**THE VOCABULARY MASTERY OF THE ELEVENTH GRADE STUDENTS
OF MA NAHDLATUL MUSLIMIN IN THE ACADEMIC YEAR 2013/2014
TAUGHT BY USING ANIMATION VIDEO**

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MURIA KUDUS UNIVERSITY
2014**

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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the requirements for completing the Sarjana Program
in the Department of English Education**

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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2014**

MOTTO AND DEDICATION

MOTTO

❖ *Nothing is impossible*

❖ *Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning. (Albert Einstein).*

DEDICATION

This skripsi is dedicated to:

❖ *Her beloved mother and father*

❖ *Her best friends in her life.*

ADVISOR'S APPROVAL

This is to certify that the *skripsi* of Aisyarani (NIM 201032201) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

Kudus, 17th June 2014
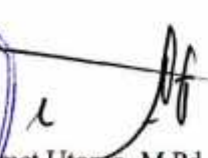Advisor I

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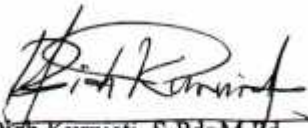
EXAMINER'S APPROVAL

This is to certify that the Skripsi of Aisyarani (NIM: 201032201) has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education.

Kudus, 25th June 2014
Skripsi Examining Committee:

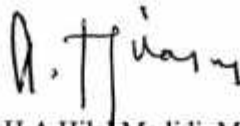Rismiyanto, S.S, M.Pd.   Chairperson
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Acknowledged by
The Faculty of Teacher Training and Education
Dean

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ACKNOWLEDGEMENT

Alhamdulilahirobbil'alamin. There will never be another greatest thank except to Allah SWT, that gives the writer the best blessing in the writing process of this final project entitled "the Vocabulary Mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 taught by using animation video". So, she can finish writing the skripsi.

In completing this research, the writer realized that she would not be able to complete this skripsi without great support, advice, and encourage from some great people around her. Therefore, the writer would like to express her sincerest gratitude to:

1. Dr. Drs. Slamet Utomo, M.Pd the Dean of Teacher Training and Education Faculty of Muria Kudus University.

2. Diah Kurniati, S.Pd, M.Pd the Head of English Education Department and second advisor who always gives best support, contributive criticism, and motivation to the writer.

3. Rismiyanto, SS, M.Pd as the first advisor who is very helpful in giving correction, suggestion, gives best support and motivation in writing this skripsi.

4. All of the lecturers who taught the writer during studying at the faculty as well as possible.

5. Drs. H.Tamam the Headmaster of MA Nahdlatul Muslimin who gives permission to do this research, especially English teacher Mr. Muyayyin, S.Pd.

6. All of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/ 2014, especially class XI.IPA 2.

7. Especially her beloved parents (Mr. Sukarlan and Mrs. Masmiah) thank you for the way you have been caring me with your love and affection.

There is no greatest obstacle in writing skripsi than avoiding then temptation of being perfect. Therefore, suggestion from the readers will be fully appreciated and always waited. She does expect that this research will be useful for those. Last but not least, thanks for everyone who involved in fighting to make this skripsi better.

Kudus,   Juni 2014
The writer

Aisyarani

ABSTRACT

Aisyarani. 2014. *"the Vocabulary Mastery of the Eleventh Grade Students of MA Nahdlatul Muslimin in the Academic Year 2013/2014 Taught by Using Animation Video"*. Skripsi. Department of English Education, Faculty of Teacher Training and Education, University of Muria Kudus. Advisor (i) Rismiyanto, SS, M.Pd. (ii) Diah Kurniati, S.Pd, M.Pd.

Key words: Vocabulary mastery, animation video

Vocabulary is one of the components of language. Vocabulary mastery is one of the most important things to make our communication be fluent. One of component that links the listening, speaking, reading is vocabulary. If the students have limited vocabulary, it means that they will find difficulties in understanding English. It is caused by the lack of vocabulary and still depends on the teacher in teaching learning process. They feel difficult to share their idea about the material that is learned. In teaching process, teacher has to choose the appropriate media with the student's condition in order to that the aim of teaching learning process can be raised. Animation video is an easy way to integrate computer into foreign language classroom. This media significantly improved students' vocabulary mastery especially in narrative text. In this research, the writer focuses on Narrative text as the material.

The objective of this research are to find out whether or not there is significance of the difference between the Vocabulary Mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 taught by using animation video.

Design of this research is an experimental research. The population of this research is the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/ 2014. The subject of this research is students in XI.IPA 2, which consist of thirty seven students. The research instrument used by the writer is test. The form of the test is multiple choices and consists of forty items.

The result of this research, it was found that of the Vocabulary Mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 before being taught by using animation video was sufficient. The mean is 64, and the standard deviation is 13.4. Meanwhile of the Vocabulary Mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 after taught by using animation video was categorized good. The mean is 85.45 and standard deviation is 11.55. Moreover the calculation of t-observation (to) 9.58 was higher than t-table (tt) 2.04 in level of significance 5%. It means there is significance difference between the Vocabulary Mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 before and after being taught by using animation video.

Based on the result above, the researcher suggested that the English teacher is expected to be able to use Animation video as a media to teach the students in vocabulary mastery. The teachers are suggested to use Animation video as one of media to get the students' attention and enthusiasm in teaching learning process.

ABSTRAK

Aisyarani. 2014. *"Penguasaan Kosakata Para Siswa Kelas XI MA Nahdlatul Muslimin Tahun Ajaran 2013/2014 yang Diajar Menggunakan Animasi video. Skripsi"*. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pengetahuan, Universitas Muria Kudus. Dosen Pembimbing (i) Rismiyanto, S.S, M.Pd. (ii) Diah Kurniati, S.Pd, M.Pd.

Kata kunci: Penguasaan Kosakata, animasi video

Kosakata adalah salah satu komponen bahasa. Penguasaan kosakata adalah salah satu komponen yang sangat penting untuk membuat komunikasi berjalan dengan lancar. Salah satu komponen yang mencakup kemampuan mendengar, berbicara, membaca dan menulis adalah kosakata. Jika siswa memiliki penguasaan kosakata yang terbatas, ini berarti siswa akan menemukan kesulitan dalam pemahaman bahsa inggris. Hal ini disebabkan kurangnya penguasaan kosakata dan masih tergantung pada guru dalam proses belajar mengajar. Mereka merasa kesulitan untuk mengungkapkan ide mereka tentang sebuah materi yang dipelajari. Di dalam proses pengajaran, guru harus memilih media yang sesuai dengan kondisi para siswa sehingga tujuan proses pengajaran dan pembelajaran dapat tercapai. Animasi video adalah sebuah cara mudah untuk menyatu-padukan komputer ke dalam ruang kelas bahasa asing. Media ini secara signifikan meningkatkan kemampuan penguasaan kosakata siswa terutama teks narrative. Dalam penelitian ini penulis menggunakan teks narrative sebagai materi.

Tujuan penelitian ini adalah untuk mengetahui apakah ada atau tidak perbedaan yang signifikan antara penguasaan kosakata para siswa kelas XI MA Nahdlatul Muslimin tahun ajaran 2013/2014 sebelum dan sesudah diajar menggunakan Animasi video.

