



**THE EFFECTIVENESS  
OF ELT ACROSS CURRICULUM TEACHING  
LEARNING TO THE ENGLISH READING ABILITY  
IN INTERNATIONAL STANDARDIZED SCHOOL  
(An Experimental Study on the Eleventh Year Students  
of SMAN 1 PATI in the Academic Year of 2009/2010)**

**A Final Project**

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

by

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## **PERNYATAAN**

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Fakultas Bahasa dan Seni, Universitas Negeri Semarang. Menyatakan dengan sesungguhnya bahwa Skripsi/ Tugas Akhir/ Final Project yang berjudul :

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the Academic Year 2009/2010)**

yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah penelitian, pembimbingan, diskusi dan pemaparan atau ujian. Semua kutipan, baik langsung maupun tidak langsung, baik yang diperoleh melalui sumber kepustakaan, wahana elektronik maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana lazim dilakukan dalam penulisan karya ilmiah. Dengan demikian walaupun tim penguji dan pembimbing penulisan skripsi/tugas akhir/final project ini membubuhkan tanda tangan sebagai keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian surat pernyataan ini dibuat dan dapat digunakan dengan seperlunya.

Semarang,

Yang membuat pernyataan

Indra Dhani Kusuma

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“Yesterday is History, Tomorrow is Mystery, Today is a Big Gift”

(Master Shi Fu, Kung Fu Panda ‘08)



**To:**

Lovely Dad Mr Djazuli

Lovely Mom Mrs Puji Wahyuni

Nawang & Wisnu Kusuma

My Past, My Present & My Future

My Sachiko

Loenpia dot net

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## ABSTRACT

**Indra Dhani Kusuma**, 2010. *The Effectiveness of ELT Across Curriculum Teaching Learning to the English Reading Ability In International Standardized School SMA N 1 Pati on the Academic Year 2009/2010*). Final Project. English Department. Languages and Arts Faculty. Semarang State University. First Advisor: Dr. Abdurrahman Faridi, M. Pd. Second Advisor: Dr. Dwi Anggani L. Bharati, M. Pd

**Key words: ELTAC, International Standardized School**

This study was conducted under the considerations that international standardized school needs to measure the students' achievement in reading. One of the teaching learning methods is ELTAC.

The objective of the study is to find out the significant difference in the improvement of students' reading capability in Economic/Accountancy lesson taught by using ELTAC. The experiment was held through pre-test and post-test group design. The population of the research was the year eleven students of SMA N 1 Pati. The total number of the samples of this research was 58 students. The data were collected through formative test using multiple choices; fill in the blank and matching items.

In solving the problems, the writer used an experimental study using t-test statistical method. He used two groups, experimental group and control group. In control group, the writer was helped by the teacher who taught the material by using bi-lingual method. The experimental group treated with the same material used in ELTAC to check the students' ability in teaching-learning activity.

The computation result of t-test was -0.1493. Because t estimation is not in the Ho area (between -2 until 2.00), it can be concluded that there is no significant difference between the experimental group and control group which is taught by using Bi-Lingual and ELTAC.

Referring to the experience, in conducting this research, the writer offers suggestion to the teachers to use ELTAC material in teaching and learning activities to get a better result. The use of ELTAC should be given to the students, because they are capable and affordable to study by using ELTAC.

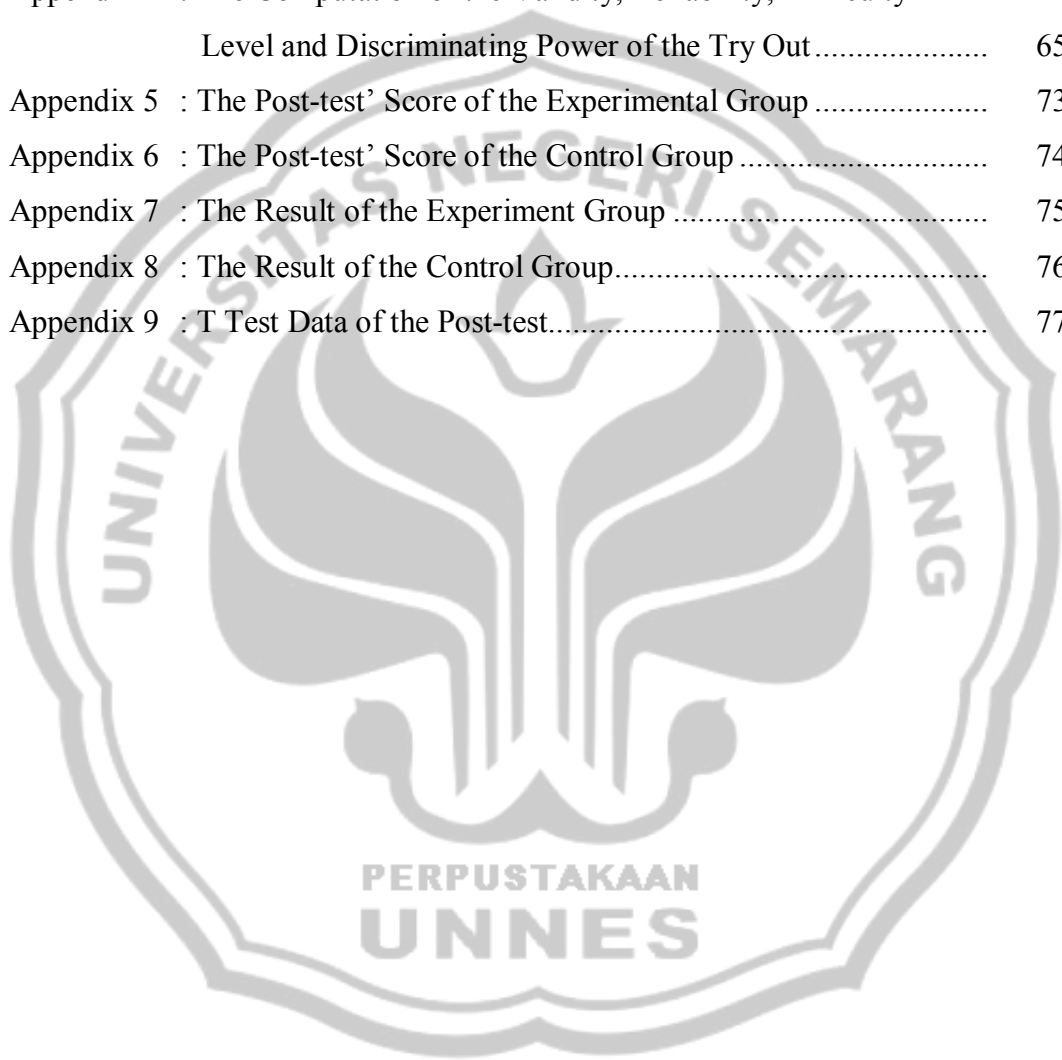
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# CHAPTER I

## INTRODUCTION

Education is defined as a planned effort to establish a study environment and education process so that students may develop their own potential to gain the religious and spiritual level, consciousness, personality, intelligence, behavior and creativity to themselves, other citizen and the nation. Because of education development, the Ministry of National Education of Indonesia released International Standardized School which prepared students with English as their daily language in teaching and learning activity.

### **1. 1 Background of the Study**

Education in Indonesia grows fast in many years. English as an international language is speaking in almost international events. It is also used as a media in teaching and learning processes. It is spoken not only on education, but also in science, technology and culture. In many countries, English is used as the second language but in Indonesia, English is used as the first foreign language. It will be a problem for students studying another lesson because a lot of source and literature of science written in English.

Facing the problem above, the government has created immersion class since 2004 and tries the program in several schools in Central Java. The main purpose of this program is to create immersion atmosphere at classroom first and

then to the school. Therefore the students in the classroom will learn the subjects in English as a means to deliver the material. The government is hoping that students can feel immersion's atmosphere and start to use English as a language in learning activities.

