocabulary and the equivalent translation in order that the students could practice making sentences to the structure of English the teacher given.

(14) The teacher asked students to translate sentences from English to Indonesian.

During the treatment, the writer gave exercises to the students in the form of fill in the blank test and essay test. The writer took notes from the students' tests result and noted whether there was an improvement or not.

(4) Evaluation (giving post-test)

The post-test were given to measure the improvement of students' achievement of causative verb after getting treatment. The post-test was conducted on Monday, February 28, 2011. The post-test's instrument was the same with the pre-test's instrument. The instrument were the same 40 multiple choices test items.

To measure the improvement of the students' achievement of causative verbs individually, before and after getting the treatment by using Grammar Translation Method, the writer used the following formula:

$$M_1 = \frac{\sum x_1}{N} \quad \text{and} \quad M_2 = \frac{\sum x_2}{N}$$

Where:

M_1 = the mean score of the pre-test

M_2 = the mean score of the post-test

N = the number of the students

X_1 = the number of pre-test scores

X_2 = the number of post-test scores

(Brown, 2005: 98)

The above formula measure the two means of pre-test and post-test. This formula finds the significant differences between the two means. If the difference between the two means is more than 20%, it can be concluded that the Grammar Translation Method improve the students' achievement of causative verb.

3.5 The Instrument

In a study, instrument as a tool for collecting data plays a very significant roles in that it greatly determines the result of the study. Thus, constructing research instrument carefully and in an appropriate manner is greatly fundamental. With regard to the different desired data, research instrument may differ from one study to another. Research instrument may be in the forms of test, questionnaire, observation sheet, records of interview and interview sheet, etc.

According to Arikunto (2006: 166), conducting the instrument of the test is very important because the researcher could make the test valid and reliable. Here are the procedures in conducting the instrument: (1) Planning include the goal formulation; decide the variable, variable categorization. For the test include goal formulation and specification table making. (2) Items writing, or questioner, scale arranging, interview's guidance arranging. (3) Editing, that is complete the instrument with the doing guidance, covering letter, keys, etc. (4) Try out, whether in the small scale or in the big scale. The other is answers' design, suggestions, etc. (5) Result analysis, and items analysis; look for the observation answers' design, suggestions, etc. (6) Conduct some revision toward the poor items, and continue the research based on the gathered data in the try-out.

3.6.1 Try-Out

The quality of the data, whether it is good or bad, is based on the instrument used. A good instrument fulfills two important qualifications i.e. reliability and validity. So, before the test was used as the instrument, it had been tried out first to the students in another class. The purpose of it was to collect the data. After the result of the try-out is gained, the analysis was made to find out the validity and reliability of the items of the test. Some items remained to be used (because they were valid) while some others were left out because they were invalid. The try-out of this study was conducted on Monday, February 14, 2011 to the eleventh grade students of SMA N 1 Tunjungan.

3.6.2 Validity of the Test

Best (1995: 208) writes “validity is that quality of a data-gathering instrument or procedure that enables it to measure what it is supposed to measure”. Inyang (2010: 20) also defines “Validity as the ability of a research instrument to measure what it was designed to measure. This has to do with whether, for instance, the questions formulated in a questionnaire or interview schedule are linked to the objectives of your study”. To conduct the test validity, the writer used the formula that called Product moment.

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

In which:

r_{xy} : the correlation of the score of each item

N : the number of the subjects

$\sum x$: the sum of the total score in each item

$\sum x^2$: the sum of the square of the total score in each item

$\sum y$: The sum of total score from each student

$\sum y^2$: the sum of the square of the total score from each subject

$\sum xy$: the sum of the multiple of the score from each subject with the total score

(Arikutno, 2002: 146)

After the writer obtained the reliability score, the following step was to insert to the score with the r Product Moment table.

3.6.3 Reliability of the Test

Best (1995: 208) says that “reliability is the degree that the instrument procedure demonstrates: whatever it is measuring, it does so consistently”. It is not too different with the Inyang’s explanation (2010: 19) Reliability as the ability of an instrument to produce the same or similar results each time it is used to take measurements under the same or similar conditions. Research instrument that has a high reliability is called the reliable measurement. To conduct the test validity, the writer used the formula that called KR – 20 formulas.

$$r_{ii} = \left(\frac{k}{k-1} \right) \left(\frac{V_t - \sum pq}{V_t} \right)$$

In which,

r_{ii} = coefficient of each item

k = the total number of the test

- V_t = the total number of variance
- P = subject proportion which answers the items accurately
- Q = subject proportion which answers the items wrongly

(Arikunto, 2006: 189)

After the writer obtained the reliability score, the following step was to insult to the score with the r Product Moment table.

3.6.4 Difficulty Level

After the try out conducted, each of the items were classified into difficulty level by using this formula:

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

In which:

- P = item difficulty
- B = number of students who answer the item correctly
- JS = number of students

(Arikunto:, 1995: 212)

The level of difficulty of each was be determined by using these following categorizations:

- 0 < $P \leq 0,3$ is difficult
- 0,3 < $P \leq 0,70$ is medium
- 0,7 < $P \leq 1$ is easy

(Arikunto, 1995: 214)

3.6.5 Discriminating Power

The discriminating power measures how well the test items arranged to identify the differences in the students' competence. This formula is given below:

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

In which:

D = discriminating power

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

BB = number of students in the lower group who answer the item correctly

JA = number of all students in the upper group

JB = number of all students in the lower group

(Arikunto, 1995: 218)

The criteria of the discrimination index are as follows:

$D = \text{negative}$ is very poor

$0,00 < D \leq 0,20$ is poor

$0,20 < D \leq 0,40$ is satisfactory

$0,40 < D \leq 0,70$ is good

$0,70 < D \leq 1$ is excellent

(Arikunto, 1995; 225)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In chapter IV, the writer discussed the try-out findings, the result of the first activity (pre-test), the result of the first treatment, the result of the second treatment, the result of the third treatment, the result of the third activity (post-test), and the improvement of the scores after the action.

4.1 Try-out Finding

This discussion covered validity, reliability, and item discussion.

4.1.1 Validity of Instrument

As mentioned in Chapter III, validity refers to a data-gathering instrument or procedure that enables it to measure what it is supposed to measure. In this study, item analysis validity was used to know the index validity of the test. To know the validity of the instrument, the writer used the *Product Moment* formula to analyze the items (Arikunto, 2002: 146).

It was obtained from 40 test items; there were 32 test items which were valid and 8 test items which were invalid. They were on number 7, 10, 17, 20, 22, 27, 28, and 29. They were to be said invalid with the reason of the computation result of their r_{xy} value (the correlation of score of each item) was lower than the t-table (0, 374).

The following was the example of item validity computation for item number 1, and for the other items would use the same formula. (Appendix 3)

Table 4.1 the Table of Students' Score in Validity Computation.

No.	Code	X	Y	X ²	Y ²	XY
1	T - 07	1	36	1	1296	36
2	T - 09	1	35	1	1225	35
3	T - 01	1	35	1	1225	35
4	T - 19	1	34	1	1156	34
5	T - 21	1	34	1	1156	34
6	T - 04	0	34	0	1156	0
7	T - 05	1	34	1	1156	34
8	T - 08	1	33	1	1089	33
9	T - 10	1	33	1	1089	33
10	T - 14	1	32	1	1024	32
11	T - 15	1	31	1	961	31
12	T - 22	0	31	0	961	0
13	T - 24	1	30	1	900	30
14	T - 25	0	30	0	900	0
15	T - 02	1	28	1	784	28
16	T - 03	1	24	1	576	24
17	T - 27	0	23	0	529	0
18	T - 11	0	21	0	441	0
19	T - 13	1	20	1	400	20
20	T - 20	1	19	1	361	19
21	T - 17	0	18	0	324	0
22	T - 12	0	17	0	289	0
23	T - 16	1	16	1	256	16
24	T - 18	0	15	0	225	0
25	T - 28	1	15	1	225	15
26	T - 26	1	14	1	196	14
27	T - 06	0	12	0	144	0
28	T - 23	0	11	0	121	0
Σ		18	715	18	20165	503

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

$$r_{xy} = \frac{28(503) - (18)(715)}{\sqrt{\{28(18) - (18)^2\} \{28(20165) - (715)^2\}}}$$

$$r_{xy} = \frac{14084 - 12870}{\sqrt{\{504 - 324\}\{564630 - 511225\}}}$$

$$r_{xy} = \frac{1214}{\sqrt{(180)(53395)}}$$

$$r_{xy} = \frac{1214}{\sqrt{9611100}}$$

$$r_{xy} = \frac{1214}{3100.177}$$

$$r_{xy} = 0.392$$

From the computation above, the result of computing validity of the item number 1 was 0.392. After that the writer consulted the result to the table of r Product Moment with the number of subjects (N) = 28 and significant level 5%, it was 0.374. Since the result of the computation was higher than the r table, the index validity of the item number 1 was considered to be valid. The list of validity of each item could be seen in appendix 3.

4.1.2 Reliability of Instrument

A good test must be valid and reliable. Beside the index of validity, the writer calculated the reliability of the test using Kuder Richardson formula 20 (K-R 20). Coefficient KR-20 is the reliability estimation from all of the possible both sides way (Arikunto, 2006: 189). This coefficient has also reflect how far the equality of each item of the test. Before computing the reliability, the writer had to compute variant first with the formula below {mean 25.53 (appendix 5)}.

$$V_t = \frac{\sum (x_i - \bar{x})^2}{n - 1}$$

$$V_t = \frac{1906.965}{27}$$

$$V_t = 70.63$$

After finding the Variant (V_t) the writer computed the reliability of the test as follows:

$$r_{xy} = \left(\frac{k}{k-1} \right) \left(\frac{V_t - \sum pq}{V_t} \right)$$

$$r_{xy} = \left(\frac{40}{40-1} \right) \left(\frac{70.63 - 8.953}{70.63} \right)$$

$$r_{xy} = \left(\frac{40}{39} \right) \left(\frac{61.677}{70.63} \right)$$

$$r_{xy} = (1.026)(0.87)$$

$$r_{xy} = 0.895$$

From the computation above, it was found out that r_{xy} (the total of reliability test) was 0.895, whereas the numbers of subject were 28 and the critical value-for r-table with significant level 5% was 0.374. Thus, the value resulted from the computation was higher than its critical value, it could be concluded that the instrument used in this research was reliable.

4.1.3 Items Analysis of Instrument

This item analysis found on two vital features, level of difficulty and discriminating power.

4.1.3.1 The Level of Difficulty

As mention in Chapter III, the value of level difficulty was computed by using the formula proposed by Arikunto.

The following was the computation of the test level for item number 1, and for other items would use the same formula.

Table 4.2 The Table of the Gathered Score of Item Number 1

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

From the computation above, we could see:

$$B = 18 \quad JS = 28$$

$$P = \frac{18}{28}$$

$$P = 0.643$$

It was proper to say that the index difficulty of the item number 1 above was the medium category, because the calculation result of the item number 1 was in the interval $0.30 < P < 0.70$.

After computing 40 items of the try-out test, there were 31 items considered medium, and 9 items were easy. The whole computation result difficult level could be seen in appendix 3.

The next step, the writer calculated the discriminating power in order to determine how well each item discriminated between high-level and low-level examines.

4.1.3.2 The Discriminating Power

The discriminating power of an item indicated the extent to which the item discriminated between the test items, separating the more able items from the less able. The index of discriminating told us whether those students tended to do well or badly on each items of the test items. To calculate this Discriminating power, the number of the try-out subject was divided into two groups; they were lower group and upper groups.

The following was the computation of the Discriminating power for item number 1. For the rest items would use the same formula.