Desain penelitian ini adalah sebuah penelitian eksperimen.Populasi pada penelitian ini adalah siswa kelas sebelas MA Nahdlatul Muslimin pada tahun akademik 2013/2014.Subjek penelitian ini adalah siswa di XI.IPA 2, yang terdiri dari 37 siswa. Instrument penelitian yang digunakan oleh peneliti adalah tes. Bentuk dari tes adalah pilihan ganda dan terdiri dari empat puluh soal.

Hasil dari penelitian ini, telah ditemukan bahwa penguasaan kosakata siswa kelas XI MA Nahdlatul Muslimin tahun ajaran 2013/ 2014 sebelum diajar menggunakan animasi video dikategorikan cukup. Nilai rata-rata adalah 64 dan standar deviasi adalah 13.4. Sementara penguasaan kosakata kelas XI MA Nahdlatul Muslimin tahun ajaran 2013/ 2014 sesudah diajar menggunakan animasi video dikategorikan baik. Nilai rata-rata adalah 85.45 dan standar deviasi adalah 11.55.Perhitungan t-observation (to) 9.58 lebih tinggi dari t-table (tt) 2.04 dengan tingkat signifikan 5%. Ini bermakna bahwa ada perbedaan yang signifikan antara penguasaan kosakata kelas XI MA Nahdlatul Muslimin tahun ajaran 2013/ 2014 sebelum dan sesudah diajar menggunakan animasi video.

Berdasarkan hasil tersebut, peneliti menyarankan agar guru bahasa inggris dapat menggunakan Animasi video sebagai media alternatif untuk mengajar penguasaan kosakata para siswa. Guru disarankan untuk menggunakan animasi video sebagai salah satu media untuk memperoleh perhatian dan semangat siswa di dalam proses pembelajaran.

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CHAPTER 1

INTRODUCTION

The content of this chapter covers the Background of the Research, Statement of the Problem, Objective of the Research, Significance of the Research, Scope of the Research and Operational Definition.

1.1 Background of the Research

Language is primarily an instrument of communication among human being in a community. Language is a means of interaction between and among people. Here, it has function as a tool which connects them in their surroundings. People realize that without language they cannot interact to each other. Language can become a bridge to connect one another that live in different places and cultures. By using a language one can gain information, knowledge, and express one's feeling, and emotions.

Nowadays, many people learn the international languages. English is one of international languages, which is used throughout the world and also English is used in many fields of life such as: in politics, economics, social and education. Therefore, English as a language in international communication is clearly needed by many learners to deliver thought and interact in a variety of situation. English is one of the foreign languages for Indonesian students that must be learnt in school since kindergarten level until university level.

English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language based on the system of structure, pronunciation and vocabulary. English teaching involves of four language skills, they are Listening, Speaking, Reading and Writing. Moreover, there are

Language component pronunciation, grammar and vocabulary. Vocabulary is one of the components of language.

Vocabulary mastery is one of the most important things to make our communication be fluent. Brown (1987:87) states that "the larger the vocabulary size one has, the better one's performance in all aspect of English language work will be". The exact choice of word and appropriate word are helpful to have a good communication in language. One of component that links the listening, speaking, reading is vocabulary. If the students have limited vocabulary, it means that they will find difficulties in understanding English.

Based on the interview with English teacher in MA Nahdlatul Muslimin, the passing grade is 75 for English lesson and the average score of the student is 65. It is proved that students have difficulties in English. The teacher said especially their knowledge about vocabulary is still low. When the teacher asks the students to understand the context for one paragraph, they are still confused and the teacher asks them to open their dictionary.

Even the eleventh grade students of MA Nahdlatul Muslimin are still shy to speak English because they didn't know the vocabulary have to use in their speaking. It shows that they should master English vocabulary more than before. So, they can explore their English in all skills. In learning English, sometimes the students are bored with certain teaching atmosphere. There are various media used for teaching language skills: listening, speaking, reading and writing. Moreover, there are language component pronunciation, grammar and vocabulary.

There are also various media used for teaching English and improve their English skill which could make the students feel interested in learning process and enjoy it, such as pictures, sound of music, animation videos, English songs, English movies and also computers. Animation is an easy way to integrate computers into a foreign language classroom. Using animation videos as media in teaching English help students learn faster and easier. Many students like animation videos so much; they will be interested and happy to learn English by using animation videos.

Concerning the facts above, it is expected that research on teaching can offer an alternative in providing the media in teaching vocabulary. Motivating the students to learn English and can be useful for those who are interested in teaching vocabulary. Many students like animation videos including the students of MA Nahdlatul Muslimin. From the reason above, the writer is interested in conducting the research entitled "The Vocabulary Mastery of the Eleventh Grade Students of MA Nahdlatul Muslimin in the Academic Year 2013/2014 Taught by Using Animation Video."

1.2 Statement of the Problem

From the background of the research, the writer determines the statement of the problem as follows "Is there any significant difference between the English Vocabulary mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 before and after being taught by using animation video?"

1.3 Objective of the Research

Based on the statement of the problem, the writer determines the objective of the research is "To find out if there is a significant difference between the English vocabulary of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 before and after being taught by using animation video."

1.4 Significance of the Research

These are the result significance of doing this research:

1. For the Teacher

The writer hopes that the result of the research can give information to the teacher in transferring the material by using the media. It is about the using Animation video in teaching English vocabulary.

2. For the Students

The writer hopes that the students can develop their vocabularies and try to understand by using animation video in the learning process of English vocabulary and the students can get a new idea and new imagination for their vocabulary.

3. For the School

The writer hopes that from this research can give input for school about the using of Animation video in teaching English vocabulary and can be useful for the students in general.

4. For the other Researcher

It can give the view to the other researcher that the research has contribution in teaching vocabulary.

1.5 Scope of the research

The scope of this Research is to know whether there is a significant difference between the English vocabulary before and after being taught by using Animation video. In this research, the scope is only the implementation of animation video in the classroom to teach English vocabulary of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014. The research was limited to vocabulary in English Textbook unit 3 (narrative material) through using Animation video in teaching vocabulary. The video will be used in teaching are "Toy Story 3, The True Story of Puss and Boots, Open Season 3, Jungle Book".

1.6 Operational Definition

Below are explanations about some terms related to the title:

1. Vocabulary Mastery

Vocabulary mastery is the knowledge of vocabulary by understanding the meaning, synonym and antonym of English words in English textbook unit 3 (Narrative text).

2. **The Eleventh grade students of MA Nahdlatul Muslimin in the Academic Year 2013/2014.**

   The Students of MA Nahdlatul Muslimin in the academic year 2013/2014 are all students that involved in the eleventh grade.

3. **Animation Video**

Animation video as a media that a sequence movement of colored images and texts with sound. The video will be used are "Toy Story 3, The True Story of Puss and Boots, Open Season 3, Jungle Book".

CHAPTER II

REVIEW TO RELATED LITERATURE AND HYPHOTHESIS

In this chapter the writer will discuss Teaching English in MA Nahdlatul Muslimin, English Vocabulary, and Media of teaching, Review of Previous Research, Theoretical Framework and Hypothesis.

2.1 Teaching English in MA Nahdlatul Muslimin

In every school, there is teaching and learning process. The teacher must cooperate with their students in order to get good result in teaching. When we talk about teaching, Brown (2000:7) defines teaching as "showing in the study of something, providing with knowledge, causing to know and understand". Teaching is a process to give guidance to the students to reach the goals. Teaching known as "instruction" it means process that makes someone do learning.