Immersion program is still exist to be developed until now to be RSBI (Rintisan Sekolah Berstandar Internasional) or International Standardized School. International Standardized School is a school which has fulfilled the requirements of national education standards in every aspect, such as: graduation standard competency, contents, processes, teachers and instrument of teaching, tools and infrastructures, finance and management, assessment and stressfulness in immersion's implementation, and producing graduate with international capacity (The definition of SBI according to "*Penyelenggaraan Rintisan Sekolah Bertaraf Internasional*", Jawa Tengah 2007-2008).

Language as a means of communication is an important element of education and culture. English as an international language is used to absorb and develop science, technology, art, and also culture. Brumfit (1981:1) states that "English as an international language and the most widespread medium of communication, its both because of the number and geographical area of its speaker and because the large number of non-native speaker who use it for part of their international contact. It can be considered as a means of oral communication as well as written communication". The government in Indonesia always makes an effort to improve the education. The quality of the teachers and other components which are involved in educational processes are improved from time to time.

“Achievement related to all three of needs: feeling competence in term of knowledge and skills, being success in one’s relation with others, and being control of one’s action and direction” (Van Lier 1996:118). Achievement is constructed and manifested in specific ways. In the RSBI program students’ achievement is very important to measure how far the acceptance of students in mastering the lesson.

English language teaching is the process in teaching and learning activities which is used at school. Nowadays, the standard method of curriculum is out of date and it substitutes with a new method which based on KTSP. The curriculum always develops and creates as effective as the curriculum does. Indonesian government tries to develop international curriculum and connect it with recent curriculum. All of the teacher must be certified and master in English language teaching across curriculum.

If teachers have been followed the process, they are able to teach in a SBI school. Then the following step is they will know the perspective and outline of the principal in teaching and learning process in English and the aims on why English teaching across curriculum should be used. The teachers will know about the outline of the principle approaches to foreign language teaching and implies this for developing a principle approach to language teaching across curriculum.

A teaching technique is important in the teaching-learning process, because a certain technique which is appropriate in a certain material can improve the students’ ability and capability in learning material. The result of the study will be more successful if the teacher uses an appropriate technique in teaching and learning process. It is because not all of the materials are suitable with the

same technique. Sometimes a material should be taught with different method, depending on the teacher and the material itself.

International standardized school which is prepared the students based on Indonesia National Education Standard (Standar Nasional Pendidikan or SNP) and international degree with the result that the graduate students have international capability competitiveness:

$$\mathbf{SBI = SNP + X}$$

**SNP** is national education standard which contains: graduation competence, content of process, teachers and education staffs, media and infrastructure, financial, management, assessment.

**X** is enrichment, empowerment, development, extension, and adoption or adaptation assessment toward educational standard. Both in our country or foreign country which convinced have international reputation. (*“Penyelenggaraan Rintisan Sekolah Bertaraf Internasional”*, Jawa Tengah 2007-2008).

The student which is graduated from international standardized school hopefully fulfills the Indonesia’s standard of education and also get equality from foreign country in the level of quality. For those reasons, introducing the students to progressive value which is consider importance on globalization is need to use as the reference in international standardized school implementation.

## **1.2 Reason for Choosing the Topic**

The curiosity to do pioneering work of international standardized school has many backgrounds. First, in globalization era it is required to have strong

capability in technology, management and human resources. The superiority of technology will decrease production costs, increase contents of additional value, extend the variety of product and increase the quality. The superiority of management will increase effectiveness and efficiency. The superiority of human resource is the key for competitiveness because the human resource will establish who will survive, grow and success in the competition.

The second, international standardized school has a strong law foundation, such as: *Pasal 50 Ayat 3 UU No. 20 Tahun 2003* about National Education System which states that the government and/or government territory held at least one of international standardized schools in every educational level, and *Surat Keputusan Direktur Pembinaan Sekolah Menengah Pertama Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah Departemen Pendidikan Nasional No. 230/C3/KEP/2008* on February 8, 2003 about the fulfillment of senior high school as the pioneer of international standardized school.

The third, implementation of international standardized school based on existentialism, essentialism and functionalism. The existentialism believes that education has to develop their existence as students as optimal as they can from facilitated which have been implemented with teaching and learning which contains moral value, changing process of creative, innovative and experiment, growing and developing talent, skill and ability of students. The implementation of education in Indonesia has to give more attention to the differences of smartness, talent, skill and ability of students. Therefore the students have to be optimized to actualize the intellectual, emotional and spiritual.

The philosophy of essentialism emphasizes on the education should be relevant to the necessity of both individual and in society (national and international). Connected with globalization pressure, education has to prepare human resource in Indonesia which has high capability and able to compete in international world. In actualizing the two philosophies, four component of education such as: learning to know, learning to do, learning to live together and learning to be are some of valuable criteria in balancing implementation of education in Indonesia. It is start from the curriculum, teacher, teaching and learning activity, media and infrastructure, until the assessment.

Economic/Accountancy lesson is one of major lessons in social class in Senior High School in Indonesia. The achievements of the student have to measure to know the acceptance of the material. In the other side, the material of Economic/Accountancy is the subject which tested in national examination, so it is important for the teacher to know how far the students master the material especially when they are taught with English across curriculum.

The writer's reason for choosing the title **“THE EFFECTIVENESS OF ELT ACROSS CURRICULUM TEACHING LEARNING TO THE ENGLISH READING ABILITY IN INTERNATIONAL STANDARDIZED SCHOOL (An Experimental Study on the Second Year Students of SMAN 1 PATI in the Academic Year 2009/2010”** are :

- (1) The international standardized school is the newest program of National Education Ministry.



- (2) There are so many problems in the implementation of international standardized school.
- (3) The teaching technique has a great advantage in teaching-learning process, so that it can be a model for teachers, especially to the writer itself.
- (4) There is no research to measure students' achievement in international standardized school.
- (5) SMAN 1 PATI is a model for schools to present international standardized school.

### **1.3 Statement of the Problem**

Based on the background and the reason in choosing the topic, the writer formulated the problem below:

“Is there any effect of using English teaching learning across curriculum to the students' reading achievement at eleventh year students of International standardized school SMA N 1 Pati in the academic year 2009/2010?”

### **1.4 Objectives of the Study**

The objectives can be stated as follows:

- (1) To know how far the acceptance of students in reading the material which is delivered in teaching and learning activities use English teaching across curriculum in international standardized school SMA N 1 PATI.
- (2) To know the effectiveness RSBI program in SMAN 1 PATI.

- (3) To find out the students' reading achievement in teaching-learning process in Economic/Accountancy delivered in English Language Teaching across curriculum.

### **1.5 Significance of the Study**

After doing the research, the writer hopes that the result of the study will be useful and give contribution to English language teaching across curriculum especially to SMA N 1 Pati and generally for all of International Standardized School in Indonesia. The writer hopes that the result will provide some input for teachers who teach in international standardized school in order to know the effectiveness and how far the acceptance of the students of international standardized school SMAN 1 PATI in reading ability and then it can be used for measuring the students acceptance in using English across curriculum in teaching and learning activities.

From the research, the school will know the level of the students' acceptance and will motivate the teachers to teach more effective by the students to study harder. At least, the result can be used as an evaluation of teaching and learning indicator.

### **1.6 Hypothesis**

Based on the statement of the problem above, the following hypothesis can be formulated as follows:

There is an effect of using English teaching learning across curriculum to the students' reading achievement of international standardized school.

However, since the working hypothesis will statistically be tested, the statement will have to be changed into the null hypothesis as follows:

There is no effect of using English teaching learning across curriculum to the students' reading achievement of international standardized school.