Table 4.3 The Table of the Gathered Score of Item Number 1

Upper group			Lower Group		
No	Code	Score	No	Code	Score
1	T - 07	1	15	T - 02	1
2	T - 09	1	16	T - 03	1
3	T - 01	1	17	T - 27	0
4	T - 19	1	18	T - 11	0

5	T - 21	1	19	T - 13	1
6	T - 04	0	20	T - 20	1
7	T - 05	1	21	T - 17	0
8	T - 08	1	22	T - 12	0
9	T - 10	1	23	T - 16	1
10	T - 14	1	24	T - 18	0
11	T - 15	1	25	T - 28	1
12	T - 22	0	26	T - 26	1
13	T - 24	1	27	T - 06	0
14	T - 25	0	28	T - 23	0
	Σ	11		Σ	7

The calculation of the Discriminating Power of the test for item number one was:

$$BA = 11 \quad BB = 7$$

$$JA = 14 \quad JB = 14$$

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

$$D = \frac{11}{14} - \frac{7}{14}$$

$$D = 0.29$$

According to the criteria, the item number 1 above was satisfactory category, because the calculation result of the item number 1 was in the interval $0.20 < P < 0.40$.

After computing 40 items of try-out test, there were 18 items considered good, and 22 items were satisfactory.

Based on the analysis of validity, difficult level, and discriminating power, finally 32 items were accepted. From 40 items, only 8 items were unused and replaced by the new questions. They were number 7, 10, 17, 20, 22, 27, 28, and 29.

4.2 The Result of the First Activity (Pre-Test)

The pre-test was conducted on Saturday, February 19, 2011. It was followed by 28 students. The pre-test items consisted of 40 multiple choices items tests. The result of the pre-test can be seen in the following table.

Table 4.4 The Result of the Pre-Test

No	Code	Pre-test (X_1)	Percentage
1	S-01	47.5	47.5 %
2	S-02	60	60 %
3	S-03	52.5	52.5 %
4	S-04	72.5	72.5 %
5	S-05	65	60 %
6	S-06	55	55 %
7	S-07	65	65 %
8	S-08	70	70 %
9	S-09	57.5	57.5 %
10	S-10	55	55 %
11	S-11	57.5	57.5 %
12	S-12	60	60 %
13	S-13	70	70 %
14	S-14	57.5	57.5 %
15	S-15	60	60 %
16	S-16	52.5	52.5 %
17	S-17	62.5	62.5 %
18	S-18	60	60 %
19	S-19	65	65 %
20	S-20	60	60 %
21	S-21	60	60 %
22	S-22	55	55 %
23	S-23	75	75 %
24	S-24	65	65 %
25	S-25	72.5	72.5 %
26	S-26	60	60 %
27	S-27	72.5	72.5 %
28	S-28	62.5	62.5 %
Σ		1727.5	1727.5 %

$$\begin{aligned}
 \text{The result of the students' achievement} &= \frac{\sum x}{N} \\
 &= \frac{1727.5}{28} \\
 &= 61.70
 \end{aligned}$$

From the table, we can see that the students' achievement in the pre-test was 61.70 %. The percentage was considerably low for high school students.

4.3 The Result of the First Treatment

The data from the pre-test led me to giving the first treatment in the next meeting. It was conducted on Monday, February 21, 2011. It was attended by 28 students. In this activity the writer combined the plans which are mentioned in the previous chapter with some modifications.

- (1) The writer introduced the Causative Verbs to the students
- (2) The writer explained in Indonesian the usage as well as the importance of causative verb
- (3) The writer pointed out differences to Indonesian language
- (4) The writer provided the examples and their translation as well
- (5) The writer called randomly to have students translate sentences contains causative verbs and gave them time to work quietly writing out translations.
- (6) The writer had to make sure that the students' answer were correct
- (7) The writer explained again in Indonesian language to students if there were any misunderstanding about the material
- (8) The writer gave exercises that were related

- (9) The writer let students work individually or in pairs to complete the exercise first
- (10) The writer walked around the class and observed the students
- (11) The writer answered questions and provided corrections where needed
- (12) The discussion was conducted in the mother tongue
- (13) The writer introduced a list of vocabulary and the equivalent translation in order that the students could practice making sentences to the structure of English the teacher given
- (14) The writer might have students translate sentences from English to Indonesian

At the first treatment, the writer gave 20 item tests in the form of cloze tests and translation tests. The writer got the analysis of the first treatment as follows:

Table 4.5 The Result of the First Treatment

No	Code	X	Percentage
1	S-01	24	40 %
2	S-02	42	70 %
3	S-03	36	60 %
4	S-04	42	70 %
5	S-05	30	50 %
6	S-06	46	77 %
7	S-07	42	70 %
8	S-08	26	43 %
9	S-09	44	73 %
10	S-10	24	40 %
11	S-11	24	40 %
12	S-12	42	70 %
13	S-13	42	70 %
14	S-14	46	77 %

15	S-15	42	70 %
16	S-16	42	70 %
17	S-17	30	50 %
18	S-18	36	60 %
19	S-19	28	47 %
20	S-20	44	73 %
21	S-21	24	40 %
22	S-22	44	73 %
23	S-23	42	70 %
24	S-24	40	67 %
25	S-25	44	73 %
26	S-26	48	40 %
27	S-27	22	37 %
28	S-28	42	70 %
Σ		1038	1690%

$$\begin{aligned}
 \text{The result of the students' achievement} &= \frac{\sum x}{N} \\
 &= \frac{1690}{28} \\
 &= 60.36
 \end{aligned}$$

From the table, we could see that the students' achievement in the first treatment was 60.36%. The percentage was considerably average for high school students.

4.4 The Result of the Second Treatment

The second treatment was conducted on Wednesday, February 23, 2011. It was attended by 28 students. In this activity the writer combined the plans which were mentioned in the previous chapter with some modifications.

- (1) The writer explained the other causative verb to the students

- (2) The writer explained in Indonesian the usage as well as the importance of causative verb
- (3) The writer provided the example and their translation as well
- (4) The writer called randomly to have students translate sentences contains causative
- (5) The writer had to make sure that the students' answer were correct
- (6) The writer explained again in Indonesian language to students if there were any misunderstanding about the material
- (7) The writer gave exercises that are related
- (8) The writer let students work individually or in pairs to compete the exercise first
- (9) The writer walked around the class and observed the students
- (10) The writer answered questions and provided corrections where needed
- (11) The discussion was conducted in the mother tongue.

As the second treatment, the writer gave 10 item tests in the form of cloze tests and translation tests. The writer got the analysis of the second treatment as follows:

Table 4.6 The Result of the Second Treatment

No	Code	X	Percentage
1	S-01	15	50 %
2	S-02	21	70 %
3	S-03	24	80 %
4	S-04	21	70 %
5	S-05	18	60 %
6	S-06	24	80 %
7	S-07	21	70 %

8	S-08	18	60 %
9	S-09	24	80 %
10	S-10	24	80 %
11	S-11	18	60 %
12	S-12	21	70 %
13	S-13	24	80 %
14	S-14	24	80 %
15	S-15	21	70 %
16	S-16	24	80 %
17	S-17	21	70 %
18	S-18	27	90 %
19	S-19	21	70 %
20	S-20	24	80 %
21	S-21	18	60 %
22	S-22	24	80 %
23	S-23	21	70 %
24	S-24	24	80 %
25	S-25	24	80 %
26	S-26	18	60 %
27	S-27	15	50 %
28	S-28	24	80 %
Σ		603	2010 %

$$\begin{aligned}
 \text{The result of the students' achievement} &= \frac{\sum x}{N} \\
 &= \frac{2010}{28} \\
 &= 71.78
 \end{aligned}$$

4.5 The Result of the Third Treatment

The third treatment was conducted on Saturday, February 26, 2011. It was attended by 28 students. In this activity the writer used the same stages with the previous treatment. At the third treatment, the writer gave 10 item tests in the

form of fill in the blank test item and translation tests. The writer got the analysis of the third treatment as follows:

Table 4.7 The Result of the Third Treatment

No	Code	X	Percentage
1	S-01	21	70 %
2	S-02	24	80 %
3	S-03	24	80 %
4	S-04	24	80 %
5	S-05	24	80 %
6	S-06	24	80 %
7	S-07	21	70 %
8	S-08	24	80 %
9	S-09	24	80 %
10	S-10	30	100 %
11	S-11	21	70 %
12	S-12	24	80 %
13	S-13	24	80 %
14	S-14	27	90 %
15	S-15	24	80 %
16	S-16	24	80 %
17	S-17	24	80 %
18	S-18	30	100 %
19	S-19	24	80 %
20	S-20	24	80 %
21	S-21	24	90 %
22	S-22	24	80 %
23	S-23	24	80 %
24	S-24	24	80 %
25	S-25	30	100 %
26	S-26	21	70 %
27	S-27	21	70 %
28	S-28	24	80 %
Σ		678	2270 %

The result of the students' achievement = $\frac{\sum x}{N}$

$$= \frac{2270}{28}$$

$$= 81.07$$

From the table above we could see that the students' achievement after the third treatment was 81, 07%. If we compare of the first treatment (60, 36%) and the second treatment (71, 78%), there were improvement achieved by the students in the third treatment.

4.6 The Result of the Third Activity (post-test)

The post-test was conducted on Monday, February 28, 2011. It was attended by 28 students. The post-test items consisted of 40 multiple choices item tests. The result of the post-test could be seen in the following table:

Table 4.8 The Result of the Third Activity (Post-Test)

No	Student's Code	Post-test (X)	Percentage
1	S-01	72.5	72.5 %
2	S-02	70	70 %
3	S-03	75	75 %
4	S-04	80	80 %
5	S-05	72.5	72.5 %
6	S-06	95	95 %
7	S-07	90	90 %
8	S-08	87.5	87.5 %
9	S-09	97.5	97.5 %
10	S-10	95	95 %
11	S-11	72.5	72.5 %
12	S-12	92.5	92.5 %
13	S-13	87.5	87.5 %
14	S-14	82.5	82.5 %
15	S-15	85	85 %
16	S-16	65	65 %

17	S-17	80	80 %
18	S-18	90	90 %
19	S-19	87.5	87.5 %
20	S-20	70	70 %
21	S-21	87.5	87.5 %
22	S-22	77.5	77.5 %
23	S-23	87.5	87.5 %
24	S-24	87.5	87.5 %
25	S-25	72.5	72.5 %
26	S-26	87.5	87.5 %
27	S-27	80	80 %
28	S-28	67.5	67.5 %
Σ		2295	2295 %

$$\begin{aligned}
 \text{The result of the students' achievement} &= \frac{\sum x}{N} \\
 &= \frac{2295}{28} \\
 &= 81.96
 \end{aligned}$$

4.7 Discussion of the Finding

When the pre-test conducted, the students' mean score was 61.70. It was considerably low for senior high school students'. Based on this result, the writer concluded that some treatments were needed to improve students' mastery of causative form. In the treatment, the writer used Grammar Translation Method as the technique to improve the student's mastery of causative form. After the treatments, the writer conducted the post-test to know whether there was an improvement of their ability. The result of the post-test was 81.96. This score showed that there was an improvement of the students' mastery of causative form.

Students' progress during the teaching-learning process was good. The students' understanding about the English Causative Form was increased significantly. The students' progress could be seen from the result of pre-test and post-test. The post test (81.96) was higher than the pre-test (61.70), and the students' improvement was 20.71. From the improvement, we could see that using Grammar Translation Method in teaching grammar was very effective. Teaching English in student's first language made the students easily understand the materials. Grammar Translation Method had produced generations of students who could master the grammar of the target language.

On the other hand, using student's first language made students unfamiliar with the target language. The students' speaking and listening skill would not increase because teaching through grammar translation method gave less attention of those skills. Moreover, for those students who do not respond well to such a learning process, the language class through this method may be boring. However, combining the principles of grammar translation method with the communicative approach may well be perfect combination for many language learners.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the result of the analysis in the previous chapter, it can be concluded that:

- 1) Grammar Translation Method can be used to improve students' mastery of Causative form through practicing the translation, by involving directly the students' mother tongue. Learning English Causative Form using Grammar Translation Method can improve the students' achievement of it.
- 2) Based on the findings above and what had been discussed in the previous chapter, the writer concluded that Grammar Translation Method could be used as a method of improving students' achievement of Causative Form.