It is a media for learning process includes behavior individual's change through pre-planned. English class given to the students in MA Nahdlatul Muslimin for twice in a week and for each meeting is 40 minutes. The process of teaching in MA Nahdlatul Muslimin is teacher just explain the material based on the textbook. The teacher guides them when they found difficulties in the process of learning.

2.1.1 Purpose of Teaching English in MA Nahdlatul Muslimin

The purpose of teaching English is to improve the language skills and language components. The language skills are listening, speaking, reading and

writing. Meanwhile, language components are pronunciations, grammar and vocabulary should be given to support their English mastery.

Based on the syllabus of the eleventh grade students of MA Nahdlatul Muslimin, the purpose of teaching English is the students are expected to be able to:

1. Develop communication competence in spoken or written form to achieve literacy informational level.

2. Have an awareness about essence and important of English to increase competitiveness in global era.

3. Develop the understanding of the students about relationship between language and culture.

2.1.2 Material of Teaching English in MA Nahdlatul Muslimin

In order to achieve the purpose of teaching English in MA, the teacher must choose the suitable material based on the students need. In MA Nahdlatul Muslimin, the material of English teaching is based on syllabus given by government who has the authority. Therefore, the teachers need to understand and comprehend the material, which they will teach to the students using relevant curriculum.

The material of teaching English in MA Nahdlatul Muslimin for the eleventh grade students are (spoof, hortatory exposition and narrative), Expressions (asking and giving opinion, relief, pain, satisfaction, suggestion, notice, pleasure). In this research the writer will take unit 3 that consist of narrative as material for teaching Vocabulary.

2.1.3 Media of Teaching English in MA Nahdlatul Muslimin

Creating an enjoyable learning is a challenge for the teacher in this context media of teaching find the importance meaning. The media when used appropriately and creatively, the media would be an effective tool for teaching and learning process. The media can be used to overcome the boredom of the students if the students interested in what they do, they will enjoy the learning.

The media of teaching English in MA Nahdlatul Muslimin are using LCD, laboratory and textbook. Usually the teacher uses textbook in classroom. Sometime the students feel bored and need more innovation in media. For this, the writer tries to use Animation video in teaching English.

2.1.4   Curriculum of Teaching English in MA Nahdlatul Muslimin

In delivering the materials, the English teacher in MA Nahdlatul Muslimin uses guidance. It is derived from curriculum developed in syllabus and planned in lesson plan. In education, the success of a teacher to conduct a lesson plan is often thought that it depends on the effectiveness of the lesson plan. Lesson plan are thought to help the teacher think through the lesson in advance and resolve problem and difficulties.

Harmer 1991; Rivers 1981 in (Richards 1998) states that "to provide a structure for a lesson, to provide a "map" for the teacher to follow and to provide a record of what has been taught". Beside that material of the lesson given must be structured based on curriculum.

In the other hand, Feez (2002) maintains that

> Curriculum is a general statement of goals and outcomes, learning arrangement of programs. Within an educational institution features include a primary concern with the specification of linguistic and subject- matter objective, sequencing and materials to meet and needs of designated group of learners in a defined context.

Nowadays, curriculum autonomy developed by each school. As like the stipulation government regulation No. 19, 2005 about standardize of national education in Badan Standar Nasional Pendidikan 2007 states that every school develop KTSP based on standard competence and follows stipulation guidance of BSNP (Badan Standar Nasional Pedidikan). Therefore, Curriculum in MA Nahdatul Muslimin uses KTSP model. KTSP is operational curriculum arranged and done by each education.

2.2   English Vocabulary

When people communicate with others, they use the words and sounds to deliver their message. If we are going to say something, we have to know the words. It shows that vocabulary knowledge is very important for every person in the world. We need to learn vocabulary and know its meaning in sentences in order to make communication effectively.

Mastery of vocabulary can be used to find out the personal intelligence. Tarigan (1986:20) explains that "the students vocabulary level is the best index for them mental ability". It is fact that it is generally expected. It is a reason why vocabulary examination is a good way to find out students IQ (intelligence quotient)

2.2.1 Definition of Vocabulary

Vocabulary is the important element of language learning. It includes many words, not only individual's word but also as a group of word that have meaning. The students just know how to use the vocabulary in exact form. But they do not know how to use it with different shades of meanings in real life communication. Napa (1991:6) states that vocabulary is one of the components of language and that no language exists without words.

Other definitions of vocabulary is stated by Cahyono (2011:153) that "Vocabulary is a core component of language proficiency and it provides much of the basic for how well learners listen, speak, read and write".

Based on all definition above, it can be concluded that vocabulary is the central and very important component to learn a foreign language. It is the basic part of signs, symbols or word constituting a means or system of a language to make communication.

2.2.2 Kinds of Vocabulary

Based on, Thornbury (2002:22) there are two kinds of English vocabulary to teach. They are:

1. Productive vocabulary

Productive vocabulary is the lexical items, which the students can use appropriately in speaking and writing. It is also called as active vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the

productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.

2.   Receptive vocabulary

Receptive vocabulary is the lexical items that the students can recognize and understand when they meet them in the context of reading and listening materials. It's also called as passive vocabulary. Passive vocabulary or comprehension consists of the words comprehended by the people, when they read and listen. From the explaining above, we know that every experts in every book is different in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinions and ideas. It means that vocabulary is of two kinds function and content words.

2.2.3 The Purpose of Vocabulary Mastery

The purpose of mastering English vocabulary for the students is to make them easier and be able to learn English. Learning a language is learning its vocabulary. We cannot learn language without vocabulary. It is impossible because vocabulary is all the words that we use in language. However the mastery of vocabulary also depends on the individual's quality to use her or his language.

Vocabulary mastery is very significant for the students as the basis of developing language skill. The students will not understand what the meaning of words in, when they communicate each other without mastering English vocabulary

well. The students are expected to master as much vocabulary as possible. So they can develop their language skill.

Considering the importance of mastery of vocabulary to improve language skills, student's vocabulary mastery should increased the entire of words. However, one thing should be remembered that the mastery of vocabulary depends on the individual quality to use her or his language. "The more words we learn, the more ideas we should have so we can communicate the ideas more effectively" (Pieter 1991:6)

2.2.4 Technique in Teaching Vocabulary

In teaching vocabulary, a teacher should choose and apply some techniques which are suitable with the student's need. Nation (1978:27) stated that a good vocabulary teaching technique has the following things:

a) It interests the learners.

b) It makes the learners give attention to the form meaning or use of the words.

c) It gives a chance for repetition.

The teacher must make sure the students have understood the new words, which be remembered better if they are introduced in a "memorable way". If the teacher wants the students to remember new vocabulary, it needs to be learnt in context, practiced and then revised to prevent students from forgetting.

The following are the type of vocabulary presentation techniques suggested by Nagaraj (1996:168-171):

a) **Realia/ Object**

Object in the classroom or from outside can be used to teach vocabulary. This is especially effective to be used in teaching primary level, for example bag, pencil, book, table, chair, leaf act.

b) **Pictures**

Another effective technique in teaching vocabulary is through the use of pictures. The technique is very effective at primary level. In initial stage, they pictures can be used for learning vocabulary orally. At the later stage, they can be used for further work, for example matching words or writing composition based on pictured given.

c) **Texts**

They are often used by the teachers in teaching vocabulary to their students. The teacher can have any modifications in teaching vocabulary using texts for example selecting words in the text and give their meaning.

d) **Vocabulary Games and Crossword**

These are useful vocabulary expansion. Learners have to think of all the words they know and try to complete the tasks. If they do not know the words they can guess and then check their answers.