### **1.7 Outline of the Study**

The final project consists of five chapters. Chapter one is the introduction, which contains the background of the study, reason for choosing the topic, statement of the problem, objective of the study, significance of the study, hypothesis and outline of the study.

Chapter two presents review of related literature. It includes the process of teaching-learning activity of international standardized school, general concept of international standardized school, The interaction in the international curriculum design and program planning (theoretical principle) and English Language Teaching Across Curriculum, Communicative Language Teaching, and International Standardized School and Approach to Language Teaching.

Chapter three deals with the methodology of the research. It presents population and samples, sampling, variables, technique of collecting the data, the instrument, and the research method and administration of the experiment.

Chapter four concerns with the data analysis and the results.

Chapter five presents the conclusion and suggestion of the study.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with the review of underlying theory or literature. The writer presents a theory and definitions that is stated by some experts. The main purpose this review of related literature is to analyze scientific works by other researchers that are used for investigation critically. This will discuss about methodologies used in international standardized school, English language teaching across curriculum, curriculum, communicative teaching and international standardized school students' achievement of reading ability.

#### **2.1 The Concept of English Language Teaching Across Curriculum**

English language teaching across curriculum (for the next will be said ELT across curriculum) supports the using of immersion and SBI program in a school. ELT across curriculum provides the teachers which have special ability and capability in teaching using foreign language as well as when they use Indonesia language in teaching and learning activity. The teachers who teach in SBI class have to pass some steps:

- (1) General English to prepare the English teachers' ability and capability in teaching.
- (2) English for instructional purpose. The purpose is for teaching, so English language teaching across curriculum could prepare the teacher how to

teach and mastery English such as a special ability in teaching by using English as foreign language in teaching and learning activity.

- (3) Guided teaching, in this process the teacher practices teaching guided by lecturer or supervisor who master in English, especially in teaching across curriculum. (Faridi, 2009)

## **2.2 The Teaching Learning Activities of RSBI (International Standardized School)**

The effectiveness of bilingual education is a strongly debated topic. Evaluation studies attempt to determine how the English acquisition and academic achievement of students in bilingual education programs compare with those of students in other types of programs. These evaluations are complicated, however, by the difficulties in formulating a strong research design. For example, it is difficult, if not impossible, to randomly assign children to different types of programs. In addition, there is a great deal of variation among bilingual education programs, just as there is among conventional programs. These research design issues seriously limit the ability of large comparative studies to make definitive claims about the effectiveness of bilingual education.

International standardized school is a school which have fulfill the requirements of national education standard in every aspect, such as: graduation, standard competence, content, process, teachers and the instruments of teaching learning activity, tools and infrastructure, finances and managements, assessment and have been successful in implementing English as language in teaching and learning activity, and also have produced students who are capable in English with international capacity (the definition of SBI according “Penyelenggaraan Rintisan Sekolah Bertaraf International, Jawa Tengah 2007-2008”).

Some research reviews of bilingual program evaluations have concluded that bilingual education makes no difference in the English language development and academic achievement of language minority students (Baker & De Kanter, 1981; Rossell & Ross, 1986; Rossell & Baker, 1996), they found no difference between the English language development and academic achievement of students in bilingual programs versus students who received instruction only in English. Other reviews of bilingual evaluation studies have reached the opposite conclusion (Willig, 1985; Greene, 1998), that there is a positive effect of bilingual education, such that language minority students in bilingual programs outperform their peers in monolingual English programs.

### **2.3 Reading Ability of ELTAC Students**

“Reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain then has to work out the significance of these message” (Hammer, 1991:190). As an intellectual process, reading has its own characteristics as follows:

- (1) Reading comes from the arrangement of symbols.
- (2) Reader is an interactive process. Interactive process is interaction between the author, reader and the text that being read.

Reading is a complex cognitive process of decoding symbols to deriving meaning (reading comprehension) and/or constructing meaning. It is the mastery of basic cognitive processes to the point where they are automatic so that attention is freed for the analysis of meaning.

Reading is a means of [languages acquisition](#), of communication, and of sharing [information](#) and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinement.

The aims of reading are for understanding, for details on fact and for inference. The students read in order to understand the idea, to get the detail of information based on fact and find out the conclusion from the action or ideas in the text.

Reading ability consists of language competence, strategic competence, and psychophysiological mechanism. Language competence includes organizational competence. Strategic competence is seen as performing assessment, planning and execution function in determining the most effective means of achieving a communicative goal.

There are multiple principle goals of reading, which are determined the end by the reader has ordained the activity to obtain. The general goal of reading is the acquisition of meaning from the order arrangement of symbols. For example in an writing system each word is a collection of symbols that expresses a term or some meaning, which taken in conjunction with other words ordered to each other in a predetermined syntax, conveys some general meaning that the author intends the reader to acquire.

The second goal of reading is to obtain understanding. The reader wishes to receive knowledge of some discipline or set of facts from the author. The reader usually approaches a given work with a lack of understanding compared to that of

the author. He wishes to increase his understanding by coming to terms with the author of a given book, and subsequently reach an equal level of understanding.

The final goal of reading is reading to obtain information. The reader attempts to gain knowledge of facts or knowledge about the author himself. If a reader is reading a book with the third goal in mind, he may not be as concerned with understanding the arguments and parts of the book in the way these parts related to the whole. He may spend less or even no time at all to reading a book analytically, but simply systematically overlooking an aspect of a book in order to obtain knowledge (<http://en.wikipedia.com/reading.htm>).

#### **2.4 The Perspective, Mission and Purpose of International Standardized School**

The perspective of national education and perspective from national education department, the perspective of international standardized school is creating Indonesia people which are smart and internationally standard competitive. The implication is that the preparation of high quality and international competence of Indonesian people need efforts which have to do it in intensively direction, well planned, and systematic so that it can bring Indonesia into advance, prosperity, peace, highly respect and being considered by other country.

Based on this perspective, international standardized school goal is to bring Indonesia people to be smart and internationally standard competitive and able to compete and collaborate in globalization.

The purpose of international standardized school is to produce graduates who have both national and international qualities. The graduates from



international standardized school are clearly defined in *UU No. 20/2003* and stated in *PP 19/2005*, and more clearly stated in *Permendiknas No. 23/2006* about graduation competency standard.

The purpose of graduation competency standard is basic education to put intelligence foundation, knowledge, personality, moral value, and capability to undergoing independent life and follow next step education.

International standardized school is concrete ways, intensive, clearly direction, and well prepared to create ideal figure of Indonesia people that are completed with capability and responsibility to live not only in local or regional but also in national or international. Therefore international standardized schools have to formulate which contain input, process and output (A. Faridi, 2009).

The graduate students from international standardized school have capabilities both in national and international. It showed by mastering on Indonesia's national education standard and also mastering the key which is necessary in globalization. The implementation processes of international standardized school are able to combine and apply several values such as: religion, economic, art, solidarity, and recent technology.

Third, students' input is everything which needed to keep the process on the right track and have to be ready with the capability which is needed in international education. The ideal input of students in international standardized school implementation is high quality and selected students and suitable instrument such as: curriculum, educators, headmaster, supporting staff, media and infrastructure, finance, supported by ICT and good school environment (<http://satriadharna.wordpress.com>).

## **2.5 The interaction in the International Curriculum Design and Program Planning (Theoretical Principle)**

Curriculum design and program planning informs a systemic-functional model of topic which is talked at classroom. Decisions about the curriculum design are based on:

- (1) Theoretical understanding of topic.
- (2) Initial and ongoing assessment of learners.
- (3) Analysis of learners' needs and goal.