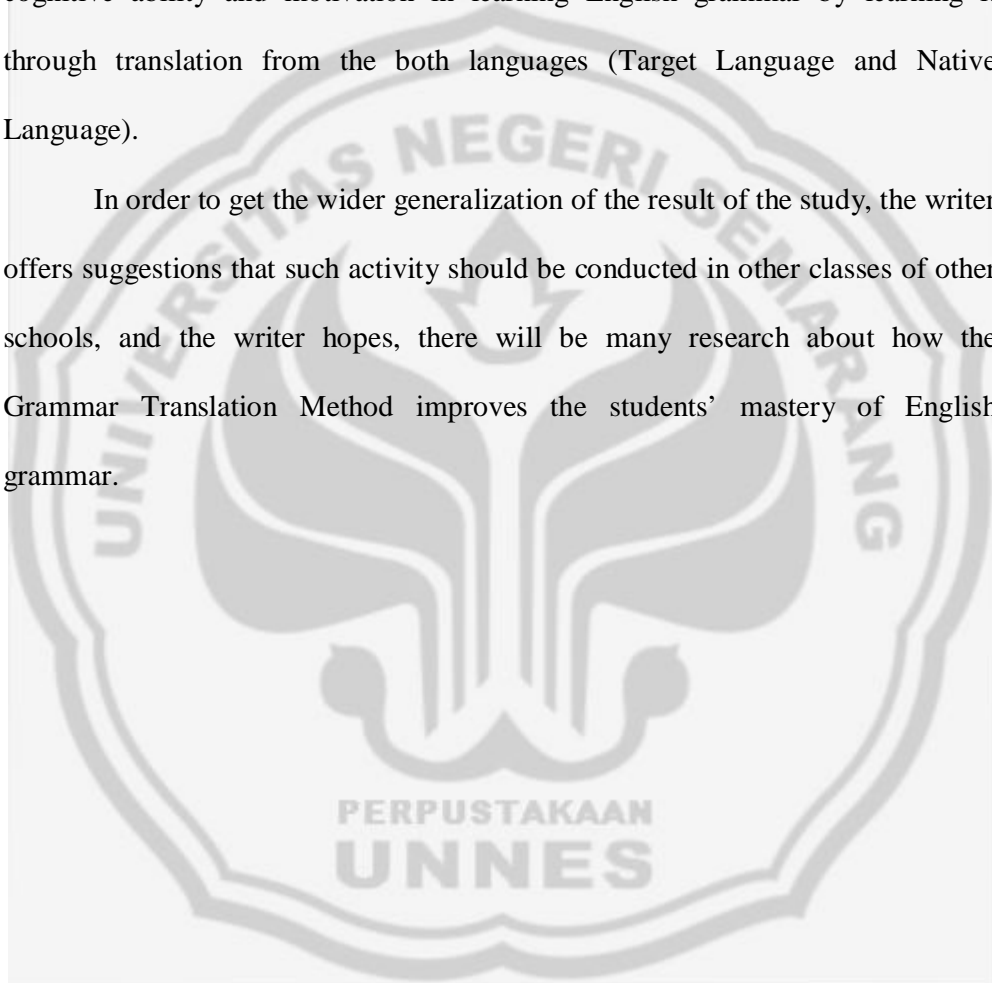
5.2 Suggestions

Based on the conclusion above, the writer would like to offer some suggestions. First, English teachers, especially English teacher of senior high school, must be able to create his or her own technique in order to improve his or her students' interest to follow his or her teaching since English grammar still become the problem in learning English in senior high school. Grammar Translation Method should be conducted in other classes of other school, and the

writer hopes, there will be many researchers about how the Grammar Translation Method improves students' mastery of English grammar.

The second suggestion offered by the writer is that Grammar Translation Method in English Causative form recommended as an alternative for the English teachers, especially for the senior high school teachers to improve the students' cognitive ability and motivation in learning English grammar by learning it through translation from the both languages (Target Language and Native Language).

In order to get the wider generalization of the result of the study, the writer offers suggestions that such activity should be conducted in other classes of other schools, and the writer hopes, there will be many research about how the Grammar Translation Method improves the students' mastery of English grammar.



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Appendix 1

STUDENTS' NAME OF TRY-OUT CLASS
SMA N 1 TUNJUNGAN

NO	NAME	STUDENT'S NUMBER	CODE
1	AGUS CHOIRUL PURWANTO	5294	T-01
2	ALI MA'RUF MEILANA	5156	T-02
3	ANGGI PUTRA ANUGRAH	5228	T-03
4	DENA GUSVIANDENI	5373	T-04
5	DINA HANDRIYANA	5269	T-05
6	ENDINGTYAS ISYNATUNGGGA	5305	T-06
7	FATMALIA KHOIRUNNISA	5306	T-07
8	FERRY EKA SETYOWATI	5237	T-08
9	GLADI IMAN NANDA	5167	T-09
10	HERI NUR AINI	5239	T-10
11	IKSAN SUBARI	5342	T-11
12	INDAH SETIYAWATI	5199	T-12
13	ITAN SETANTI	5170	T-13
14	JOKO PRAMONO	5379	T-14
15	KEKEN HABSARI	5311	T-15
16	LAILA MAULIDA HIDAYAH	5381	T-16
17	LITANI KEMALA WIDHI	5347	T-17
18	MUKTI MULYANI	5174	T-18
19	NANIK ARI SUSANTI	5175	T-19
20	PUTRI DWI ATIKA SARI	5355	T-20
21	RATNA KUSWANDARI	5282	T-21
22	RIO RIZKI MAHESA	5213	T-22
23	SITI MUSLIKHAH	5363	T-23
24	WIDIA RAHMAWATI	5398	T-24
25	WIWIK WIJAYANTI	5293	T-25
26	YENI SRI SUSILOWATI	5189	T-26
27	YULIA SANDI SURYANTI	5328	T-27
28	YUNI NOFITA SARI	5224	T-28

Appendix 2

**STUDENTS' NAME OF TRY-OUT CLASS
SMA N 1 TUNJUNGAN**

NO	NAME	STUDENT'S NUMBER	CODE
1	AGUS CHOIRUL PURWANTO	5294	T-01
2	ALI MA'RUF MEILANA	5156	T-02
3	ANGGI PUTRA ANUGRAH	5228	T-03
4	DENA GUSVIANDENI	5373	T-04
5	DINA HANDRIYANA	5269	T-05
6	ENDINGTYAS ISYNATUNGGGA	5305	T-06
7	FATMALIA KHOIRUNNISA	5306	T-07
8	FERRY EKA SETYOWATI	5237	T-08
9	GLADI IMAN NANDA	5167	T-09
10	HERI NUR AINI	5239	T-10
11	IKSAN SUBARI	5342	T-11
12	INDAH SETIYAWATI	5199	T-12
13	ITAN SETANTI	5170	T-13
14	JOKO PRAMONO	5379	T-14
15	KEKEN HABSARI	5311	T-15
16	LAILA MAULIDA HIDAYAH	5381	T-16
17	LITANI KEMALA WIDHI	5347	T-17
18	MUKTI MULYANI	5174	T-18
19	NANIK ARI SUSANTI	5175	T-19
20	PUTRI DWI ATIKA SARI	5355	T-20
21	RATNA KUSWANDARI	5282	T-21
22	RIO RIZKI MAHESA	5213	T-22
23	SITI MUSLIKHAH	5363	T-23
24	WIDIA RAHMAWATI	5398	T-24
25	WIWIK WIJAYANTI	5293	T-25
26	YENI SRI SUSILOWATI	5189	T-26
27	YULIA SANDI SURYANTI	5328	T-27
28	YUNI NOFITA SARI	5224	T-28

Appendix 3

TRY OUT OF ITEM TEST

(Validity, Discriminating Power, Difficulty Level, and Reliability)

No	Code	Item Number								
		1	2	3	4	5	6	7	8	9
1	T - 07	1	0	1	1	1	1	1	1	1
2	T - 09	1	1	1	1	1	1	1	1	1
3	T - 01	1	1	1	1	1	1	0	1	1
4	T - 19	1	1	1	1	1	1	1	1	1
5	T - 21	1	1	1	1	0	1	1	1	1
6	T - 04	0	1	0	1	1	1	0	1	1
7	T - 05	1	1	1	1	0	1	1	1	1
8	T - 08	1	1	1	0	1	0	1	1	1
9	T - 10	1	1	0	1	1	1	0	1	1
10	T - 14	1	1	1	1	1	1	1	1	1
11	T - 15	1	1	1	1	0	1	1	0	1
12	T - 22	0	1	1	1	1	1	1	0	0
13	T - 24	1	1	1	0	1	1	0	0	1
14	T - 25	0	1	1	1	1	1	1	1	0
15	T - 02	1	0	1	1	1	0	0	1	1
16	T - 03	1	0	0	1	0	0	1	0	1
17	T - 27	0	0	1	1	0	1	1	0	1
18	T - 11	0	1	0	1	0	1	0	0	1
19	T - 13	1	1	1	0	1	0	1	0	0
20	T - 20	1	0	1	0	0	1	0	0	1
21	T - 17	0	0	1	0	1	1	1	1	0
22	T - 12	0	1	0	1	0	1	0	0	0
23	T - 16	1	1	1	0	0	0	0	0	0
24	T - 18	0	1	0	0	0	1	1	0	1
25	T - 28	1	0	0	1	0	0	0	1	0
26	T - 26	1	0	0	0	1	1	1	0	1
27	T - 06	0	1	0	0	1	0	0	1	0
28	T - 23	0	0	0	0	0	0	1	1	1
Item Validity	$\sum X$	18	19	18	18	16	20	17	16	20
	$\sum X^2$	18	19	18	18	16	20	17	16	20
	$\sum XY$	503	527	519	527	455	556	455	454	556
	r_{xy}	0.392	0.388	0.536	0.608	0.406	0.434	0.185	0.397	0.434
	r_{table}	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374
	Criteria	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid
Discriminating Power	BA	11	13	12	12	11	13	10	11	12
	BB	7	6	6	6	5	7	7	5	8
	JA	14	14	14	14	14	14	14	14	14
	JB	14	14	14	14	14	14	14	14	14
	D	0.29	0.50	0.49	0.49	0.49	0.49	0.21	0.49	0.29
	Criteria	satisfactory	good	good	good	good	good	satisfactory	good	Satisfactory
Difficulty Level	B	18	19	18	18	16	20	17	16	20
	Js	28	28	28	28	28	28	28	28	28
	P	0.643	0.679	0.643	0.643	0.571	0.714	0.607	0.571	0.714
	Criteria	medium	medium	medium	medium	medium	easy	medium	medium	easy
Criteria	used	Used	used	used	used	used	unused	used	used	