As teacher we can teach vocabulary to our students effectively by choosing and applying one or more of the techniques listed above which is/are suitable to the student's characteristics, needs and level.

2.3 Media of Teaching

Media that is used by the teacher to support teaching and learning process have some types. According to Arsyad (2011: 29) based on the development of technology, learning media is divided into four categories, such as:

1. Printing technology is the way to convey the materials: book and statically visual materials, especially through mechanical printing process or

photographic. Example text, graphic, photo or photographic and reproduction.

2. Audio visual technology is the way to convey the materials by using mechanical machines and electronic to provide audio and visual messages. Example: film projector, tape recorder and visual projector.

3. Computer- based technology is the way to convey the materials by using micro processor- based sources. Example: computer- assisted instruction, tutorial, drill and practice, game, simulation and data base.

4. Combined printing technology and computer is the way to convey the materials by combining the used some of media type which is controlled by computer. Example: random access memory, hard disk, monitor, video disk player, hardware to combine in a network and audio system.

Based on the statement above, the category of Animation video is used in this research is audio visual technology.

2.3.1 The Definition of Animation

Many researchers have given definitions of animations, and they are all extremely similar, differences arise because of different priorities. Ganges (1970) states that animation is moving text and pictures or simply interesting transitions between visual tableaus which can be an effective attention grabber, that lays the necessary foundation for learning.

Britannica Concise Encyclopedia (1911) defines "animation as an art or technique of producing images on a surface usually paper by means of marks in

graphite ink, chalk choral or cartoon. It is often a preliminary stage to work in other media". Vasari and Haugh (1991).

The writer defines animation as "a sequence movement of colored images and texts with sounds".

2.3.2   The Main Types of Animation

There are many types of animation, which can be used in our classes, but the writer will mention the three major types of animation. Based on Awad (2013:29) there are three main types of animation:

1. Traditional animation

Films produced this way are originally drawn on paper. Each individual frame slightly differs from the one before it to create the illusion of motion. The drawings are photocopied onto transparent acetate sheets called cells, and then they are filled in with paints in assigned colors or tones. Therefore, this technique is often referred to as paper/ cell technique. This method first appeared in the 20 century. By the 21st century, hand drawing film frames became replaced by Photographed or scanned frames.

2. Stop motion

Animators physically manipulate actual objects and photographing them one frame of film at a time to create the illusion of movement. There are many different types of stop-motion animation including: puppet animation, clay animation, cutout animation, graphic animation, etc.

3. Computer animation

Computer animation creates the illusion of movement through a succession of computer-generated still images. This digitally-created animation encompasses a variety of techniques including: 2D animation and 3D animation. This animation takes less time than previous traditional animation.

The writer uses the Computer animation, the most usable and easy kind which can be used among our schools.

2.3.3 Animation in Teaching English Vocabulary

Computer animation holds a great potential as a tool for creating multimedia instructional environments. The teacher can use computer animation to demonstrate learning materials visually as they want and they can control every aspect of the animation.   According to Mayer's Cognitive Theory (2001), the computer is a system for delivering information to students. The teacher's role is to present information, as words or pictures, or both, and the student's role is to receive the information.

Adding pictures, such as animation, should deepen the meaning of the presented information and give it a physical translation. Thus, students who prefer visual presentations would benefit from this process.   However, multimedia presentation would not be of importance in delivering information for students who prefer verbal display of learning materials like vocabulary.

Solomon (1989) in David & Dan (2002) asserted that a successful animation syllabus should not only be interdisciplinary, but also encourage students to develop effective skills and practice interactive activities.

2.3.4 The Advantages of Using Animation in Teaching

Using animation opens up practical possibilities that anybody doesn't simply enjoy in static pictures. Here are just a few advantages of working with animation films.

1. Makes learning faster

Hegarty and Sims (1994:12) state that animation may help students learn faster and easier. Furthermore, they add that this is an excellent aid for teachers to teach student difficult subjects as science and mathematics.

2. Visual attributes

Information coded both visually and verbally is more likely to be remembered than when each is coded alone. So, animation doubles the chance of information being stored and as a result retrieved (Kobayashi, 1996).

Rieber and Kini (1991:33) suggest a number of advantages of animation over static graphics. For example, with animated graphics, learners do not need to generate a mental image of the event or action being targeted and therefore, avoid the risk of creating a false understanding. In addition, Wang (1994:18) states that animation provides and increases capacity to present information regarding a continuity of motion.

Yunis (1999:170-175) states that the movement element in animation's film considers as the most important one that can confirm the information in the students' mind. Animation provides viewers with two different visual attributes: images and motion.

3. Saving time and effort

It has been argued that such systems (animation system) can reduce time by an average of 33% and aid the "quality" of learning, as compared with more traditional techniques (Stephenson, 1994:179).

Stoney and Oliver (1998) cited that computers can save efforts from painting, shading, and lightning, calculations for appropriate and consistent lightening effects instead of the animator. This can be explained in these following main points:

a. Creating images that can't be filmed by camera, like the structure of an atom.

b. Creating images that are impossible to obtain in real life like landing on any desired path of the earth from other spaces.

c. Reproduction of some works of art that were destroyed by nature reasons or by men.

d. Producing work which requires high costs that can cause danger.

e. Producing moving images generated from graphical materials like photograph letter foot and map.

f. Transforming the abstract thoughts into concrete images.

g. Producing images which look realistic.

h. Transforming complex events into basic graphical expression.

i. Producing images which look realistic.

4. Using sounds and music effects

The usage of sound or music and how and where they are going to be used in the plan and during presenting animation is very important. These sounds can be used to support the images and the events in the animation.

5. More creative fun/ satisfying tool

Many case studies suggest that students find using animation in education more satisfying and engaging than traditional learning modalities, William and Fisher (2002:324).

Historically, visualization technology played an important role in many fields and made district interesting environment. Scientific and engineering community has used it to convey information to a viewer. The perceived utility of visualization technique took a quantum leap forward when the entertainment industry realized that computers could be used to create special effects in animations. They realized that there is potential role for not only presenting information but also for holding a viewers' attention while it is presenting. Hallagren and Gorbis confirm (1999:66).

Armstrong (1966:69) states that multimedia has the ability of capturing the attention of a generation who has grown up with technology. It plays an increasing role in their lives and education.

Waters (2007.p.34) cites that using animation films helps students developing listening, speaking and reading skills. This strategy provides an environment with native speakers, real texts and thousands of real- life images. The teacher through using animation films introduces the new vocabulary through defining them with objects, pictures and events. Thus, students acquire the new

vocabulary and the language by linking them to objects and events from the real world around them.

Coyner and Mccann (2004:223) state that learning outside the traditional room using technologies like animations and movies through computers encourages team building team work for success.

6. More useful and household record

King (2010:16) indicates that teachers, doctors and businessmen/women benefit from this strategy (animation) to explain complex subjects. Also, students (target group) can take the animation films to their houses. They can think deeply about them and repeat them many times.

7. Instant, easy, photo sharing

Moreover, King (2010:15) states that:

> You don't have to address an envelope, find a
> Stamp or truck off the post office or delivery drop
> Box. You can send the animation film by
> Attaching it through email. It is not just sending a
> Film through an email, it is also convenient.

He adds that in addition to sending animation films, you can share them with your family, and clients, no matter how far away.