Program planning draws on the above and involves making decision about the program aims, appropriate content and teaching methodology. The assessment of learners needs and of their progress in developing control over written language occurs at each stage in planning and teaching of programs. Such assessment determines choices that are made in the selection and sequencing of content and preparation of appropriate classroom tasks and activities.

The curriculum which is used in this program also used in international education. The purpose of using the curriculum is based on the development of science and technology. All the materials are printed in English, sometimes they are translated from Indonesian version, from this concept, the students not only learn the material in English but also learn about cross cultural understanding. The students will be prepared by perceiving the concept of science based on international point of view.

International standardized school used *Kurikulum Tingkat Satuan Pendidikan* (KTSP). KTSP as an operational curriculum which designed, developed and

presented by every educational unit with attention to standard of competence and basic competence and developed by National Education Standard (BSNP)

KTSP is designed and developed based on *Undang-undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional pasal 36 ayat 1), dan 2)* as follows :

- (1) The development of curriculum designed by National Education Standard to realize the purposes of national education.
- (2) The curriculum in every degree of education developed by diversity of every principle based on educational unit, the potential of the region, and learners.

The most important point is the topic which is discussed on the lesson. The selection of classroom tasks is critical for every program. The decision on about what task and activities to select will inevitably depend on the topic on which class is working. The task which is selected in the approach adopted here arises from the starting point and its closely related to the goals of the teaching program and the teacher's own understanding of the topic, the ongoing assessment of learner's needs, and the extend to any learner are already competent dealing with specific topic (English for Social Process, A Handbook for Teachers of Adult Literacy: 1992).

One of the reasons is that the international curriculum that the work proposed here is a means as a clearly defined professional outlook on the educational process, rather than as the development of a theory. Another reason is the curriculum breakdown the barriers between theory, research and practices in order to create a new construction, dynamic relationship between this unrelated concept of scientific activity.

## 2.6 Communicative Language Teaching

Communicative language teaching can be considered as a teaching approach. English language across curriculum has the point of view in international concept and perception. It is extend makes this approach different from another approach and offers method which had been existed before. It is not only the integration of language teaching and sociolinguistic at classroom but also how to make the teaching-learning activity becomes effective. The main purpose of this approach is communicative competence because the ability of language use is not only how to applying the grammatical rules of a language in order to form correct grammar, but also to understand the meaning, even when its meaning have contain cross cultural understanding.

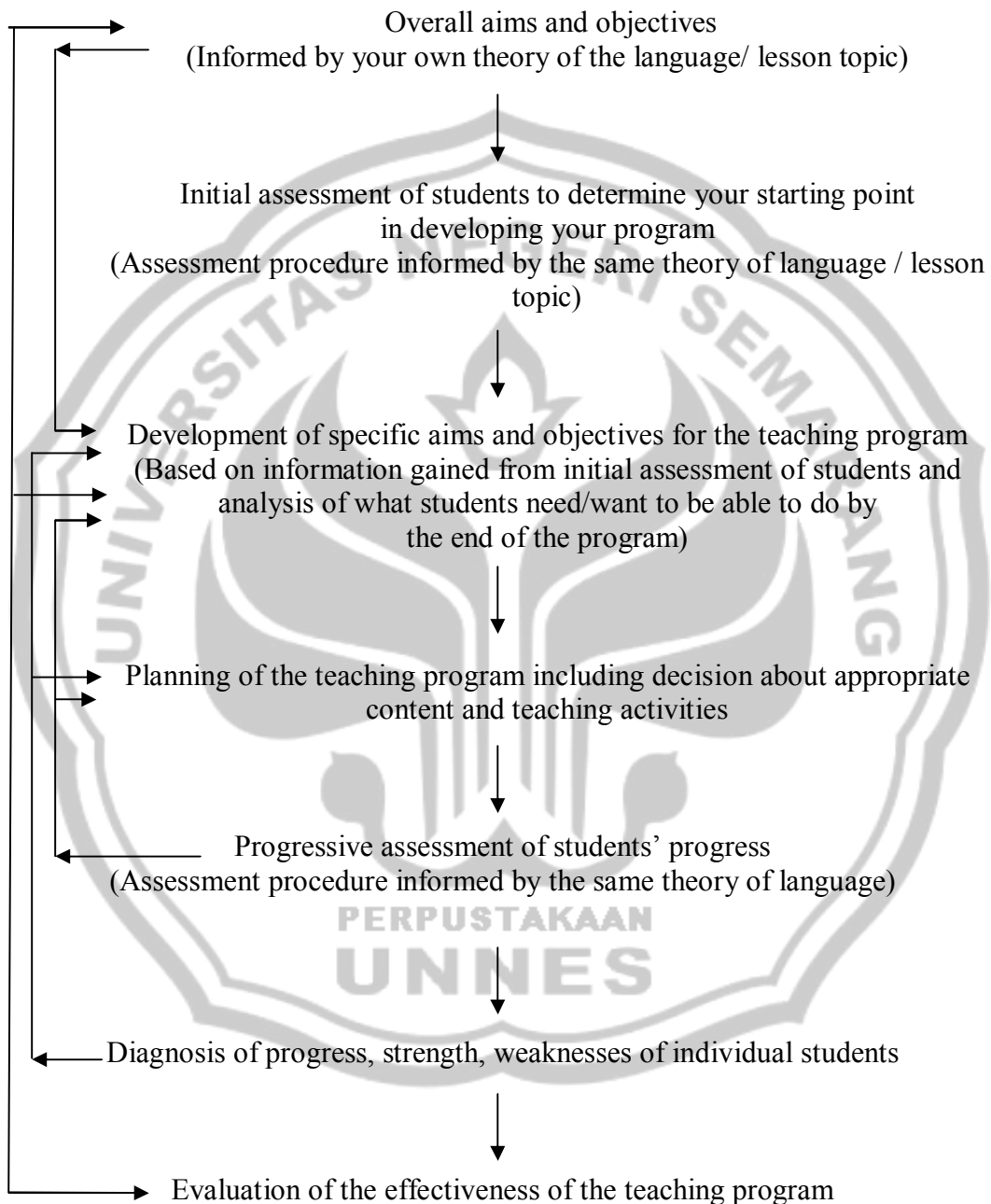
The strategic competence consists of skills and knowledge, which is more general and used to evaluate and to carry out the communicative activities efficiently. The skill factors and methods are involved in language or real situation (Finochiaro and Brumfit in Azies (1996:5), explain the characteristics of communicative approach as follow:

- (1) Meaning is the most important
- (2) Dialogue based on communicative function
- (3) Contextualization is basic statement
- (4) Communicative competence is the purpose that is used
- (5) Variety of language is centered-concept methodology
- (6) Language learning means communicative learning

All the processes are as follow:

### Scheme 2.1

#### Teaching Process and Program Planning



## CHAPTER III

### METHOD OF THE RESEARCH

In this research, the writer intends to investigate the students' reading achievement in English language teaching across curriculum at economic/accountancy lesson in SMAN 1 Pati. This chapter deals with population and sample, sampling, variables, data collection, instrument and administration of the experiment.

#### 3.1 Qualitative Research

Qualitative research is an appropriate method of inquiry in many different academic disciplines, traditionally in the [social sciences](#), but also in [market research](#) and further contexts. Qualitative researchers aim is to gather an in-depth understanding of [human behavior](#) and the [reasons](#) that govern such behavior. The qualitative method investigates the *why* and *how* the decision is made, not just only *what*, *where*, *when*. Hence, smaller but focused [samples](#) are more often needed, rather than large [samples](#). Qualitative methods produce information only on the particular cases studied, and any more general conclusions are only hypotheses (informative guesses). [Quantitative methods](#) can be used to verify, which of such hypotheses are true.