No	Code	Item Number								
		10	11	12	13	14	15	16	17	18
1	T - 07	1	1	1	1	1	0	1	1	0
2	T - 09	1	1	1	0	1	1	1	0	1
3	T - 01	0	1	1	1	1	0	1	1	1
4	T - 19	1	1	1	1	1	1	0	0	1
5	T - 21	1	1	1	1	1	1	1	1	1
6	T - 04	1	1	1	1	1	1	0	1	0
7	T - 05	1	1	1	1	1	1	1	1	1
8	T - 08	1	1	1	1	1	1	1	1	1
9	T - 10	0	1	1	0	1	1	1	0	1
10	T - 14	1	1	1	1	1	1	0	1	1
11	T - 15	1	0	0	1	0	1	1	0	1
12	T - 22	1	0	1	0	1	1	1	1	0
13	T - 24	1	1	0	1	1	1	0	1	1
14	T - 25	0	0	0	1	1	1	1	1	1
15	T - 02	0	1	0	1	1	1	1	0	1
16	T - 03	0	1	0	1	1	1	1	1	1
17	T - 27	1	1	0	1	1	1	0	1	0
18	T - 11	1	1	1	0	1	0	0	1	1
19	T - 13	0	1	0	0	0	0	1	0	1
20	T - 20	1	0	0	1	1	0	0	1	1
21	T - 17	1	0	0	0	0	0	1	1	1
22	T - 12	1	1	0	0	0	1	1	1	1
23	T - 16	0	0	0	1	1	0	0	0	0
24	T - 18	0	1	1	1	1	0	1	0	0
25	T - 28	0	1	0	0	1	1	0	0	0
26	T - 26	1	0	0	1	0	0	0	1	0
27	T - 06	0	0	0	0	0	0	0	0	0
28	T - 23	0	0	0	0	1	0	0	0	0
Item Validity	$\sum X$	17	19	13	18	22	17	16	17	18
	$\sum X^2$	17	19	13	18	22	17	16	17	18
	$\sum XY$	476	533	407	502	603	498	454	465	508
	r_{xy}	0.371	0.443	0.651	0.383	0.435	0.566	0.397	0.274	0.437
	r_{table}	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374
	Criteria	invalid	Valid	valid	valid	Valid	valid	valid	invalid	valid
Discriminating Power	BA	11	11	11	11	13	12	10	10	11
	BB	6	8	2	7	9	5	6	7	7
	JA	14	14	14	14	14	14	14	14	14
	JB	14	14	14	14	14	14	14	14	14
	D	0.36	0.50	0.64	0.29	0.29	0.50	0.29	0.21	0.29
	Criteria	satisfactory	Good	good	satisfactory	satisfactory	good	satisfactory	satisfactory	satisfactory
Difficulty Level	B	17	19	13	18	22	17	16	17	18
	Js	28	28	28	28	28	28	28	28	28
	P	0.607	0.679	0.464	0.643	0.786	0.607	0.571	0.607	0.643
	Criteria	medium	Medium	medium	medium	Easy	medium	easy	medium	medium
Criteria	unused	Used	used	used	Used	used	used	unused	used	

No	Code	Item Number								
		19	20	21	22	23	24	25	26	27
1	T - 07	1	1	1	1	1	1	1	1	1
2	T - 09	1	1	1	1	1	1	1	1	0
3	T - 01	1	1	1	1	1	1	1	1	1
4	T - 19	0	1	0	1	1	1	1	1	1
5	T - 21	1	1	1	1	0	1	1	1	0
6	T - 04	1	1	1	1	1	1	1	1	1
7	T - 05	0	1	1	1	1	1	1	1	0
8	T - 08	1	0	1	0	1	0	1	1	1
9	T - 10	1	1	1	1	1	1	1	1	0
10	T - 14	1	0	1	0	1	1	0	1	0
11	T - 15	1	1	1	0	1	1	0	1	1
12	T - 22	1	1	1	1	1	1	1	1	1
13	T - 24	0	0	0	1	1	1	0	1	1
14	T - 25	1	1	1	1	1	0	1	1	1
15	T - 02	1	0	1	0	1	1	0	1	1
16	T - 03	1	0	0	1	1	0	1	0	0
17	T - 27	0	0	1	1	1	0	1	1	0
18	T - 11	0	0	0	0	0	0	1	1	1
19	T - 13	1	1	1	0	0	1	0	1	0
20	T - 20	1	1	1	1	1	1	0	1	0
21	T - 17	1	0	0	1	1	1	0	0	0
22	T - 12	0	1	0	0	0	0	0	1	1
23	T - 16	0	1	1	1	0	0	1	0	0
24	T - 18	0	0	1	0	0	0	0	0	1
25	T - 28	1	0	1	0	1	0	0	1	0
26	T - 26	1	0	0	0	0	1	0	1	0
27	T - 06	0	1	0	1	1	1	1	0	1
28	T - 23	0	1	0	1	0	0	0	1	0
Item Validity	$\sum X$	18	17	19	18	20	18	16	23	14
	$\sum X^2$	18	17	19	18	20	18	16	23	14
	$\sum XY$	502	462	534	489	567	510	465	630	387
	r_{xy}	0.383	0.247	0.452	0.265	0.539	0.455	0.493	0.493	0.255
	r_{table}	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374
	Criteria	valid	Invalid	valid	invalid	valid	valid	valid	valid	invalid
Discriminating Power	BA	11	11	12	11	13	12	11	14	9
	BB	7	6	7	7	7	6	5	9	5
	JA	14	14	14	14	14	14	14	14	14
	JB	14	14	14	14	14	14	14	14	14
	D	0.29	0.36	0.36	0.29	0.49	0.49	0.49	0.36	0.29
	Criteria	satisfactory	satisfactory	satisfactory	satisfactory	good	good	good	satisfactory	satisfactory
Difficulty Level	B	18	17	19	18	20	18	16	23	14
	Js	28	28	28	28	28	28	28	28	28
	P	0.643	0.607	0.679	0.643	0.714	0.643	0.571	0.821	0.500
	Criteria	medium	Medium	medium	medium	easy	medium	medium	easy	medium
Criteria	used	Unused	used	unused	used	used	used	used	unused	

No	Code	Item Number								
		28	29	30	31	32	33	34	35	36
1	T - 07	0	1	1	1	1	1	1	1	1
2	T - 09	1	1	0	1	1	1	1	1	1
3	T - 01	1	1	0	1	1	0	1	1	1
4	T - 19	1	1	1	0	1	1	1	0	1
5	T - 21	1	1	0	1	1	1	1	1	0
6	T - 04	1	0	1	1	1	1	1	1	1
7	T - 05	1	1	1	1	1	1	0	0	1
8	T - 08	1	0	1	1	1	1	1	1	0
9	T - 10	1	1	1	1	1	1	1	1	1
10	T - 14	1	1	1	1	1	1	0	1	0
11	T - 15	1	1	1	1	1	0	1	1	1
12	T - 22	1	1	0	0	1	0	1	1	1
13	T - 24	1	1	0	1	1	1	1	1	1
14	T - 25	1	0	1	0	1	1	1	1	1
15	T - 02	1	1	0	1	1	1	1	0	1
16	T - 03	0	1	1	1	0	1	1	1	1
17	T - 27	1	0	0	0	1	1	1	0	1
18	T - 11	1	1	0	0	1	1	0	1	1
19	T - 13	0	0	1	0	1	1	1	0	1
20	T - 20	0	0	0	0	0	0	0	0	1
21	T - 17	0	1	0	0	1	0	1	0	0
22	T - 12	1	1	0	1	1	0	1	0	0
23	T - 16	1	0	0	1	1	1	0	1	0
24	T - 18	0	0	0	0	1	0	0	0	1
25	T - 28	1	0	1	0	1	0	0	0	0
26	T - 26	0	0	0	1	1	0	1	0	0
27	T - 06	1	1	0	0	0	0	0	1	0
28	T - 23	1	1	0	1	0	0	0	1	0
Item Validity	$\sum X$	21	18	12	17	24	17	19	17	18
	$\sum X^2$	21	18	12	17	24	17	19	17	18
	$\sum XY$	569	496	356	477	649	497	540	478	513
	r_{xy}	0.327	0.328	0.433	0.380	0.447	0.557	0.508	0.389	0.482
	r_{table}	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374
	Criteria	invalid	invalid	valid	valid	Valid	valid	valid	valid	valid
Discriminating Power	BA	13	11	9	11	14	11	12	12	11
	BB	8	7	3	6	10	6	7	5	7
	JA	14	14	14	14	14	14	14	14	14
	JB	14	14	14	14	14	14	14	14	14
	D	0.36	0.29	0.49	0.36	0.29	0.36	0.36	0.50	0.29
	Criteria	satisfactory	satisfactory	good	satisfactory	satisfactory	satisfactory	satisfactory	good	satisfactory
Difficulty Level	B	21	18	12	17	24	17	19	17	18
	Js	28	28	28	28	28	28	28	28	28
	P	0.750	0.643	0.429	0.607	0.857	0.607	0.679	0.607	0.643
	Criteria	easy	medium	medium	medium	Easy	medium	medium	medium	medium
Criteria	unused	unused	used	used	Used	used	used	used	used	

No	Code	Item Number				Sum Score		Y	Y ²
		37	38	39	40	Odd	Even		
1	T - 07	1	1	1	1	19	17	36	1296
2	T - 09	1	1	0	1	16	19	35	1225
3	T - 01	1	1	1	1	17	18	35	1225
4	T - 19	1	1	1	1	15	19	34	1156
5	T - 21	0	1	1	1	16	18	34	1156
6	T - 04	1	1	1	1	16	18	34	1156
7	T - 05	1	1	0	1	15	19	34	1156
8	T - 08	1	1	1	1	19	14	33	1089
9	T - 10	1	1	0	1	14	19	33	1089
10	T - 14	1	1	1	0	18	14	32	1024
11	T - 15	1	1	1	1	15	16	31	961
12	T - 22	1	1	1	1	14	17	31	961
13	T - 24	1	1	1	1	16	14	30	900
14	T - 25	0	1	1	0	14	16	30	900
15	T - 02	1	1	0	1	15	13	28	784
16	T - 03	0	1	0	1	14	10	24	576
17	T - 27	0	1	0	1	11	12	23	529
18	T - 11	0	1	1	0	9	12	21	441
19	T - 13	1	0	0	1	9	11	20	400
20	T - 20	1	0	1	0	10	9	19	361
21	T - 17	0	0	1	1	8	10	18	324
22	T - 12	0	0	0	0	6	11	17	289
23	T - 16	0	1	1	0	9	7	16	256
24	T - 18	0	1	1	0	7	8	15	225
25	T - 28	0	1	1	0	7	8	15	225
26	T - 26	0	0	0	0	8	6	14	196
27	T - 06	0	0	0	0	6	6	12	144
28	T - 23	0	0	0	0	5	6	11	121
Item Validity	$\sum X$	16	21	16	17	348	367	715	20165
	$\sum X^2$	16	21	16	17				
	$\sum XY$	465	604	464	513				
	r_{xy}	0.493	0.677	0.485	0.699				
	r_{table}	0.374	0.374	0.374	0.374				
	Criteria	valid	valid	valid	valid				
Discriminating Power	BA	12	14	11	12				
	BB	4	7	5	5				
	JA	14	14	14	14				
	JB	14	14	14	14				
	D	0.57	0.50	0.49	0.50				
	Criteria	good	good	good	good				
Difficulty Level	B	16	21	16	17				
	Js	28	28	28	28				
	P	0.571	0.750	0.571	0.607				
	Criteria	medium	easy	medium	medium				
Criteria	used	used	used	used					reliabel

$R_{xy} = 0.895$
Mean = 25.53

Appendix 4

The Computation of Item Validity

Formula:

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

Criteria:

The item is valid if $r_{xy} > r_{table}$

The following was the example of item validity computation for item number 1, and for the other items would use the same formula. (Appendix 3)

No.	Code	X	Y	X ²	Y ²	XY
1	T-07	1	36	1	1296	36
2	T-09	1	35	1	1225	35
3	T-01	1	35	1	1225	35
4	T-19	1	34	1	1156	34
5	T-21	1	34	1	1156	34
6	T-04	0	34	0	1156	0
7	T-05	1	34	1	1156	34
8	T-08	1	33	1	1089	33
9	T-10	1	33	1	1089	33
10	T-14	1	32	1	1024	32
11	T-15	1	31	1	961	31
12	T-22	0	31	0	961	0
13	T-24	1	30	1	900	30
14	T-25	0	30	0	900	0
15	T-02	1	28	1	784	28
16	T-03	1	24	1	576	24
17	T-27	0	23	0	529	0
18	T-11	0	21	0	441	0
19	T-13	1	20	1	400	20
20	T-20	1	19	1	361	19
21	T-17	0	18	0	324	0
22	T-12	0	17	0	289	0
23	T-16	1	16	1	256	16
24	T-18	0	15	0	225	0
25	T-28	1	15	1	225	15
26	T-26	1	14	1	196	14
27	T-06	0	12	0	144	0
28	T-23	0	11	0	121	0
SUM		18	715	18	20165	503

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

$$r_{xy} = \frac{28(503) - (18)(715)}{\sqrt{\{28(18) - (18)^2\}\{28(20165) - (715)^2\}}}$$

$$r_{xy} = \frac{14084 - 12870}{\sqrt{\{504 - 324\}\{564630 - 511225\}}}$$

$$r_{xy} = \frac{1214}{\sqrt{(180)(53395)}}$$

$$r_{xy} = \frac{1214}{\sqrt{9611100}}$$

$$r_{xy} = \frac{1214}{3100.177}$$

$$r_{xy} = 0.392$$

From the computation above, the result of computing validity of the item number 1 is 0.392. After that the writer consulted the result to the table of r Product Moment with the number of subjects (N) = 28 and significant level 5%, it was 0.374. Since the result of the computation was higher than the r table, the index validity of the item number 1 was considered to be valid. The list of validity of each item could be seen in appendix 3.