8. Most coded animations become dynamic

Coyner and Mccann (2004) indicate that if anybody watches a movie on a DVD or CD player, he/she will see the same animation repeatedly. With a coded animation, students could use that to make it dynamic by determining a random point to place it with random direction and speed to move it. Hence, the animation will appear differently on the screen or T.V. or any other medium will used.

2.3.5 Disadvantages of Using Animation in Teaching

Agina (2003) mentioned the following disadvantages of animation:

1. Some information of real-life learning will be lost in the animation program.

2. Computer animation programs may function well from a technical point of view, but they are difficult to fit into a curriculum.

3. Animation programs cannot be adapted to take into different student levels into account and consideration within a group or class.

4. Animation programs require special equipment for a quality presentation.

5. Animation programs cannot depict actuality like videos.

The writer concludes that the use of animation as a process of creating interactive learning environment helps students with visual tendencies understand and maintain the learnt material. Students learn more deeply from a multimedia explanation than from a verbal explanation and they learn better when animation is included. Animation increases learner's motivation and develops their language skills. When overcoming their difficulties, the teacher can utilize animated models effectively.

2.3.6 Procedure of teaching English Vocabulary by using Animation Video

1. Prepared laptop, LCD projector, loudspeaker, Animation video collections, materials, lesson plans, students' exercises, post-test, and everything related to the action.

2. Give questioning and answering with students as brainstorming

3. Give material to the students

4. Introduced the animation video and how to download it from YouTube

6. Played video and asked students to pronounce words they heard from video together

7. The teacher and the student discuss together about the story on the video played.

8. The teacher does that treatment minimal four meeting in the classroom.

9. The last meeting the teacher gives post-test to the student.

2.4 Review of Previous Research

The writer has found the research about the effect of using Animation video in teaching vocabulary. It was done by Rasha Rasheed Awad with the title "The Effect of Using Animation in Teaching English Vocabulary for 3 Graders in Gaza Governmental Schools" the result of his research is that based on observation; it can be revealed that the students can improve the English vocabulary of the students.

Based on that research, the writer would like to do research about the effect of using animation video as media to improve the English vocabulary. From previous research the result was that animation video is able to improve the English vocabulary of the students. It is same also that Animation video can improve the English vocabulary of the students in MA Nahdlatul Muslimin in the academic year 2013/2014.

2.4 **Theoretical Framework**

It is assumed that there is significant difference between the English vocabulary of eleventh grade students of MA Nahdlatul Muslimin before and after being taught by using animation video. According to the writer, instructional media took a very important role in students' understanding of the lesson. According to Awad (2013: 90), the animations are highly effective in developing the students' levels of vocabulary.

Unlike the traditional method of teaching, employing animations in classrooms aids students in understanding since they appeal to both visual and audio memory. Learning with animation is theoretically based on dual-coding theory. As it is described by Pavio (2006) the dual-coding states that processing language knowledge in both verbal and visual channels make learning effective. Animation functions by addressing all 5 senses and its interactivity can contribute to students 'autonomous learning. These features mentioned above results in permanent learning as well.

Hai-peng & Li-jing (2007:56) stated:

> "Firstly, learners respond to multimedia in a complex way and give the feeling of experiencing information instead of simply acquiring it. Secondly, the man-machine is more friendly interaction. Thirdly, students feel more fun from multimedia and learning becomes a happy process".

Here the writer will apply the Animation video in the English classroom. The animation video allows the students to have interaction with the media by answering the question in learning new word and the output of the learning process is the students' vocabulary improvement.

2.5 Hypothesis

Based on the statement of the problem, the hypothesis of the research can be formulated as follow: There is a significant difference between the Vocabulary mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 before and after being taught by using animation video.

CHAPTER III

METHOD OF THE RESEARCH

3.1 Design of the Research

Making the design is one of the important things in conducting the research. Research design is a design which the writer makes as the step to guide the writer in carrying out the research (Arikunto, 1998:215). Thus, it becomes the basic thinking and planning process for the writer guidance in conducting a research.

The design of this research is experimental design without control group. In experimental research, there are two variable is being conducted. They are independent variable and dependent variable. The independent variable is a condition which affects another variable. This variable is called X variable. Meanwhile, dependent variable is a condition which is affected by experiment. This variable called as Y variable. In this research there are two variable:

1. Independent variable: Animation video
2. Dependent variable is the mastery of English vocabulary of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014.

The design of this research is experimental research by using one group pre-test and post-test. It is formulated by Arikunto (2010:124) as follow:

Pattern: T1 X T2

Note:
    T1   : Pre-test
    X   : Treatment
    T2   : Post-test.

3.2 Population and Sample

Population has a main role that will be a subject of the research. Population that means all subject of the research becomes the important thing in conducting a research because from this subject, the variable data is observed. The population of this research is the whole students in the eleventh grade of MA Nahdlatul Muslimin in the academic year 2013/2014 which divided into six classes, can be shown as follows:

XI Science 1   : 40 Students

XI Science 2   : 40 Students

XI Social 1   : 42 Students

XI Social 2   : 41 Students

XI Social 3   : 41 Students

XI Social 4   : 42 Students

The population in this research is all of the eleventh grade students of MA Nahdlatul Muslimin, which consist of 246 students. After determining the population, the writer takes the sample. The writer uses the sample to represent the population. According to Ali (1984: 54) the sample is the group of subject or participant chosen from the population. Sampling is a process of selecting a number of the students who will be represent from the larger group.

In this research the writer uses Cluster Random Sampling. Cluster random sampling was used when in population found some group. It means that the population is divided into groups or units based on cluster not individually.

Meanwhile, random here means that every students have the same chance chosen as sample according to their cluster. This is in line with Arikunto (1993: 126) that random sampling method possibly gives the same opportunity of each population members being taken as the sample; as the technique basically as a sampling method which is done by lottery.

Based on the explanation above, the writer makes lottery to take the sample. First, the writer writes all class names in piece of paper and put one of them and the writer gets XI science 2 class as the sample where the number of students is 40. Thus, the sample of this research involves 42 students of XI Science 2 class of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014.

3.3 Instrument of the Research

Instrument of the research is a series of activities to explore the accurate data. Ali (1984: 101) argues that instrument of the research is a way or method of collecting data. Thus, instrument of the research roe as the way used by the writer to collect the data in order to make the research process easily, clearly and completely. In order to get the data needed. Arikunto (1993: 134) classifies instrument of gathering data including questionnaire, checklist, interview, observation, test, inventory and scale.

Instrument used in this research is a written test. There are 40 items will be tested. For this research, the writer uses multiple choice item tests. The test is given to the eleventh grade students of MA Nahdlatul Muslimin in the Academic Year 2013/2014.

Those are pre-test and post-test. Pre-test aims to measure students' abilities before learning and testing process to find a level of validity and reliability of the instrument. While the post-test aims to measure students' learning outcomes after the learning process. In this research the writer used content validity, it means refers to the material stated in the syllabus.