The writer designed a research to find out the effectiveness of ELTAC in SMA N 1 Pati. He used experimental study by using eleventh year of social

science SMA N 1 Pati, social science 1 as experimental group and social science 2 as control group. The blueprint of the procedure that enables the researcher to test his hypothesis by reaching valid conclusions about relationships between independent and dependent variables. It refers to the conceptual framework within which the experiment is conducted.

### **3.2 Population and Sample**

Population is a set (or collection) of all elements possessing one or more attribute of interest (Arikunto 2000:115). The population is the aggregate of object, subject or member of interest to the researcher. Identifying the population of interest tells us to whom the result of the study can be generalized. The population that the writer selected is the eleventh year students' social science of SMA N 1 Pati in the academic year of 2009/2010. The total population consists of two classes of social program.

Choosing the research subject is based on the following consideration: first, the students of eleventh year social class of SMAN 1 Pati have been classified their class based on their interest. So they study social science because they choose social class as their subject to study. Second, the students of eleventh year students have adapted with the school environment using English in teaching and learning process to study for about 1 year. So they are well prepared to study. Third, the eleventh year students are not burdened by the preparation of having the national examination.

The writer choose social science because the class is ready to use ELTAC better than the other class especially in Economic and accountancy lesson. The teachers who teach the subject also ready to teach using English or bi-lingual method. So the writer decided that eleventh year students of social science are the most appropriate class to conduct the research.

Sample is part or representative of population that is investigated (Arikunto 2000:117). The writer took XI IS 1 and XI IS 2 as the experimental class and the control class because they have the same level or at least have little difference level of acceptance between one and another. Because the number of sample less than 100 students, so the writer took all of the students as the sample.

### **3.3 Sampling**

“Sampling is a technique of getting sample. Sampling is that part of statistical practice concerned with the selection of individual observations intended to yield some knowledge about a population of concern, especially for the purposes of statistical inference” (wikipedia.com). This sampling strategies use random selection procedure which allow everyone in the population a chance of being selected for the sample. In this case, the writer used purposive random sampling. Purposive random sampling in which group not individual are randomly selected (Arikunto, 1998:118). This technique is used when the population is divided into some groups. It is due to that the writer needs two classes as the sample.



Sampling can be used because of many factors. Technically about the size of the class, the number of students and the facility of the class. The motivation of students also gives effect to the research which was held on the end of April. The materials that used and delivered by English language teaching across curriculum become the most important factor that made the writer used SMA N 1 Pati as sample using purposive random sampling.

The procedure of this sampling is observing the result of economic/accountancy lesson in the students' mark list. It has to be done to make sure that the two classes have the same level of competence. Then, the writer determined into experimental group and control group. Finally giving them treatment and test to get data.

Below is the table of schedule in doing the research:

**Table 1**  
**Activities Record**

No.	Activity	Week (April)			
		I	II	III	IV
1	Pretest (7 April)				
2	Treatment I( 15 April)				
3	Treatment II(17 April)				
4	Treatment 3(21 April)				
5	Post Test (30 April)				

### 3.4 Variables

Variables are properties or characteristics of some events, object or person that can take on different values or amount (as opposed to constant such as which

do not vary). When conducting research, experimenter often manipulates variables. Variables of research become concern of a research. In this case, the writer concerned with two researches, those are the effect of cross' procedure in English language teaching across curriculum in economic/accountancy lesson as independent variable and the students' lesson achievement as a dependent variable.

Collecting data is process in preparing and getting data from respondent. The purpose of collecting data is to obtain information to keep on record, to make decision about important research or to provide information which shows fact to others. A formal data collection process is necessary to ensure that data gathered is both defined and accurate and that subsequence decision based on argument.

Collecting data is very important in the research. It is usually takes place early in an improvement project and it is often formalized through a data collection plan which often contain the following activity as follows :

1. Pre data collection activity. It is such as agree goals, target data definition and method.
2. Collecting data, it is the process of data collecting.
3. Present finding, it is usually involves some form of sorting analysis and/or presentation.

There are some ways of collecting data, the two of which are test and non test. This study uses a test as a method of collecting data to measure students' English across curriculum achievement. Test is any series of question on exercises or other means of measuring the skill, knowledge and intelligence, capability of

aptitude of an individual or group (Arikunto, 1998:29). It is an assessment intended to measure the respondents' knowledge or other ability.

In this research the test was made with any series of question in English which were tested to the students in both control and experimental classes. To get qualified data gathering, the writer held pre-test and post test. The pre-test showed the validity and reliability of the instrument which was conducted for the experimental group and control group. The pre-test conducted before the writer helped by the subject teacher gave material in English across curriculum to the experimental group. The pre-test showed how far the students mastered the material given in English across curriculum that was taught. Then, the writer gave the lesson about the chapter which the students got in the classroom from the teacher to the experimental group through cross procedure.

The writer also gave lesson about the same chapter which was delivered in bi-lingual English-Indonesia just like they always get from their teacher without any treatment at all in English language across curriculum. After the material was given to experimental group, the writer gave the post-test to the experimental group and control group. The post-test showed how far the students mastered the material which had been taught. The pre-test and the post-test was the same.

### **3.5 Instrument**

Instrument is a protocol used in research to collect data, to evaluate data for experiments. In this research the writer used objective test especially multiple choice test to obtain the score of the test after the treatment. The reason why the

writers chose the objective test was because an objective test could be corrected objectively. If the test items which writer used are have good quality, it would be very effective assessment. It's also most frequently used in educational testing. Then, the writer used a questionnaire to measure the student achievement in English language teaching across curriculum in economic/accountancy.

Questionnaire is a research instrument consisting of a series of question and other prompt for the purpose of gathering information from respondents (en.wikipedia.org). It was given after the treatment. It is faster and easier because the scorer can use answer key of the test (Arikunto 1993:64).

### **3.6 Validity of the Test**

Validity refers to whether a study is able to scientifically answer the questions. It is the most important variable in judging the adequacy of a instrument is valid. It is also refers to extend which the result of an evaluation procedure serves the particular use from which they are intended.

Constructing a validity refers to the extent on which operationalization of a construct, for example practical tests developed from a theory, do actual measure as the theory say they do. Construct validity evidence involves the empirical and theoretical support for the interpretation of the construct. Such lines of evidence include statistical analyses of the internal structure of the test including the relationship between responses to different test item. They also include relationships between the test and measures of other construct.

Based on the definition above, the writer also tried to construct a test that was very easy for the students since they had got the material from the teacher and from independent study were the students' do to improve their knowledge.

There are some basic types of method can be used to obtain the validity estimation. In computing the validity of the reading comprehension test the following steps were taken:

2. Dividing the test into comparable halves: odd items in one half and even items in another half.
3. Computing each subject's score in the two halves.
4. Correlating the two sets of scores to get data, this was needed in the validity computing.

The writer applied that product moment formula:

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

$R_{xy}$  = Validity of the item

$N$  = Total number of respondent

$\sum x$  = Item score

$\sum y$  = Total score of the item

$\sum xy$  = the sum of the score multiplied by the item score

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

$\sum y^2$  = the sum of the square of the total score

The validity of item can take value from 0.20 to 1.00. The higher validity value of an item, the better validity of the data will be. However, the validity

items from 0.70 to 1.00 are considered as very high validity items. While 0.40 to 0.70 are considered as high validity and 0.20 to 0.40 are considered as sufficient validity. The validity value items that fall from 0.00 to 0.20 are considered as low validity.

### 3.7 Reliability

Reliability is the important characteristic of the good test. If the test is administered or given to the same students in different occasion and the result is consistent, it shows that the test or instrument is reliable. There are many formulas to find out the test reliability. The formula used in this study is:

$$r_{11} = \left[ \frac{n}{n-1} \right] \left[ \frac{s^2 - \sum pq}{s^2} \right]$$

$r_{11}$  = Reliability of test

$n$  = The sum of the test

$s^2$  = Standard deviation of students' score

$\sum pq$  = The sum of multiplication between population of the students who answered correctly and the proportion of students who had wrong answer.