Appendix 5

The Computation of Reliability

Formula:

$$r_{ii} = \left(\frac{k}{k-1} \right) \left(\frac{V_t - \sum pq}{V_t} \right)$$

In which.

 r_{ii} = coefficient of each item k = the total number of the test V_t = the total number of variance P = subject proportion which answers the items accurately Q = subject proportion which answers the items wrongly

No	Code	Item Number								
		1	2	3	4	5	6	7	8	9
1	T-07	1	0	1	1	1	1	1	1	1
2	T-09	1	1	1	1	1	1	1	1	1
3	T-01	1	1	1	1	1	1	0	1	1
4	T-19	1	1	1	1	1	1	1	1	1
5	T-21	1	1	1	1	0	1	1	1	1
6	T-04	0	1	0	1	1	1	0	1	1
7	T-05	1	1	1	1	0	1	1	1	1
8	T-08	1	1	1	0	1	0	1	1	1
9	T-10	1	1	0	1	1	1	0	1	1
10	T-14	1	1	1	1	1	1	1	1	1
11	T-15	1	1	1	1	0	1	1	0	1
12	T-22	0	1	1	1	1	1	1	0	0
13	T-24	1	1	1	0	1	1	0	0	1
14	T-25	0	1	1	1	1	1	1	1	0
15	T-02	1	0	1	1	1	0	0	1	1
16	T-03	1	0	0	1	0	0	1	0	1
17	T-27	0	0	1	1	0	1	1	0	1
18	T-11	0	1	0	1	0	1	0	0	1
19	T-13	1	1	1	0	1	0	1	0	0
20	T-20	1	0	1	0	0	1	0	0	1
21	T-17	0	0	1	0	1	1	1	1	0
22	T-12	0	1	0	1	0	1	0	0	0
23	T-16	1	1	1	0	0	0	0	0	0
24	T-18	0	1	0	0	0	1	1	0	1
25	T-28	1	0	0	1	0	0	0	1	0
26	T-26	1	0	0	0	1	1	1	0	1
27	T-06	0	1	0	0	1	0	0	1	0
28	T-23	0	0	0	0	0	0	1	1	1
	Np	18	19	18	18	16	20	17	16	20
	P	0.643	0.679	0.643	0.643	0.571	0.714	0.607	0.571	0.714
	Q	0.357	0.321	0.357	0.357	0.429	0.286	0.393	0.429	0.286
	Pq	0.230	0.218	0.230	0.230	0.245	0.204	0.239	0.245	0.204

No	Code	Item Number								
		10	11	12	13	14	15	16	17	18
1	T - 07	1	1	1	1	1	0	1	1	0
2	T - 09	1	1	1	0	1	1	1	0	1
3	T - 01	0	1	1	1	1	0	1	1	1
4	T - 19	1	1	1	1	1	1	0	0	1
5	T - 21	1	1	1	1	1	1	1	1	1
6	T - 04	1	1	1	1	1	1	0	1	0
7	T - 05	1	1	1	1	1	1	1	1	1
8	T - 08	1	1	1	1	1	1	1	1	1
9	T - 10	0	1	1	0	1	1	1	0	1
10	T - 14	1	1	1	1	1	1	0	1	1
11	T - 15	1	0	0	1	0	1	1	0	1
12	T - 22	1	0	1	0	1	1	1	1	0
13	T - 24	1	1	0	1	1	1	0	1	1
14	T - 25	0	0	0	1	1	1	1	1	1
15	T - 02	0	1	0	1	1	1	1	0	1
16	T - 03	0	1	0	1	1	1	1	1	1
17	T - 27	1	1	0	1	1	1	0	1	0
18	T - 11	1	1	1	0	1	0	0	1	1
19	T - 13	0	1	0	0	0	0	1	0	1
20	T - 20	1	0	0	1	1	0	0	1	1
21	T - 17	1	0	0	0	0	0	1	1	1
22	T - 12	1	1	0	0	0	1	1	1	1
23	T - 16	0	0	0	1	1	0	0	0	0
24	T - 18	0	1	1	1	1	0	1	0	0
25	T - 28	0	1	0	0	1	1	0	0	0
26	T - 26	1	0	0	1	0	0	0	1	0
27	T - 06	0	0	0	0	0	0	0	0	0
28	T - 23	0	0	0	0	1	0	0	0	0
	Np	17	19	13	18	22	17	16	17	18
	P	0.607	0.679	0.464	0.643	0.786	0.607	0.571	0.607	0.643
	Q	0.393	0.321	0.536	0.357	0.214	0.393	0.429	0.393	0.357
	Pq	0.239	0.218	0.249	0.230	0.168	0.239	0.245	0.239	0.230

No	Code	Item Number								
		19	20	21	22	23	24	25	26	27
1	T - 07	1	1	1	1	1	1	1	1	1
2	T - 09	1	1	1	1	1	1	1	1	0
3	T - 01	1	1	1	1	1	1	1	1	1
4	T - 19	0	1	0	1	1	1	1	1	1
5	T - 21	1	1	1	1	0	1	1	1	0
6	T - 04	1	1	1	1	1	1	1	1	1
7	T - 05	0	1	1	1	1	1	1	1	0
8	T - 08	1	0	1	0	1	0	1	1	1
9	T - 10	1	1	1	1	1	1	1	1	0
10	T - 14	1	0	1	0	1	1	0	1	0
11	T - 15	1	1	1	0	1	1	0	1	1
12	T - 22	1	1	1	1	1	1	1	1	1
13	T - 24	0	0	0	1	1	1	0	1	1
14	T - 25	1	1	1	1	1	0	1	1	1
15	T - 02	1	0	1	0	1	1	0	1	1
16	T - 03	1	0	0	1	1	0	1	0	0
17	T - 27	0	0	1	1	1	0	1	1	0
18	T - 11	0	0	0	0	0	0	1	1	1
19	T - 13	1	1	1	0	0	1	0	1	0
20	T - 20	1	1	1	1	1	1	0	1	0
21	T - 17	1	0	0	1	1	1	0	0	0
22	T - 12	0	1	0	0	0	0	0	1	1
23	T - 16	0	1	1	1	0	0	1	0	0
24	T - 18	0	0	1	0	0	0	0	0	1
25	T - 28	1	0	1	0	1	0	0	1	0
26	T - 26	1	0	0	0	0	1	0	1	0
27	T - 06	0	1	0	1	1	1	1	0	1
28	T - 23	0	1	0	1	0	0	0	1	0
	Np	18	17	19	18	20	18	16	23	14
	P	0.643	0.607	0.679	0.643	0.714	0.643	0.572	0.821	0.500
	Q	0.357	0.393	0.321	0.357	0.286	0.357	0.429	0.179	0.500
	Pq	0.230	0.239	0.218	0.230	0.204	0.230	0.230	0.147	0.250

No	Code	Item Number								
		28	29	30	31	32	33	34	35	36
1	T - 07	0	1	1	1	1	1	1	1	1
2	T - 09	1	1	0	1	1	1	1	1	1
3	T - 01	1	1	0	1	1	0	1	1	1
4	T - 19	1	1	1	0	1	1	1	0	1
5	T - 21	1	1	0	1	1	1	1	1	0
6	T - 04	1	0	1	1	1	1	1	1	1
7	T - 05	1	1	1	1	1	1	0	0	1
8	T - 08	1	0	1	1	1	1	1	1	0
9	T - 10	1	1	1	1	1	1	1	1	1
10	T - 14	1	1	1	1	1	1	0	1	0
11	T - 15	1	1	1	1	1	0	1	1	1
12	T - 22	1	1	0	0	1	0	1	1	1
13	T - 24	1	1	0	1	1	1	1	1	1
14	T - 25	1	0	1	0	1	1	1	1	1
15	T - 02	1	1	0	1	1	1	1	0	1
16	T - 03	0	1	1	1	0	1	1	1	1
17	T - 27	1	0	0	0	1	1	1	0	1
18	T - 11	1	1	0	0	1	1	0	1	1
19	T - 13	0	0	1	0	1	1	1	0	1
20	T - 20	0	0	0	0	0	0	0	0	1
21	T - 17	0	1	0	0	1	0	1	0	0
22	T - 12	1	1	0	1	1	0	1	0	0
23	T - 16	1	0	0	1	1	1	0	1	0
24	T - 18	0	0	0	0	1	0	0	0	1
25	T - 28	1	0	1	0	1	0	0	0	0
26	T - 26	0	0	0	1	1	0	1	0	0
27	T - 06	1	1	0	0	0	0	0	1	0
28	T - 23	1	1	0	1	0	0	0	1	0
	Np	21	18	12	17	24	17	19	17	18
	P	0.750	0.643	0.429	0.607	0.857	0.607	0.679	0.607	0.643
	Q	0.250	0.357	0.571	0.393	0.143	0.393	0.321	0.393	0.357
	Pq	0.188	0.230	0.245	0.239	0.122	0.239	0.218	0.239	0.230

No	Code	Item Number				Total Score
		37	38	39	40	
1	T - 07	1	1	1	1	36
2	T - 09	1	1	0	1	35
3	T - 01	1	1	1	1	35
4	T - 19	1	1	1	1	34
5	T - 21	0	1	1	1	34
6	T - 04	1	1	1	1	34
7	T - 05	1	1	0	1	34
8	T - 08	1	1	1	1	33
9	T - 10	1	1	0	1	33
10	T - 14	1	1	1	0	32
11	T - 15	1	1	1	1	31
12	T - 22	1	1	1	1	31
13	T - 24	1	1	1	1	30
14	T - 25	0	1	1	0	30
15	T - 02	1	1	0	1	28
16	T - 03	0	1	0	1	24
17	T - 27	0	1	0	1	23
18	T - 11	0	1	1	0	21
19	T - 13	1	0	0	1	20
20	T - 20	1	0	1	0	19
21	T - 17	0	0	1	1	18
22	T - 12	0	0	0	0	17
23	T - 16	0	1	1	0	16
24	T - 18	0	1	1	0	15
25	T - 28	0	1	1	0	15
26	T - 26	0	0	0	0	14
27	T - 06	0	0	0	0	12
28	T - 23	0	0	0	0	11
	Np	16	21	16	17	715
	P	0.571	0.750	0.571	0.607	
	Q	0.429	0.250	0.429	0.393	
	Pq	0.245	0.188	0.245	0.239	8.953

Before computing the reliability, the writer had to compute variant first with the formula below (mean 25.53).

$$V_t = \frac{\sum (x_i - \bar{x})^2}{n-1}$$

$$V_t = \frac{1906.965}{27}$$

$$V_t = 70.63$$

After finding the Variant (V_t) the writer could compute the reliability of the test as follows:

$$r_{xy} = \left(\frac{k}{k-1} \right) \left(\frac{V_t - \sum pq}{V_t} \right)$$

$$r_{xy} = \left(\frac{40}{40-1} \right) \left(\frac{70,63 - 8,953}{70,63} \right)$$

$$r_{xy} = \left(\frac{40}{39} \right) \left(\frac{61,677}{70,63} \right)$$

$$r_{xy} = (1.026)(0.87)$$

$$r_{xy} = 0.895$$

From the computation above, it was found out that r_{xy} (the total of reliability test) was 0.895 whereas the numbers of subject were 28 and the critical value-for r-table with significant level 5% was 0.374. Thus, the value resulted from the computation was higher than its critical value. it could be concluded that the instrument used in this research was reliable.