Before giving pretest, the writer had to measure the validity and reliability of the test which should be given to the experimental class. The writer had done the try-out test in the class XI IPA 1 of MA Nahdlatul Muslimin. They are taken as respondents and then they had to do the test which consists of 40 items. The reliability test is calculated by the formula as stated by Arikunto (1993: 144-148) as follows:

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

Note:

r_{xy} : item of test reliability
N   : The Number of Sample
$\sum x$: the sum of x score (even items)
$\sum y$: the sum of y score (even items)
$\sum xy$: Sum of the result of X and Y for each students
$\sum x^2$: Sum of score X^2
$\sum y^2$: Sum of score Y^2

The result of the computation then applied into Spearman-Brown formula to estimate the reliability of the entire test. The formula is:

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

r_{11} : coefficient of the reliability of entire test

r_{xy} : coefficient of the reliability of half test (r_{xy})

Ali (1984:105) states that to determine the reliability of the correlation coefficient of test as follows:

r = 0.01- 0.20 = not reliable

r = 0.21- 0.40 = low reliable

r = 0.41- 0.60 = medium reliable

r = 0.61- 0.80 = high reliable

r = 0.81- 1.00 = very high reliable

The calculation of reliability is (1). It means that the reliability is very high reliable so the test can be used as data collection. The calculation is shown in Appendix 7 page 114.

3.4 Data Collection

To get the accurate data, there are some stages of research that have to be done as follows:

1. The writer asked permission to the Dean of FKIP UMK for doing a research.

2. The writer asked permission to the headmaster of MA Nahdlatul Muslimin to do this research.

3. Then, the writer asked permission to the English teacher of the eleventh grade students of MA Nahdlatul Muslimin for conducting the research.

4. After getting the permission for conducting the research. The writer gave pre-test to the students to find out the data English vocabulary of the students before being taught by using Animation video.

5. Then, the writer gave the treatment for the students by conducting the teaching and learning process by using Animation video.

6. At the last, the writer gave the post-test to get the data English vocabulary of the students after being taught by using Animation video.

3.5 Data Analysis

Analyzing data is the process of analyzing the acquired from the result of the research. Based on the statement of the problem, the data which is needed in this research is the mastery of English vocabulary of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 before and after being taught by using Animation video. To analyze the data, the writer need to count mean and will try to find the mean and standard deviation .in computing he mean and standard deviation, the writer applied the formula:

1. The formula of calculating the mean:

   Mean (X):

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

   Note:

   X: the mean
   f: frequency
   x: middle score of the interval class
   N: the number of sample

2. The formula of calculating the standard deviation

   $$SD = \sqrt{\frac{\sum fx^2}{N} - \frac{[\sum fx]^2}{N}}$$

Note:
SD   : Standard deviation
i : Internal width
f : Frequency
x : Coding
fx : The sum of score
N   : Number of sample

After calculating Standard of deviation, the writer will find out the significant difference of the English vocabulary mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 before and after being taught by using Animation video. So, in this case the writer will use a t-test to calculate the significant correlation, the formula is follows:

3. T-test formula

$$t_o = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Note:

t   : The t-value from correlated means

$\overline{D}$: Mean of differences
D   : The differences between paired score
D^2 : The sum of squired differences scores
N   : The number of sample

The final result is the student's score in each item and total all of them. Then, determine the criteria of the students by the final result. To make easier determining the criteria of the students' score are divided into six criteria as follows:

Table 3.1: The Criteria of English Vocabulary

Score	Criteria
96-100	Excellent
86-95	Very good
76-85	Good
66-75	Sufficient
56-65	Low
0-56	Poor

To determine if there is any significant difference between the mastery of English vocabulary of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2014//2015 before and after being taught by using Animation video. The hypothesis testing is done by statistic hypothesis below:

Ho: $\mu_1 = \mu_2$

It means that there is no significant difference between the mastery of English vocabulary of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 before being taught by using Animation video.

Ha: μ_1 μ_2

It means that there is any significant difference between the mastery of English vocabulary of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 after being taught by using Animation video.

Where:

μ_1: The mean score of English vocabulary of the eleventh grade students before being taught by using Animation video.

μ_2: The mean score of English vocabulary of the eleventh grade students after being taught by using Animation video.

CHAPTER IV

FINDING OF THE RESEARCH

This chapter presents the finding of the research and the hypothesis testing of the data has been collected to find out if there is a significant difference between the vocabulary mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 before and after being taught by using animation video.

4.1 The Vocabulary Mastery of the Eleventh Grade Students of MA Nahdlatul Muslimin in the Academic Year 2013/2014 before being Taught by Using Animation Video.

Before doing the treatment, the writer gave the students vocabulary pre-test to measure the vocabulary mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 before being taught by using animation video. The writer distributes the vocabulary pre-test for thirty seven students of XI IPA 2 class. They do the test for about 40 minutes without open their dictionary. Some of them complain with that rule.

After calculate the pre-test, the writer found the highest score is 90 and the lowest score is 35 from the data of 37 students as a research subject. The result of data can be seen in the table below.

Table 4.1 Scores of the Students' Vocabulary Mastery Test of the Eleventh Grade Students of MA Nahdlatul Muslimin in the Academic Year 2013/2014 before being taught by using Animation Video.

Student's Code	Score	Students' Code	Score
1	70	20	80
2	65	21	60
3	80	22	60
4	85	23	62.5
5	52.5	24	60
6	57.5	25	85
7	57.5	26	62.5
8	35	27	57.5
9	90	28	57.5
10	57.5	29	62.5
11	80	30	85
12	35	31	62.5
13	70	32	85

Table 4.1 Continued

Student's Code	Score		Student's Code	Score
14	67.5		33	77.5
15	62.5		34	35
16	57.5		35	65
17	57.5		36	52.5
18	50		37	65
19	72.5			

From the data, the table of frequency distribution can be drawn as follows:

Table 4.2 The Frequency Distribution of Vocabulary Mastery of the Eleventh Grade Students of MA Nahdlatul Muslimin in the Academic Year 2013/2014 before being taught by using Animation Video.

Interval Score	f	x	fx	Percentage (%)
83-90	5	86.5	432.5	13.51
75-82	4	78.5	314	10.81

Table 4.2 Continued

Interval Score	*f*	*x*	$\overline{fx}$	Percentage %
67-74	4	70.5	282	10.81
59-66	11	62.5	687.5	29.73
51-58	9	54.5	490.5	24.33
43-50	1	46.5	46.5	2.70
35-42	3	38.5	115.5	8.11
∑	37		2368.5	100

Based on Table 4.2, the writer draws a column diagram as follow:

Figure 4.1 the Column Diagram of the Vocabulary Mastery of the Eleventh Grade

Students of MA Nahdlatul Muslimin in the Academic Year 2013/2014

before being taught by using Animation Video.

The result of the calculation shows that before being taught by using Animation Video, the vocabulary mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014, it is found that the Mean ($\bar{x}$) is 64 and Standard Deviation (SD) is 13.4 (the calculation is available in Appendix 9 page 120). It means that the Vocabulary Mastery of the Eleventh Grade Students of MA Nahdlatul Muslimin in the Academic Year 2013/2014 before being taught by using Animation Video can be categorized as "**sufficient**".

4.2   The Vocabulary Mastery of the Eleventh Grade Students of MA Nahdlatul Muslimin in the Academic Year 2013/2014 after being taught by using Animation Video.

After getting the pretest data, the writer continued giving the treatment to the experimental group ended by post-test to find out the result of the Vocabulary Mastery of the Eleventh Grade Students of MA Nahdlatul Muslimin in the Academic Year 2013/2014 after being taught by using Animation Video, the writer found that the highest score is 97.5 and the lowest score is 50. (The calculation is available in Appendix 11 page 124).

Table 4.3 Score of the Students' Vocabulary Mastery Test of the Eleventh Grade Students of MA Nahdlatul Muslimin in the Academic Year 2013/2014 after being Taught by Using Animation Video.