Before entering the data to this formula, the writer should use some steps (Arikunto,2002:163):

(1) Calculating the standard deviation as below:

$$S^2 = \frac{\sum y^2 - \frac{(\sum Y)^2}{N}}{N^2}$$

$S^2$  = The standard deviation

$\sum y$  = The sum of total score

$N$  = The number of students

$\sum Y^2$  = The sum square of total score

(Arikunto, 2002:162)

2. Finding out  $\sum pq$ : the total number of multiplication between the proportion of student who had the correct answer and the proportion of student who had the wrong answer. In this stage, the writer had some steps as follows:

4. Finding out the proportion of the students who had the correct answer by using this formula:

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

$\sum y$  = The sum of total score

$N$  = The number of students

$p$  = The proportion of correct answer

(Arikunto 2002:163)

5. Finding out the proportion of students who had the wrong answer by using this formula:

$$q = 1 - p$$

$q$  = the proportion of students who had the wrong answer

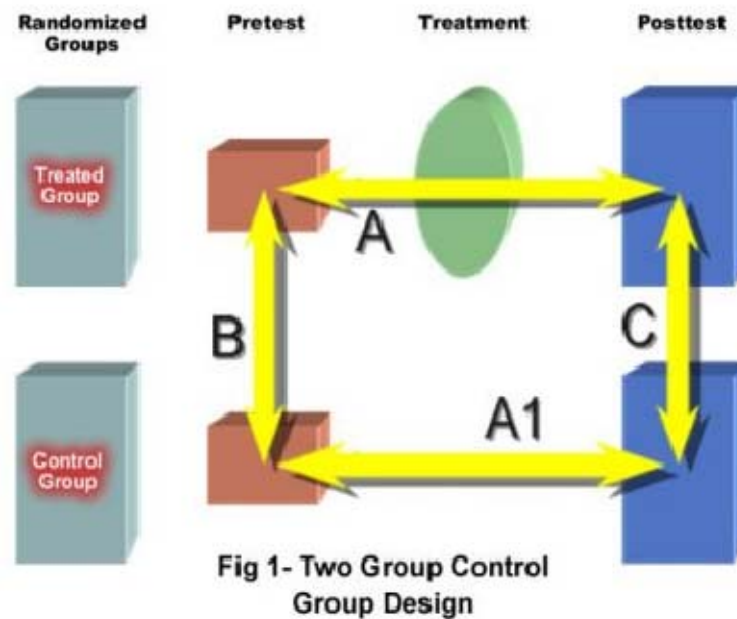
$p$  = the proportion of correct answer

(Arikunto, 2002:163)

6. Multiplying the proportion of students who had the correct answer and he proportion of students who had the wrong answer.
7. Then calculating the result of multiplication above.

### Scheme 3.1

#### Comparison Between Experimental and Control Group



The scheme of the research:

A = Pre test and post test of the experimental group.

B = The material and the test item between the experimental and control groups on the same pre test.

C = The material and the test item between the experimental and control group on the same post test.

A1 = The result of the pre test and post test without treatment.

( <http://en.wikipedia.org/wiki/statistics/chart> )

Here is the explanation of the chart:



- (1) This design allows the researcher to compare the final posttest results between the two groups, giving them an idea of the overall effectiveness of the intervention or treatment (C).
- (2) The researcher can see how both groups change from the pretest to post test, whether one, both or neither improve over time. If the control group also shows a significant improvement, then the researcher must attempt to uncover the reasons behind this (A and A1).
- (3) The researcher can compare the scores in the two pretest groups, to ensure that the [randomization](#) process is effective (B).

### 3.8 Item Difficulties

The difficulty levels of an item show how easy or difficult the particular item proved in the test. The larger index of difficulties is the easier item. To compute the difficulty level of an item, the writer applied the following formula:

$$1F = \frac{FH + FL}{2N}$$

1F = difficulty index

FH+FL = number of students who answered correctly

N = number of students in upper group or in lower group.

(Arikunto 2000:163)

By applying the formula, the whole calculating of difficulty level of each item found.

Here is the step of using t-test:

- (1) The writer made a table as follows:

**Table 2**  
**Computation of Control Group and Experimental Group**

Control group					Experimental Group				
Number of students	Pre-test (x1)	Post-test (x2)	Residual (x)	Squared residual (x2)	Number of Student	Pre-Test (Y1)	Post-Test (y2)	Residual (Y)	Squared Residual (Y2)
SUM $\Sigma$									

While:

x1= Pre-Test of Control group

y1= Pre-Test of Experimental Group

x2= Post-Test of Control group

y2= Post-Test of Experimental group

(2) The writer calculates the mean of each group, in which:

$$M_x = \frac{\Sigma X}{N}$$

While;

M<sub>x</sub>= mean of control class

$\Sigma x$ = the sum of differences in score between pre-test and post-test of control class

N= number of the students of control class

$$M_y = \frac{\Sigma Y}{N}$$

While;

M<sub>y</sub> = mean of Experimental group

$\sum y$  = the sum of differences in score between pre-test and post-test of experiment class

N = number of students of Experimental class

(3) The sum of squared deviation of each group must be calculated.

$$\sum X^2 = \sum X - \left( \frac{\sum X}{N} \right)$$

$$\sum Y^2 = \sum Y - \left( \frac{\sum Y}{N} \right)$$

While;

X = The score of Experimental group

Y = The score of Control group

$\sum X^2$  = squared deviation of control group

$\sum Y^2$  = squared deviation of experimental group

N = number of students of Experimental class

### 3.9 Method of Research

The method of this research is experimental. The reason is that the writer wants to know the effect of cross' procedure to the students' achievement in economic/accountancy lesson using English teaching across curriculum.

The design of research is as follows:

**Table 3.3**

#### **Research Design**

EXPERIMENTAL GROUP	Pre-test(O1)	Treatment (x)	Post-test(O2)
CONTROL GROUP	Pre-test(O3)		Post-test(O4)

Where;

O1 = Pre-test of the experimental group

O2 = Post-test of the experimental group

O3 = Pre-test of the control group

O4 = Post-test of the control group

X = Treatment of the experimental group

O2-O1 = Achievement of the experimental group

O4-O3 = Achievement of the control group

### **3.10 Technique of Data Analysis**

After collecting the data, the writer arranged it by using a statistical formula which is called t-test. By using this, the writer calculated the significant difference in effectiveness of teaching economic/accountancy lesson using English teaching across curriculum in eleventh year of social science SMA N 1 Pati.

The requisites of using this formula are:

- (1) There are two groups, namely: experimental group and control group.
- (2) Dividing experimental and control groups using purposive cluster sampling.
- (3) Two classes have the same competence.
- (4) The writer applied all of them into t-test formula:

$$t = \frac{M_e - M_c}{\sqrt{\left(\frac{SSe + SSc}{N_e - N_c - 2}\right)\left(\frac{1}{N_e} + \frac{1}{N_c}\right)}}$$

(5) The writer calculates degree of freedom (d.f) with formula

$$d.f = (N_e - N_c - 2)$$

### 3.11 Administration of the Experiment

The administration of the experiment includes two classes. They are experimental class and control class.

#### (1) Experimental class

The experimental class used English language teaching across curriculum. Before the reading comprehension test began, the teacher gave some instructions to the students.

#### 5. Stage one: Anticipation

The teacher gave a worksheet to the students. The sheet was consist of material that already given in English. They can discuss it with their partner in pair. After the students read the material, It will be discuss in the classroom. The aim of this stage is to direct the students to carry out their knowledge and intuition by reading the material.

#### 6. Stage two: Reading

The teacher gave the students a material. The students have to read and paraphrase it in simple sentences such as taking a note of the material.