Appendix 6

The Computation of Item Difficulty

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

Explanation:

P = item difficulty

B = number of students who answer the item correctly

JS = number of students

Criteria

$0.00 < P \leq 0.3$ is difficult

$0.3 < P \leq 0.70$ is medium

$0.7 < P \leq 1$ is easy

The following was the computation of the test level for item number 1, and for other items would use the same formula.

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

From the computation above, we could see:

$$B = 18$$

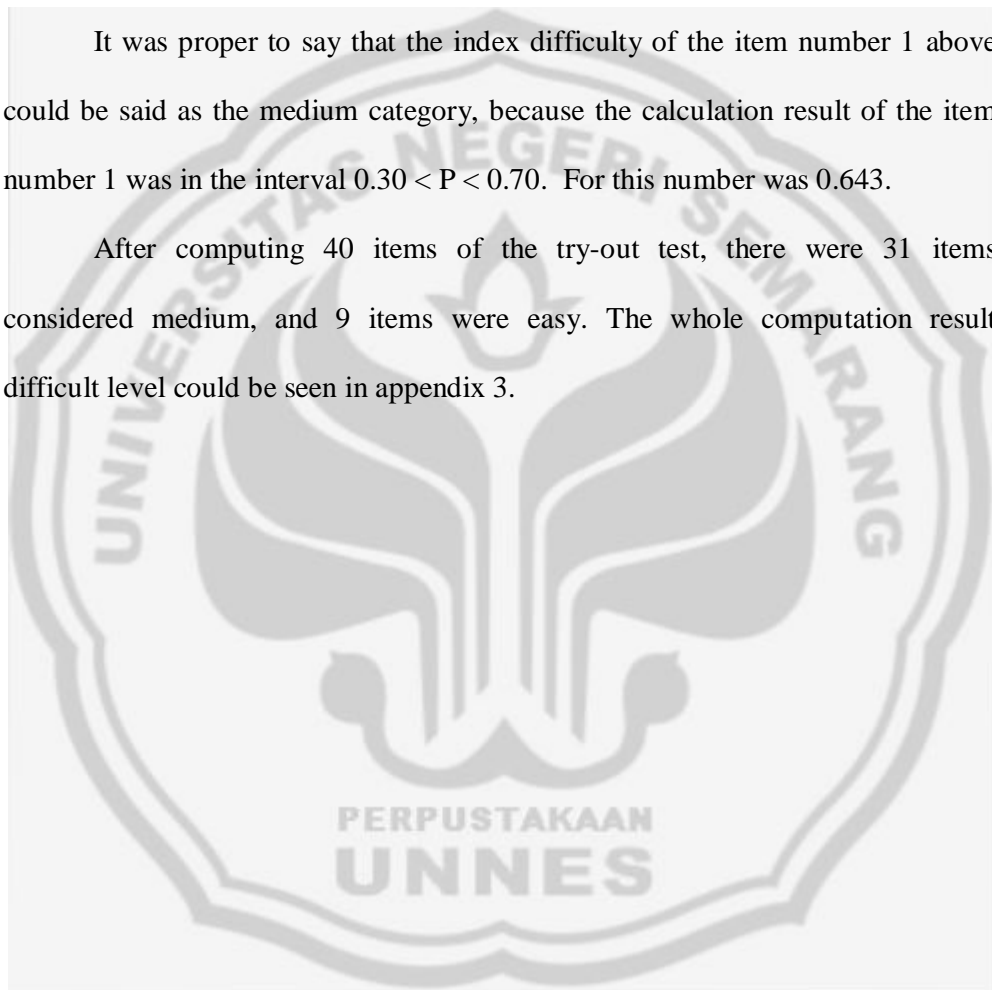
$$JS = 28$$

$$P = \frac{18}{28}$$

$$P = 0.643$$

It was proper to say that the index difficulty of the item number 1 above could be said as the medium category, because the calculation result of the item number 1 was in the interval $0.30 < P < 0.70$. For this number was 0.643.

After computing 40 items of the try-out test, there were 31 items considered medium, and 9 items were easy. The whole computation result difficult level could be seen in appendix 3.



Appendix 7

The Computation of Item Discrimination

Formula:

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

In which:

D = discriminating power

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

BB = number of students in the lower group who answer the item correctly

JA = number of all students in the upper group

JB = number of all students in the lower group

Criteria

0.00 < D ≤ 0.20 is poor

0.20 < D ≤ 0.40 is satisfactory

0.40 < D ≤ 0.70 is good

0.70 < D ≤ 1 is excellent

The following was the computation of the Discriminating power for item number 1. For the rest items would use the same formula.

Upper group			Lower Group		
No	Student's Code	Score	No	Student's Code	Score
1	T - 07	1	15	T - 02	1
2	T - 09	1	16	T - 03	1
3	T - 01	1	17	T - 27	0
4	T - 19	1	18	T - 11	0
5	T - 21	1	19	T - 13	1
6	T - 04	0	20	T - 20	1

7	T - 05	1	21	T - 17	0
8	T - 08	1	22	T - 12	0
9	T - 10	1	23	T - 16	1
10	T - 14	1	24	T - 18	0
11	T - 15	1	25	T - 28	1
12	T - 22	0	26	T - 26	1
13	T - 24	1	27	T - 06	0
14	T - 25	0	28	T - 23	0
Sum		11		Sum	7

The calculation of the Discriminating Power of the test for item number one was:

$$BA = 11 \quad BB = 7$$

$$JA = 14 \quad JB = 14$$

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

$$D = \frac{11}{14} - \frac{7}{14}$$

$$D = 0.29$$

According to the criteria, the item number 1 above was satisfactory category, because the calculation result of the item number 1 was in the interval $0.20 < P < 0.40$. After computing 40 items of try-out test, there were 18 items considered good, and 22 items were satisfactory.

Appendix 8

**THE PRE-TEST AND POST TEST STUDENT'S
SCORE**

No	Code	Pre-test (X ₁)	Percentage	Post-test (X ₂)	Percentage
1	S - 01	47.5	47.5 %	72.5	72.5 %
2	S - 02	60	60 %	70	70 %
3	S - 03	52.5	52.5 %	75	75 %
4	S - 04	72.5	72.5 %	80	80 %
5	S - 05	65	60 %	72.5	72.5 %
6	S - 06	55	55 %	95	95 %
7	S - 07	65	65 %	90	90 %
8	S - 08	70	70 %	87.5	87.5 %
9	S - 09	57.5	57.5 %	97.5	97.5 %
10	S - 10	55	55 %	95	95 %
11	S - 11	57.5	57.5 %	72.5	72.5 %
12	S - 12	60	60 %	92.5	92.5 %
13	S - 13	70	70 %	87.5	87.5 %
14	S - 14	57.5	57.5 %	82.5	82.5 %
15	S - 15	60	60 %	85	85 %
16	S - 16	52.5	52.5 %	65	65 %
17	S - 17	62.5	62.5 %	80	80 %
18	S - 18	60	60 %	90	90 %
19	S - 19	65	65 %	87.5	87.5 %
20	S - 20	60	60 %	70	70 %
21	S - 21	60	60 %	87.5	87.5 %
22	S - 22	55	55 %	77.5	77.5 %
23	S - 23	75	75 %	87.5	87.5 %
24	S - 24	65	65 %	87.5	87.5 %
25	S - 25	72.5	72.5 %	72.5	72.5 %
26	S - 26	60	60 %	87.5	87.5 %
27	S - 27	72.5	72.5 %	80	80 %
28	S - 28	62.5	62.5 %	67.5	67.5 %
$\sum x$		1727.5	1727.5 %	2295	2295 %
\bar{x}		61.70	61.70 %	81.96	81.96 %

Appendix 9

TEST BAHASA INGGRIS

Kelas : XI

Waktu : 60 Menit

1. 'Can you send this letter for me? I'm in a hurry.'
'Don't worry. I will have Tina ... it for you.'
- | | | |
|----------|-------------|-----------|
| A. fax | C. will fax | E. to fax |
| B. faxed | D. faxes | |
2. The teacher had students who didn't bring their identification cards ... the auditorium where the exams were held.
- | | | |
|----------|-------------|-----------|
| A. left | C. to leave | E. leaves |
| B. leave | D. leaving | |
3. My little brother had scattered all his toys on my bed, so I had him ... the bed before right fell.
- | | | |
|-------------|----------------|------------------|
| A. clear | C. cleared | E. to be cleared |
| B. to clear | D. be clearing | |
4. 'I fixed the light in the bathroom yesterday, but it went out again today.'
'Why don't you have an electrician ... it.'
- | | | |
|-------------|---------------|-----------|
| A. checking | C. to checked | E. checks |
| B. checked | D. check | |
5. 'I've tried to fix my motorbike, but it is still not running well.'
'Why don't you have a mechanic ... it?'
- | | | |
|-------------|----------------|------------|
| A. check | C. to check | E. checked |
| B. Checking | D. in checking | |
6. 'I'm having trouble with my computer again, I've done everything I can but it doesn't work properly.'
'Why don't you have Darno ... it?'
- | | | |
|-----------|-------------|----------|
| A. to fix | C. he fixed | E. fixed |
| B. fixing | D. fix | |

7. My neighbor had borrowed my computer for too long time, so I had him ... immediately as I had my reports to type.
- A. return C. returned E. to be returned
B. to return D. be returning.
8. Since her handwriting is very bad, we will have her ... her composition.
- A. types C. typing E. to type
B. typed D. type
9. "Aren't you going to make hotel reservation.?"
- "No, I'll have the travel agent"
- A. to do it C. doing it E. he does it
B. in doing it D. do it
10. 'I've tried to fix my scooter, but it still keeps breaking down.'
- 'Why don't you have a mechanic ... it?'
- A. check C. to check E. checked
B. checking D. in checking
11. Because I knew that most of the guests come from Arab and Arab's neighboring countries. I got the attendants ... them in Arabic language.
- A. addressing C. they address E. in addressing
B. addressed D. to address
12. As I found out that not the entire workshop participants knew about today's schedule, I got my secretary ... it right away.
- A. distributing C. she distributes E. in distributing
B. distributed D. to distribute
13. As I found out that not all of students have the resource book, I got one student ... the materials.
- A. reading C. she read E. in reading
B. read D. to read
14. The fact that the company was not fair in giving the bonuses made the employees ... on strike.
- A. go C. went E. going
B. to be going D. to go

15. The fact that he was put into prison for something he had not done made his wife
- A. cry C. cried E. crying
B. to be crying D. to cry
16. The fact that he has another wife makes his family ... him anymore
- A. not trust C. not trusted E. not trusting
B. not to be trusting D. not to trust
17. I didn't pack any nail polish, because I had my nails ... before the trip.
- A. do C. did E. doing
B. done D. to do
18. 'When do you want to have the flowers ... to your house?'
- A. to deliver C. delivering E. deliver
B. be delivering D. delivered
19. My watch is too slow. Can I have it ... here?
- A. fixed C. fixes E. to be fixed
B. fixing D. to fix
20. If I don't come to class today, the teacher will have me write the poem ten times.
- The underlined words means:
- A. the teacher has written the poem ten times
B. the teacher will write the poem for me ten times
C. I will have to write the poem ten times
D. I have written the poem ten times
E. I will ask the teacher to write the poem ten times
21. "I have difficulties in filling in these tax forms."
"Well, you ..."
- A. can do it all by yourself D. have to do it without difficulties
B. have done it with somebody's help E. can have one of my assistants do it
C. can do it for one of my assistants

22. 'Mother has an interior decorator design the living-room' means that ...
- A. mother has to design the living-room
 - B. the living-room has already been designed by an interior decorator
 - C. mother has asked an interior decorator to design the living-room
 - D. the interior decorator asked mother whether he could design the living-room
 - E. mother has designed the living-room as the interior decorator requested
23. Dodi : Did many people migrate to Kalimantan themselves?
Rina : No, the government had them migrate.
- The underlined sentence means ...
- A. the government migrated there for them
 - B. the government told them not to migrate
 - C. the government migrated to Kalimantan
 - D. the government didn't ask them to migrate
 - E. the government asked them to migrate them
24. We have our neighbor check our house whenever we go on vacation.
This means that: every time we go on vacation ...
- A. we first check the house with our neighbor
 - B. we don't let our neighbor check our house
 - C. our neighbor comes to check our house
 - D. we have checked our neighbor's house
 - E. we ask someone to check our neighbor's house
25. Ratu had her father contact his lawyer. This means that ...
- A. Ratu and her father are contacting his lawyer
 - B. Ratu asked her father to contact his lawyer
 - C. the lawyer contacted Ratu's father
 - D. Ratu's father was contacted by the lawyer
 - E. Ratu is contacting her father's lawyer
26. Willy : This cake is very delicious. Did you make it yourself?
Betty : Since I was busy. I had it made.
- From the underlined sentence we know that Betty ... the cake.