Student's Code	Score	Students' Code	Score
1	97.5	20	92.5
2	77.5	21	92.5
3	97.5	22	92.5
4	92.5	23	72.5
5	65	24	70
6	67.5	25	97.5
7	92.5	26	72.5
8	85	27	77.5
9	97.5	28	87.5
10	87.5	29	95
11	95	30	87.5
12	95	31	92.5
13	95	32	97.5
14	77.5	33	95
15	97.5	34	77.5
16	87.5	35	97.5
17	90	36	75
18	50	37	90
19	72.5		

Table 4.4 The Distribution Frequency of the Vocabulary Mastery of the Eleventh Grade Students of MA Nahdlatul Muslimin in the Academic Year 2013/ 2014 After being taught by Using Animation Video.

Interval Score	f	$\bar{x}$	fx	Percentage (%)
94-100	11	97	1067	29.73
87-93	11	90	990	29.73
80-86	3	83	249	8.11
73-79	8	76	608	21.62
66-72	2	69	138	5.41
59-65	1	62	62	2.70
52-58	0	55	0	0
45-51	1	48	48	2.70
$\sum$	37		3162	100

The result of the calculation shows that after being taught by using Animation Video, the vocabulary mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014, it is found that the Mean ($\bar{x}$) is 85.45 and the Standard Deviation (SD) is 11.55 (the calculation is available in Appendix 11 page 124). It means that the vocabulary mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 after being taught by using animation video can be categorized as "**good**".

Based on Table, the writer draws a column diagrams as follows:
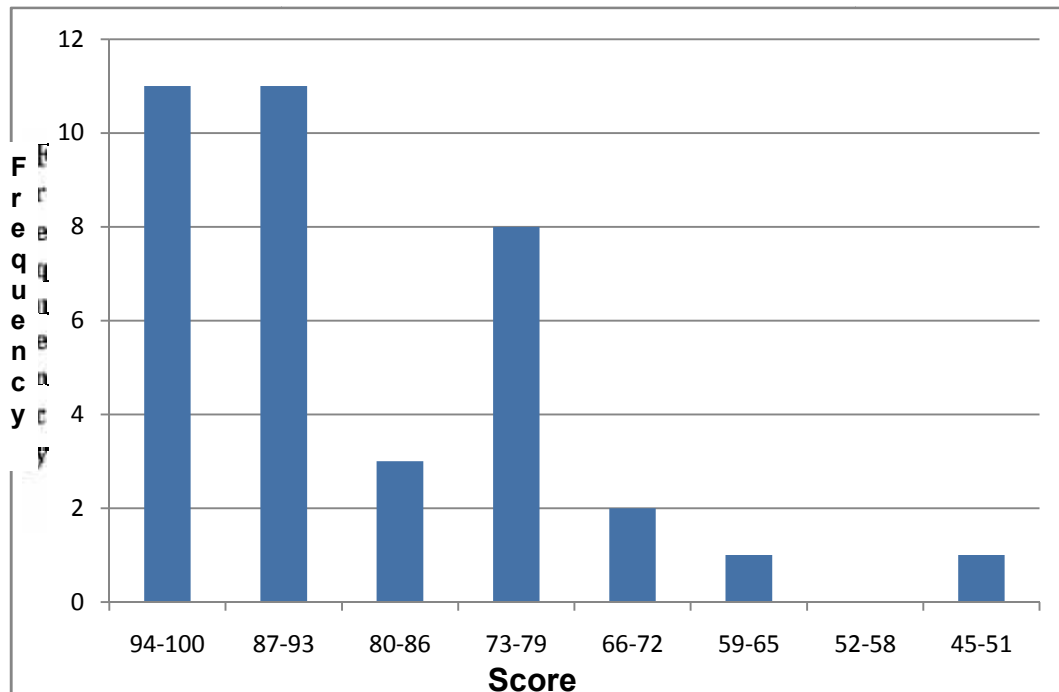
Figure 4.2 The Column Diagram of the Vocabulary Mastery of the Eleventh Grade
Students of MA Nahdlatul Muslimin in the Academic Year 2013/2014 after
being taught by Using Animation Video.

4.3 The Significant Difference of Vocabulary Mastery of the Eleventh Grade Students of MA Nahdlatul Muslimin in the Academic Year 2013/2014 before and after being Taught by using Animation Video.

After finding the data of the vocabulary mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 before and after being taught by using Animation Video, the writer uses the five step model in hypothesis testing as developed by Healy (2009:213) as follows:

a. Making assumption and meeting requirements

Model   : Cluster random sampling

Level of measurement is interval

Sampling distribution is normal

b. Stating the null hypothesis

Ho: $\mu_1 = \mu_2$

Ha: μ_1 μ_2

It means there is no significant difference between the vocabulary mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 before and after being taught by using animation video.

c. Selecting the sampling distribution and establishing the Critical Region

Sampling distribution = t distribution

$á$ = 0.05, two tailed test

df = n-1

= 37-1 = 36

t(critical)   = 2.04

d. Computing the test statistic

The writer rejects the null hypothesis (Ho) and accepts the alternative hypothesis (Ha), because t_o (obtained) falls in the critical region. So, there is a significant difference between the vocabulary mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 before and after being taught by using Animation Video.

CHAPTER V

DISCUSSION

In this chapter, the writer discusses about the significant difference between the vocabulary mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 before and after being taught by using animation video.

5.1 The Vocabulary Mastery of the Eleventh Grade Students of MA Nahdlatul Muslimin in the Academic Year 2013/2014 before being taught by Using Animation Video.

Animation video is one of media of learning. This media give contribute positively to the atmosphere of class and motivation to the student in student's achievement vocabulary learning, especially vocabulary mastery of narrative text. The writer applied this media in MA Nahdlatul Muslimin, because the students are still difficult in learning, especially in vocabulary. Then, the writer designed the material of narrative text as well as the competency test or post-test using Animation video.