It help the students to built communicative activities because they can discuss with their friend in English.

#### 7. Stage three : Follow up

The teacher guided the students to undergo a test. He asked the students to answer the question in the worksheet. At the end of the experiment, the teacher administered the test.

#### (2) Control class

This class used conventional method as the teaching strategy. The teaching strategy was a theory of subject matter that explained how knowledge and understanding was formed. On the other hand, the teaching techniques were based on arranging students, teacher, assignments, and the environment to study the subject matter. Before the test begin, the teacher gave some instruction to the students. The teacher gave the students pre-test activity, asked questions related to the topic of the reading material. Then, the teacher gave the students the material in the written form and let them read it by themselves.

After the procedure, the teacher explained to them about the test and asked the students to answer the question based on the material given. At the end of the experiment, the teacher administered the test, and compare the result with the experimental group.

## CHAPTER IV

### DATA ANALYSIS AND THE RESULT

This chapter deals with the discussion of the experiment, the computation between the two means, the test of the significance, the computation of the validity, reliability, difficulty level and discriminating power of the try-out test and discussion of the result of the research.

#### 4.1 Test

A test or an examination is an [assessment](#), it is often administered on a paper or on a [computer](#), intended to measure the test-taker's or respondent's [knowledge](#), [skills](#), [aptitudes](#), or classification in many other topics. The measurement that is the goal of testing is called a [test score](#), and it is a summary of the evidence contains in an examinee's responses to the items of a test that are related to construct being measured. Test scores are interpreted with regards to a [norm](#) or [criterion](#), or occasionally both. The norm may be established independently, or by [statistical](#) analysis of a large number of subjects.

##### 4.1.1 The Pretest

The pretest was conducted on 29 April 2010. Both of groups were given the same test. The test was about economic and accountancy lesson and they were asked to do the test individually. It is consisted of 20 items of multiple choices, 10

items of matching and 10 items of fill in the blank. The result of the test can be seen in appendix 5 and 6.

#### **4.1.2 The Experimental and Control Treatment**

After conducting the pretest, the writer applied the experimental treatment. The writer asked the teacher to teach three times in two weeks to the experimental group by using English language teaching across curriculum in economic and accountancy as their daily language in teaching learning process. On the contrary, the control group was taught by the teacher using bi-lingual method.

#### **4.1.3 The Post-test**

After the experiment was conducted, the writer undergoing the post test. The writer conducted the test at the same time on April 2010. The test item tested on the pre-test and post-test was the same items. The writer and the teacher administered the test to the experimental and control groups on the same time but it was held in the different place. The students were asked to do the test individually. The result of the post-test can be seen in appendix 5.

#### **4.1.4 Objective Test as the Instrument**

In this research the writer used objective test especially multiple choice test to obtain the score of the test after the treatment. The reason why the writers chose the objective test is because it could be corrected objectively. If the items are trained well enough and the test's quality assured, it can be very effective assessment. It's most often used in educational testing. Then, the writer used a questionnaire to measure the student achievement in English language teaching across curriculum in economic/accountancy lesson.



## 4.2 Validity of the Test

Validity refers to the extent to which a concept, conclusion or measurement is well-founded and corresponds accurately, to make sure that the test items are valid. The result can be seen in appendix 4.

## 4.3 Reliability

Reliability is the important characteristic of a good test. If the test is administered or given to the same students in different occasion and the result is consistent, it shows that the test or instrument is reliable. Here the formula:

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

Where:

K : **The number of items**

P : Proportion on the subject answering the item incorrectly

Q : Proportion on the subject answering the item correctly

S<sup>2</sup> : **Total variants**

$$S^2 = \frac{36081 - \frac{(1091)^2}{30}}{30} = -119.8344$$

$$r_{11} = \frac{(40) - 119.834 - 1.1247}{40 - 1 - 119.8344}$$

$$= 1.035$$

## 4.4 Item Difficulties

The difficulty levels of an item show how easy or difficult the particular item proved in the test. The larger index of difficulties is the easier item.

In which

$$ID = \frac{RU + RL}{T}$$

- ID : Index of difficulty of item  
 RU : The number of students in upper group who answered the item correctly  
 RL : The number of students in lower group who answered the item correctly  
 T : The real number of the student

Interval ID				Criteria	
0.00	<	ID	≤	0.30	Difficult
0.30	<	ID	≤	0.70	Medium
0.70	<	ID	<	1.00	Easy

The following is the example of the computation of the facility value of item number 1, and for the other items will use the same formula.

$$ID = \frac{18 + 14}{35} = 0.91$$

According to the criterions, the item number 1 is easy

The same formula will be used for number 2-40. The result of item difficulties computation can be seen in appendix 4.

### Discriminating Power

This is the formula for discriminating power computation:

$$DP = \frac{RU - RL}{1/2 T}$$

- Where :  
 DP : The Discriminating power  
 RU : The number of students in upper group who answered the item incorrectly  
 RL : The number of students in lower group who answered the item correctly  
 1/2T : The number of students in one group

Criteria

Interval			Criteria		
	DP	≤	0.00	Very Poor	
0.00	≤	DP	≤	0.20	Poor
0.20	<	DP	≤	0.40	Satisfactory
0.40	<	DP	≤	0.70	Good
0.70	<	DP	≤	1.00	Excellent

The following is the example of the computation of the discriminating power of item number 1, and for the other items will use the same formula.

$$DP = \frac{17 - 14}{7}$$

$$= 0.43$$

Criteria:

The following is the example of the discriminating power item of number 1 and will be use to formulate the other numbers.

(The complete result can be seen in appendix 4)

### The T Test of the Experiment

Hypothesis

$$H_0 : m_1 \leq m_2$$

$$H_a : m_1 > m_2$$

To measure hypothesis, the writer used the formula below

$$t = \frac{M_{X_1} - M_Y}{\sqrt{\left[ \frac{\Sigma X^2 + \Sigma Y^2}{N_X + N_Y - 2} \right] \left[ \frac{1}{N_X} + \frac{1}{N_Y} \right]}}$$

Where the experimental group:

$$M_x = \frac{SX}{N_x} = \frac{1.5}{31} = 0.048387$$

$$S_x^2 = SX^2 - \frac{(SX)^2}{N_x}$$

$$= 63 - \frac{1.5^2}{31}$$

$$= 62.625 - 0.072581$$

$$= 62.5524$$

The control group:

$$M_y = \frac{SY}{N_y} = \frac{2.75}{28} = 0.0982$$

$$S_y^2 = SY^2 - \frac{(Sy)^2}{N_x}$$

$$= 36.06 - \frac{3^2}{28}$$

$$= 36.063 - 0.2701$$

$$= 35.792$$

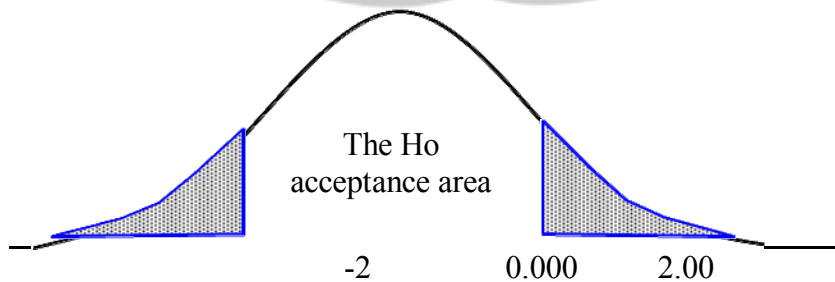
$$t = \frac{M_{x_1} - M_y}{\sqrt{\left[ \frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

$$= \frac{-0.05 - 0.10}{\sqrt{\left[ \frac{62.55 + 35.79}{31 + 28 - 2} \right] \left[ \frac{1}{31} + \frac{1}{28} \right]}}$$

$$= \frac{-0.05}{\sqrt{\left[ \frac{98.3}{57} \right] \left[ \frac{2}{31} \right]}}$$

$$= \frac{-0.05}{\sqrt{0.1113}} = -0.149$$

On  $\alpha = 5\%$  with  $dk = 31 + 24 - 2 = 53$  the result  $t_{(0.95)(53)} = 2.00$



Because  $t$  estimation is not in the  $H_0$  area, so we can conclude that there is no significant difference between the experiment group and the control group

## **4.7 Discussion of the Research Findings**

This section of the research gateway shows how to discuss that the writer has found the relation both the research question and existing knowledge. This section is the writer chance to demonstrate exactly what the writer know about this topic by calculating and outlining what the research mean.