- A. made C. had made E. ordered someone to make
 B. has made D. asked Willy to make
27. Tina : Do you have time to cut the grass in the yard?
 Andi : Sorry, I am very busy. I will have it cut soon.
 The underlined sentence means that ...
- A. Tina herself will cut the grass
 B. Andi himself will cut the grass
 C. Tina will cut the grass for Andi
 D. Andi will ask someone to cut the grass
 E. Tina will ask Andi to cut the grass
28. 'Being ill, mother had her breakfast brought to her room.'
 This means: As my mother was ill, ... her breakfast to her room.
- A. she had brought
 B. she was asked to bring
 C. she asked someone to bring
 D. she wanted to bring
 E. she had to bring
29. 'Before I submitted my paper, I had had it proofread.'
 This means that ...
- A. I had proofread my paper
 B. My paper would be proofread
 C. Somebody proofread my paper
 D. I was asked to proofread my paper
 E. I had to proofread my paper myself
30. 'Now that she has grown up, my niece has her old dresses lengthened.'
 This means that ...
- A. my niece has lengthened her old dresses
 B. my niece asked someone to lengthen her old dresses
 C. my niece has to lengthen her old dresses
 D. my niece has been told to lengthen her old dresses
 E. my niece has been asked by someone to lengthen her old dresses

31. My mother has all dresses made because ...
- A. she cannot sew at all D. she cannot afford to pay a dressmaker
 B. she likes sewing E. she does not have a good dressmaker
 C. she is a dress maker
32. 'I have the table cleared' means '... the table.'
- A. I have to clear D. I have cleared the table
 B. I ask somebody to clear E. somebody wants me to clear
 C. somebody wants to clear
33. 'I'll have all these books arranged on the shelves tomorrow' means 'I'll ... on the shelves tomorrow.'
- A. arrange all these books D. ask someone to arrange all these book
 B. have arranged all these books E. be arranging all these books
 C. have to arrange all these books
34. 'I had my watch repaired' means '...'
- A. I repaired my watch D. I had to repair my watch
 B. I had someone repair my watch E. my watch had to be repaired
 C. I had repaired my watch
35. Ani : What a nice dress! Did you make it yourself?
 Ati : Oh, I got it make.
 The underlined sentence means
- A. Ati bought the dress D. someone made Ati's dress
 B. Ati made the dress herself E. Ati wanted to make Ani to make the dress
 C. Ati had to make her dress
36. "The manager needs the financial data for tomorrow's meeting."
 'All right, ... immediately.'
- A. I'll have processed them D. I have already processed them
 B. I want to process them E. I'll have processed them
 C. I'll have them processed
37. 'How can the faculty accommodate the increasing number of incoming students with such limited classes?'
 'Well, I think the faculty will ...'

- A. has expanded its premises D. have to have its premises expanded
 B. to have its premises expanded E. have had to expand its premises
 C. has to expand its premises
38. “As I was sent out of town to work on construction project, I would not help my finance with our wedding preparations.”
 “But you should ...”
- A. ask her to help D. have somebody help her
 B. have helped her E. have her to help somebody
 C. ask us to help her
39. ‘What’s that noise upstairs?’
 ‘The school ...’
- A. has to renovate its second-floor classroom
 B. has already renovated its second-floor classrooms
 C. is having its second-floor classrooms renovated
 D. will have to renovate its second-floor classrooms
 E. has had to renovate its second-floor classrooms
40. ‘How can you determine students’ ability in writing?’
 ‘For a start, ... a five-hundred-word essay.’
- A. the students write D. the students have written
 B. the students are writing E. have the students write
 C. have the students to write

Appendix 10

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA N 1 Tunjungan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 2
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi :

Membaca

11. Memahami makna teks fungsional pendek dan esei berbentuk **narrative** dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar :

Membaca

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk **narrative**.

Jenis Teks : **Functional Text (Causative Verb)**

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Membuat kalimat causative dengan benar.
2. Mengidentifikasi makna dari kalimat active causative dengan tepat.

II. Materi Pembelajaran

a. Narrative Text

The Story of Sangkuriang and Tangkuban Perahu Mountain

Once, there was a kingdom in Priangan Land. Lived a happy family, they were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang.

One day, Dayang Sumbi got her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home.

Soon Dayang Sumbi found out that it was not deer lever but Tumang's, his own dog. So, she was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home.

Years, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, the woman looked at the wound in Sangkuriang's head. It matched to her son's wound that had left several years earlier. Soon she realized that she felt in love with her own son.

She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Dayang Sumbi made Sangkuriang make the lake in one night for villagers. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day.

Sangkuriang failed to marry her. She was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

b. Difficult Vocabularies

hunting	: Berburu	wound	: luka
despearte	: putus asa	horizon	: kaki langit
deer	: rusa	flashes	: menyorotkan
shot	: menembak	crowed	: berkokok

c. Narrative

1. Social Function

To amuse, entertain and to deal with actual or various experience in different ways

2. Generic Structure

- Orientation : sets the scene and introduces the participants
- Evaluation : a stepping back to evaluate the plight
- Complication : a crisis arises
- Resolution : the crisis is resolved, for better or for worse
- Re-orientation : optional

3. Significant Lexicogrammatical Features

- Focus on specific and usually individual participants
- Use of material processes
- Use of relational processes and mental processes
- Use of temporal conjunction, and temporal circumstances
- Use of past tense

d. Causative Verb

Causative Verb is verb used to indicate or to signal that someone has caused someone else or something to do something. It means that a causative verb has a meaning to force someone or something to do an action and the speaker doesn't do the action himself.

e. Active Causative

1. Causative Get

Causative **Get** is followed by an infinitive. Causative **Get** gives the idea that someone persuades someone else to do something.

Pattern of Causative **Get**

Subject + **Get** + Complement + **Verb infinitive**
(Any Tense) (Person) (To + Verb 1)

For example:

1. Mother **got** her **to do** the work.
→Mother managed to persuade her to do the work.
2. Father **is getting** Dian **to take** a newspaper for him.
→Father manages to persuade Dian to take a newspaper for him.
3. She will **get** Anne **to accompany** her to the party tomorrow.
→She manages to persuade Ana to accompany her to the party tomorrow.

2. Causative Have

Causative **have** is followed by the simple form of a verb, not an infinitive. Causative **have** gives the idea that someone requests someone else to do something.

Pattern of Causative **Have**

Subject + **Have** + Complement + **Verb I**
 (Any Tense) (Person)

For example:

- a. They **had** John **arrive** early
→ John arrived early because I asked/request him to.
- b. He **has** his mother **cook** the meal.
→ Mother cooks the meal because he ask her to.
- c. I'll **have** my lawyer **look** into it.
→ My lawyer looks into it because I ask him to.

3. Causative Make

Causative **make** is followed by the simple form of a verb, not an infinitive. Causative **Make** gives the idea that someone forces someone else to do something.

Pattern of Causative **Make**

Subject + **Make** + complement + **Verb I**
(Any Tense) (Person)

For example:

- a. I **made** Jim **clean** up the mess.
→ I forced Jim clean up the mess and Jim had no choice.
- b. Mrs. Lee **made** her son **clean** his room.
→ Her son cleaned his room and her son had no choice.
- c. My teacher **made** me **apologize** for what I had said.
→ I apologized for what I had said and I had no choice

III. Metode/metode Pembelajaran

Eksplorasi, Elaborasi, dan Konfirmasi.

IV. Langkah-langkah Kegiatan

Kegiatan Pendahuluan : 10 menit

1. Salam dan Presensi
2. Tanya jawab berbagai hal terkait dengan kondisi siswa (apersepsi)
3. Guru menanyakan kegiatan yang dikerjakan siswa
4. Guru menyampaikan tujuan pembelajaran dan kompetensi yang harus dicapai
5. Guru memberikan pertanyaan pengarahan yang berkaitan dengan materi

Kegiatan Inti

Eksplorasi : 15 menit

1. Siswa diberikan instruksi untuk membaca sebuah teks narrative
2. Siswa mendiskusikan kosakata sulit dan jenis kalimat yang terdapat pada teks narrative secara berkelompok
3. Guru dan siswa mendiskusikan kosakata sulit dan jenis kalimat yang terdapat pada teks tersebut

Elaborasi : 30 menit

1. Siswa mendengarkan penjelasan guru tentang **causative verb**

Konfirmasi : 25 menit

1. Siswa mengerjakan soal-soal **causative verb** yang diberikan oleh guru secara individual
2. Siswa dan guru mendiskusikan jawaban dari siswa

Kegiatan penutup : 10 menit

1. Meminta siswa menyampaikan kesan/perasaannya setelah menerima pembelajaran
2. Guru menyimpulkan materi yang sudah disampaikan
3. Guru memberikan salam

V. Sumber Belajar

- a. Buku Developing English Competence kelas XI
- b. <http://www.englishclub.com/grammar/verbs-what.htm>
- c. www.longlongtimeago.com
- d. Buku Understanding and Using English Grammar

VI. Penilaian

1. Teknik : tes tertulis
2. Bentuk : selected response fill in the blank dan essay
3. Instrument:

A. Complete the sentences with the words in parentheses.

Example: The doctor made the patient ... in bed. (stay)

The doctor made the patient **stay** in bed.

1. Don got some kids in the neighborhood ... out his garage. (clean)
2. I got Mary ... me some money so I could go to a movie last night. (lend)
3. Tom sawyer was supposed to paint the fence, but he didn't want to do it. He was a very clever boy. Somehow he got his friends ... it for him. (do)
4. Because I knew that most of the guests come from Arab and Arab's neighboring countries. I got the attendants ... them in Arabic language. (address)
5. As I found out that not the entire workshop participants knew about today's schedule, I got my secretary ... it right away. (distribute)
6. The teacher had the class...a 2000-word research paper. (write)
7. I made my son ... the windows before he could go outside to play. (wash)
8. My boss made me ... my report because he wasn't satisfied with it. (redo)
9. Peeling onions always makes me ... (cry)
10. We had a professional photographer ... pictures of everyone who participated in our wedding. (take)

B. Find the meaning of the causative sentences below

Example: They had John arrive early.

John came early because they asked John.

1. They get me to wash the clothes.
2. She will get Anne to accompany her to the party tomorrow.
3. Andi has got his brother to buy a pack of cigarettes.
4. The teacher got us to stay a little later.
5. The man gets his gardener to cut off the grass.
6. She had her children cook dinner for her.
7. He had the woman wash the shirt.
8. We made Kevin finish his supper.
9. The teacher always makes the students stay in their own seats.
10. Bob made his son be quiet in the library.

C. Pedoman Penilaian

1. Tiap nomer benar dari:
Instrument A mendapat skor 2
Instrument B mendapat skor 4
2. Skor maksimal $(10 \times 2) + (10 \times 4) = 60$
3. Nilai = $(\text{skor maksimal}/6) \times 10 = 100$

VII. Rubric Penilaian

1. Membuat kalimat causative dengan benar

NILAI	PENJELASAN
2	Jawaban Benar
0,5	Jawaban Salah

2. Mengidentifikasi makna dari kalimat active causative dengan tepat

NILAI	PENJELASAN
4	Artinya lengkap dan sesuai dengan kalimat
3	Ada sedikit bagian dari kalimat yang terlewatkan
2	Ada banyak bagian dari kalimat yang terlewatkan
1	Artinya tidak sesuai dengan kalimat

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA N 1 Tunjungan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 2
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi :

Membaca

11. Memahami makna teks fungsional pendek dan esei berbentuk **narrative** dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar :

Membaca

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk **narrative**.

Jenis Teks : **Functional Text (Causative Verb)**

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Membuat kalimat passive causative dengan benar.
2. Menggunakan kalimat causative dalam situasi tertentu.

II. Materi Pembelajaran

a. Passive Causative

The past participles are used after have and get to give a passive meaning. In this case, there is usually little or no difference in meaning between have and get.

1. Causative Get

Pattern of Causative **Get**

Subject + **Get** + complement + **Verb III**
(Any Tense) (Thing)

For example:

- a. I **get** my motorcycle **repaired**.
→ I cause my motorcycle to be repaired by someone.
- b. I will **get** my homework **done**.
→ I cause my homework to be done by someone.
- c. Andi has **got** a pack of cigarettes **bought**.
→ Andi causes a pack of cigarettes to be bought by someone.

2. Causative Have

Pattern of Causative **Have**

Subject + **Have** + complement + **Verb III**
(Any Tense) (Thing)

For example:

1. I **had** my hair **cut** last Saturday.
It means that I caused my hair to be cut by someone last Saturday.
2. I **had** the rubbish **put** yesterday.
It means that I caused the rubbish to be put by someone yesterday.
3. Lia **has** the fan **turned** on.
It means that Lia causes the fan to be turned by someone on.
4. She **had** the car **washed** at the weekend.
It means that she caused the car to be washed by someone at the weekend.

5. Prabu **had** his nose **broken**.

It means that Prabu's nose was broken.

6. We must **have** the floor **cleaned** as soon as possible.

It means that we must cause the floor to be cleaned by someone as soon as possible.

III. Metode/metode Pembelajaran

Eksplorasi, Elaborasi, and konfirmasi.

IV. Langkah-langkah Kegiatan

Kegiatan Pendahuluan : 10 menit

1. Salam dan Presensi
2. Tanya jawab berbagai hal terkait dengan kondisi siswa (apersepsi)
3. Guru menanyakan kegiatan yang dikerjakan siswa
4. Guru menyampaikan tujuan pembelajaran dan kompetensi yang harus dicapai
5. Guru memberikan pertanyaan pengarah yang berkaitan dengan materi

Kegiatan Inti

Eksplorasi : 10 menit

1. Siswa diinstruksikan untuk mengamati lagi kalimat-kalimat yang terdapat pada teks sebelumnya secara berkelompok
2. Hasil temuan masing-masing siswa dibahas di depan kelas.

Elaborasi : 30 menit

1. Siswa mendengarkan penjelasan guru tentang bentuk **passive causative**

Konfirmasi : 30 menit

1. Siswa mengerjakan soal-soal **causative verb** yang diberikan oleh guru
2. Siswa dan guru mendiskusikan jawaban dari siswa

Kegiatan penutup : 10 menit

1. Meminta siswa menyampaikan kesan/perasaannya setelah menerima pembelajaran dan mengakhiri KBM.
2. Guru menyimpulkan materi yang sudah disampaikan
3. Guru memberikan salam

V. Sumber Belajar

- a. Buku Developing English Competence kelas XI
- b. <http://www.englishclub.com/grammar/verbs-what.htm>
- c. www.longlongtimeago.com
- d. Buku Understanding and Using English Grammar

VI. Penilaian

1. Teknik : tes tertulis
2. Bentuk : selected response fill in the blank dan essay
3. Instrument:

A. Complete the sentences with the words in parentheses.

Example : Mrs. Crane had her house (paint)

Mrs. Crane had her house Painted.

1. I went to the bank to have a check ...(cash)
2. When Scott went shopping, he found a jacket that he really liked. After he had the sleeves ..., it fit him perfectly. (shorten)
3. Alice stopped at the service station to have the bank...(fill)
4. Mr. Field went to a doctor to have the wart on his nose ...(remove)
5. I spilled some tomato sauce on my suit coat. Now, I need to get my suit ...(clean)

B. Change the following sentences into passive causative form.

1. My mother always has the dressmaker sew our dresses.
2. The teacher will have me take the rest for the second time.

3. I always have someone water the flowers.
4. I want to have you type the manuscript.
5. Would you like to have the waiter bring the food?

C. Pedoman Penilaian

1. Tiap nomer benar dari:

Instrument A mendapat skor 2

Instrument B mendapat skor 4

2. Skor maksimal $(5 \times 2) + (5 \times 4) = 30$
3. Nilai = $(\text{skor maksimal}/3) \times 10 = 100$

VII. Rubric Penilaian

1. Membuat kalimat causative dengan benar

NILAI	PENJELASAN
2	Jawaban Benar
1	Jawaban Salah

2. Mengubah kalimat active causative menjadi passive causative

NILAI	PENJELASAN
4	Absolutely right
3	Make s few noticeable error
2	Makes frequents mistakes
1	Error in grammar and word

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA N 1 Tunjungan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 2
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi :

Membaca

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar :

Membaca

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*

Jenis Teks : **Functional Text (Causative Verb)**

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Membuat kalimat causative dengan benar.
2. Mengidentifikasi makna dari kalimat active causative dengan tepat.

II. Materi Pembelajaran

a. Active Causative

1. Causative Get

Causative **Get** is followed by an infinitive. Causative **Get** gives the idea that someone persuades someone else to do something.

Pattern of Causative **Get**

Subject + **Get** + Complement + **Verb infinitive**
 (Any Tense) (Person) (To + Verb 1)

For example:

1. Mother **got** her **to do** the work.
→ Mother managed to persuade her to do the work.
2. Father **is getting** Dian **to take** a newspaper for him.
→ Father manages to persuade Dian to take a newspaper for him.
3. She will **get** Anne **to accompany** her to the party tomorrow.
→ She manages to persuade Ana to accompany her to the party tomorrow.

2. Causative Have

Causative **have** is followed by the simple form of a verb, not an infinitive. Causative **have** gives the idea that someone requests someone else to do something.

Pattern of Causative **Have**

Subject + **Have** + Complement + **Verb I**
 (Any Tense) (Person)

For example:

- a. They **had** John **arrive** early
→ John arrived early because I asked/request him to.
- b. He **has** his mother **cook** the meal.
→ Mother cooks the meal because he ask her to.
- c. I'll **have** my lawyer **look** into it.

→ My lawyer looks into it because I ask him to.

3. Causative Make

Causative **make** is followed by the simple form of a verb, not an infinitive. Causative **Make** gives the idea that someone forces someone else to do something.

Pattern of Causative **Make**

Subject + **Make** + complement + **Verb I**
(Any Tense) (Person)

For example:

- a. I **made** Jim **clean** up the mess.
→ I forced Jim clean up the mess and Jim had no choice.
- b. Mrs. Lee **made** her son **clean** his room.
→ Her son cleaned his room and her son had no choice.
- c. My teacher **made** me **apologize** for what I had said.
→ I apologized for what I had said and I had no choice

b. Passive Causative

1. Causative Get

Pattern of Causative **Get**

Subject + **Get** + complement + **Verb III**
(Any Tense) (Thing)

For example:

- a. I **get** my motorcycle **repaired**.
→ I cause my motorcycle to be repaired by someone.
- b. I will **get** my homework **done**.
→ I cause my homework to be done by someone.
- c. Andi has **got** a pack of cigarettes **bought**.
→ Andi causes a pack of cigarettes to be bought by someone.

2. Causative Have

Pattern of Causative **Have**

Subject + **Have** + complement + **Verb III**
 (Any Tense) (Thing)

For example:

1. I **had** my hair **cut** last Saturday.
It means that I caused my hair to be cut by someone last Saturday.
2. I **had** the rubbish **put** yesterday.
It means that I caused the rubbish to be put by someone yesterday.
3. Lia **has** the fan **turned** on.
It means that Lia causes the fan to be turned by someone on.
4. She **had** the car **washed** at the weekend.
It means that she caused the car to be washed by someone at the weekend.
5. Prabu **had** his nose **broken**.
It means that Prabu's nose was broken.
6. We must **have** the floor **cleaned** as soon as possible.
It means that we must cause the floor to be cleaned by someone as soon as possible.

III. Metode/metode Pembelajaran

Eksplorasi, Elaborasi dan konfirmasi.

IV. Langkah-langkah Kegiatan

Kegiatan Pendahuluan : 10 menit

1. Salam dan Presensi
2. Tanya jawab berbagai hal terkait dengan kondisi siswa (apersepsi)
3. Guru menanyakan kegiatan yang dikerjakan siswa
4. Guru menyampaikan tujuan pembelajaran dan kompetensi yang harus dicapai

5. Guru memberikan pertanyaan pengarahannya yang berkaitan dengan materi

Kegiatan Inti

Eksplorasi : 10 menit

1. Siswa mendiskusikan kalimat yang terdapat pada teks narrative secara berkelompok
2. Guru dan siswa jenis kalimat yang terdapat pada teks tersebut

Elaborasi : 30 menit

1. Siswa mendengarkan penjelasan guru tentang **active dan passive causative**

Konfirmasi : 30 menit

1. Siswa mengerjakan soal-soal **causative** yang diberikan oleh guru secara individual untuk memperdalam pemahaman
2. Siswa dan guru mendiskusikan jawaban dari siswa

Kegiatan penutup : 10 menit

1. Meminta siswa menyampaikan kesan/perasaannya setelah menerima pembelajaran
2. Guru menyimpulkan materi yang sudah disampaikan
3. Guru memberikan salam

V. Sumber Belajar

- a. Buku Developing English Competence kelas XI
- b. <http://www.englishclub.com/grammar/verbs-what.htm>
- c. www.longlongtimeago.com
- d. Buku Understanding and Using English Grammar

VI. Penilaian

1. Teknik : tes tertulis
2. Bentuk : essay

3. Instrument:

A. Change the following sentences into active causative form.

1. I had the roof repaired yesterday.
2. I think you should have your hair cut.
3. I don't want to have my house painted pink.
4. If you don't get out my house, I'll have you arrested.
5. I really must have my watch repaired.

B. Find the meaning of the sentences in the point A.**C. Pedoman Penilaian**

1. Tiap nomer benar dari:
Instrument A mendapat skor 2
Instrument B mendapat skor 4
2. Skor maksimal $(5 \times 2) + (5 \times 4) = 30$
3. Nilai = $(\text{skor maksimal}/3) \times 10 = 100$

VII. Rubric Penilaian

1. Membuat kalimat causative dengan benar

NILAI	PENJELASAN
2	Jawaban Benar
0,5	Jawaban Salah

2. Mengidentifikasi makna dari kalimat causative verb dengan tepat

NILAI	PENJELASAN
4	Artinya lengkap dan sesuai dengan kalimat
3	Ada sedikit bagian dari kalimat yang terlewatkan
2	Ada banyak bagian dari kalimat yang terlewatkan
1	Artinya tidak sesuai dengan kalimat