### **4.7.1 The Meaning of the Test**

The purpose of the test is to measure the students' achievement in using English language teaching across curriculum in Economic and Accountancy lesson in the eleventh year students of RSBI class at SMAN 1 PATI.

In the test, the average score of the experimental group is 62.55 and 35.79 for the control group (See in the appendix 6). It can be seen that there is no significant difference in the improvement of the student's skill in Economic and Accountancy lesson using ELTAC. The writer has counted the T-test and found that the  $t$  estimation (-0.1493) it is not in the  $H_0$  area, so we can conclude that there is no significant different between the experimental group and the control group.

### **4.7.2 The Effect of the Treatment**

There are many factors that could influence the students in mastering the material of Economic and Accountancy lesson using ELTAC. After conducting the research, the writer found that students in the experimental group and control group are able to use English as their daily language in teaching learning

activities. So, they could follow the research easily and enjoy the material and still showed high appreciation.

The students' daily activity in the classroom by using bi-lingual method make the students can easily read the text using English and do the test items. The writer asked the teacher to apply ELTAC method in experimental group and bi-lingual method in the control group for comparison. The result is the achievement of the experimental group has improves although it is not too significant.

The explanation below shows the advantages of using ELTAC in Economic and Accountancy class as the language for the student's teaching and learning activities.

- (1) ELTAC gives the students real and exact source in English when they want to study abroad.
- (2) There are several steps in using ELTAC, so the students and the teacher can learn it easily.
- (3) The students of SMAN 1 PATI are able to learn their subject by using ELTAC. The bi-lingual method which is often used in the teaching and learning activity helps the students to understand material by using English.

The writer realizes that every technique or method has its own limitation. That also happens in this method. The use of ELTAC in Economic and Accountancy has disadvantages that can give problems to the teacher. The disadvantages are described below:

- (1) The student does not master the English well will find many difficulties.
- (2) The teachers need to prepare themselves with good English.

- (3) The teachers have to translate the material from Indonesian to English or from English to Indonesia.
- (4) The school has to prepare to apply ELTAC especially when the school wants to release international standardized school.
- (5) The books and resources are expensive.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

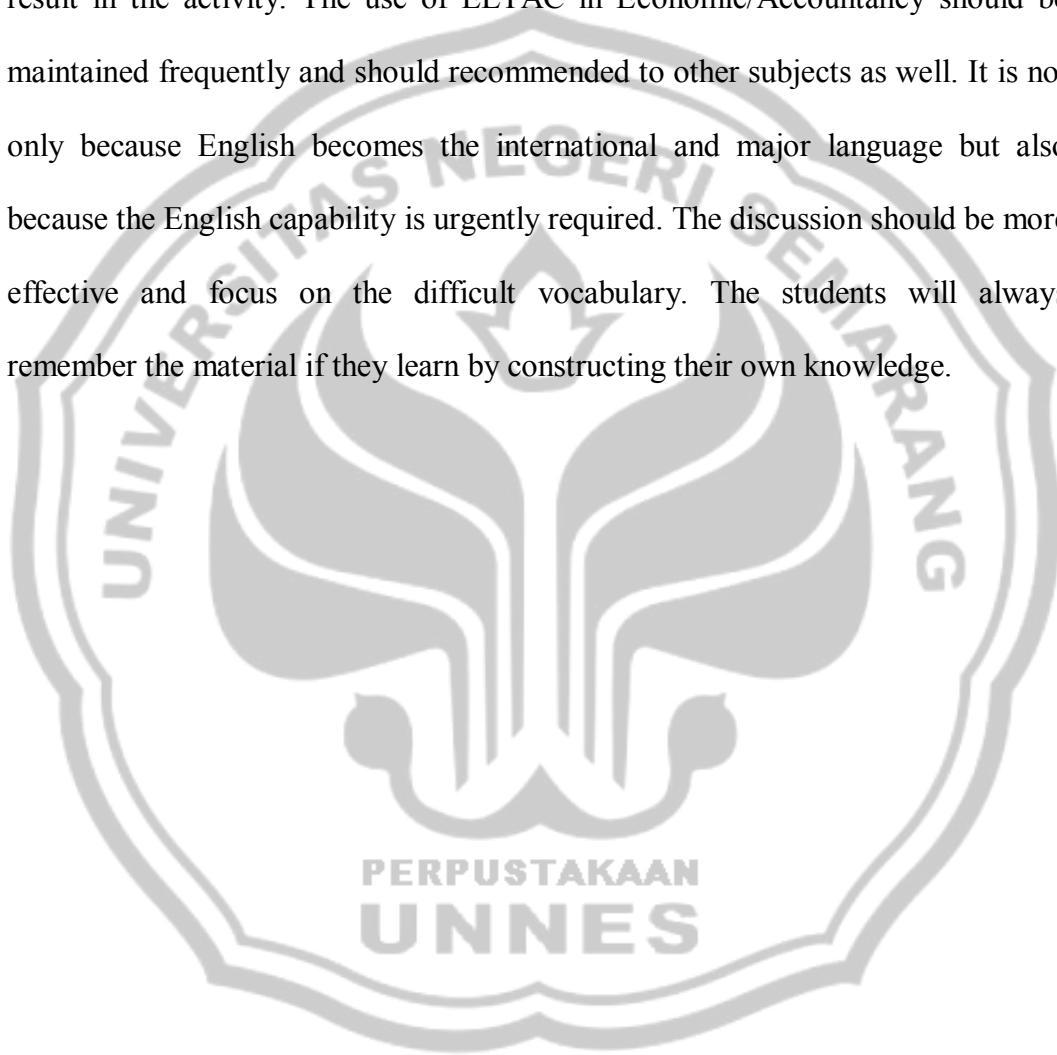
The objective of the research is to know how far the acceptance of the students in mastering the material which is delivered in teaching and learning activities by using in English teaching across curriculum in international standardized school of SMA N 1 PATI, to know the effectiveness of SBI program at SMAN 1 PATI and to find out the students' reading achievement in teaching and learning process in Economic/Accountancy that presented in English language teaching across curriculum.

The result of the research shows that the students in the experimental group get better development in the average score in the post test rather than the control group although is not too significant. The difference of the development of the average score is statistically not significant (-0.1493). The use of ELTAC can improve the students' achievement in using English in Economic and Accountancy lesson. The writer concludes that ELTAC can help the students of eleventh year students of SMAN 1 PATI to improve their reading skill in Economic and Accountancy lesson.



## 5.2 Suggestion

From the conclusion above, the writer would like to offer a suggestion to the teachers to improve their students's reading achievement in teaching and learning by using ELTAC in Economic/Accountancy lesson in order to get better result in the activity. The use of ELTAC in Economic/Accountancy should be maintained frequently and should recommended to other subjects as well. It is not only because English becomes the international and major language but also because the English capability is urgently required. The discussion should be more effective and focus on the difficult vocabulary. The students will always remember the material if they learn by constructing their own knowledge.



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