After the test which contains forty multiple choice items as the research instrument, the writer gets result the reliable of the test is 1, it can be said that the test has very high reliability. After that, the writer did pretest for the experimental group (XI.IPA 2) in the first meeting to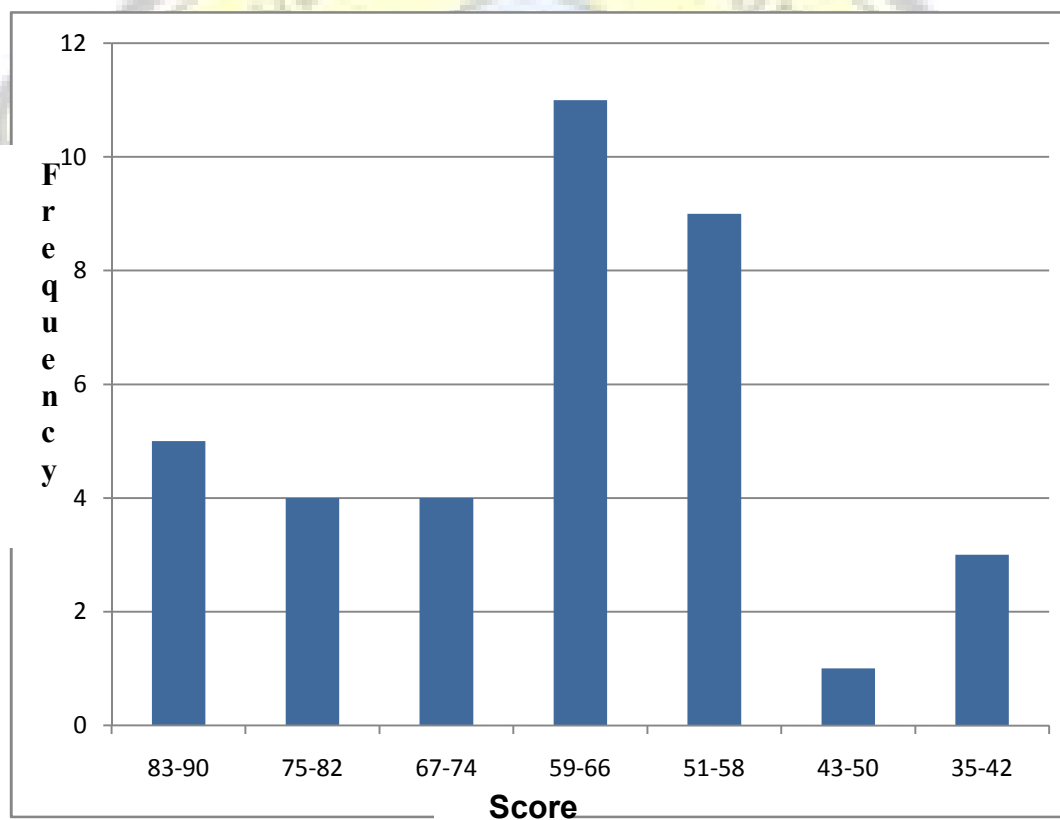 find out the vocabulary mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 before being taught by using animation video.

The result of pretest showed the Mean ($\bar{X}$) is 64 and the Standard Deviation (SD) is 13.4.

From the result above, the writer concludes that most of the students did not understand well about the material given on the test, and difficult to answer the questions. Because, the media that teacher used before using Animation video make students felt bored and difficult to comprehend the material. Therefore the result of the students' ability in vocabulary mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 before being taught by using Animation Video is sufficient. Most of the students get lowest score in pre-test. It means that they were still difficult in vocabulary mastery of Narrative text.

5.2 The Vocabulary Mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 after being taught by using Animation Video

After the writer gave pre-test to the students and known the ability of vocabulary mastery is sufficient. Then the writer gave treatment to the students for four times by teaching them using Animation Video. The writer used narrative texts as the material of teaching.

In implementing this media, first, the writer explained the role of the students clearly. Then, the writer asked the students to watch the video together for about 20 minutes and also gave time students to discuss together about the story of the video. The student answered the questions and tries to comprehend the video. The last the writer gave them individual's vocabulary exercise related to the

narrative text based on the video that they have watched. The students had time ten minutes to answer the questions. Finally, the writer collected the individual's vocabulary exercise to measure the understanding of the students' vocabulary of narrative text. The writer controlled the students during the activity. The writer will explain the treatment for four times in XI.IPA 2 of MA Nahdlatul Muslimin as follow:

The first meeting, the writer tries built students' brainstorming by asking some questions to the students; for example "what is your favorite fairy tale?" Then, the writer explained narrative text as a material and shown to the class by using power points.

In the whilst-activity, the writer explained the role of the students clearly about the implementing of Animation video. Then, the students watch the video related to narrative text together for about 20 minutes. In this meeting, the writer found that the students still did not understand what did the writer means. Almost of the students was confused with the implementation of Animation itself. So, the writer must be explained again to make students understand well. Besides that, the students have difficulty to understand the meaning of what the character said in the video. Some of students still passives. Certainly, it makes the writer to be more handled the situation in the class and spent much time while discussion.

For post-activity, the student take an individual's vocabulary exercise related to the story of animation video played.

For the second time until the last meeting, the writer gave a command to the students about the timing of discussion. But then, for the third and the last meeting

shown that the students become more active and make the atmosphere of the class alive. The discussion running well and the condition of the class restrained. They had shown that they could understand and comprehend well about the video. So, in this activity is effective better than the first meeting.

Beside that media had high degrees of interaction with other; it could help students communicated each other. The Animation video also could improve their enthusiasm and motivate the student to study English especially vocabulary. In this media the students become the center of teaching and learning process. The teacher is a facilitator in the discussion process and gives confirmation in the end of teaching and learning process. After applying the Animation video, the students of (XI.IPA 2) of MA Nahdlatul Muslimin were more active and enjoyable in process of learning.

After treatments, the writer gave the post-test to students to find out the vocabulary mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 after being taught by using Animation video. The result of post-test showed the mean $(\bar{X})$ is 85.45 and the Standard Deviation (SD) is 11.55. It indicates that after being taught by using Animation video, they had good ability of vocabulary mastery.

5.3 The Significant Difference of the Vocabulary Mastery of the Eleventh Grade Students of MA Nahdlatul Muslimin in the Academic year 2013/2014 before and after being taught by Using Animation Video

After conducting the experiment, it can be found that there is an improvement of the vocabulary mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 before and after being taught by using animation video. The writer uses t-test formula with the level significance 0.05 and the degree freedom is 36. Based on the calculation, the writer got t-observation (t_o) be 9.58, meanwhile t-table (t_t) in level significance 0.05 is 2.04, and it means that t observation falls in the critical region.

Therefore, the Null Hypothesis that states there is no significant difference between the vocabulary mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 before and after being taught by using animation video is rejected.

In detail, after being taught by using Animation video, the Mean is 85.45 or categorized as good. It is higher than the Mean of the vocabulary mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 before being taught by using animation video which is 64 or categorized as sufficient. Therefore, the Alternative hypothesis of the research that states that there is a significant difference between the vocabulary mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 before and after being taught by using animation video is accepted.

So, it can be seen that the students' vocabulary mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 after being taught by using Animation video is better than before being taught by using Animation video. Meanwhile, before the writer used Animation video to teach the students, they feel bored and difficult to understand the material well.

When the writer gives the vocabulary exercise the students still have difficulty in understanding the word and text. They expressed they needed to open their dictionary for the unfamiliar words. Therefore, the score of pretest is lower than the posttest score. It's different when the writer gives Animation video in class. They were more exited and more eager to learn. They were trying to focus on their video and they were positive about the media in general.

Furthermore, one of them found the animation difficult to follow as the subtitles were changing in different phases of water cycle too fast, making it difficult to understand. However, same student found this animation activity useful for acquiring words. Based on the result above, it can be concluded that Animation video was working well in vocabulary mastery of narrative text. The students were easy to understand and they did the test successfully.

CHAPTER VI

CONCLUSION AND SUGGESTION

The last chapter, the writer delivers the conclusion and suggestion related to the research that is using Animation video in vocabulary mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014.

6.1 Conclusion

After completing this research, the writer concludes that Animation video can give contribution in vocabulary mastery of narrative text of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014. It is proved by the answers of the statements of the problem as follows:

There is a significant difference between the vocabulary mastery of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014 before and after being taught by using animation video. In the level significance 0.05 or 5% and degree freedom (df) 36 showed that the data of t table (t_t) is 2.04 and from t-test is found that t observation (t_0) is 9.58. It means that t observation falls in the critical region, so the null hypothesis is rejected and the alternative hypothesis is accepted.

The result of pretest is categorized as sufficient, which is the high score is 90 and the lowest score 35. In the pretest score is found the Mean $(\bar{X})$ is 64 and Standard Deviation (SD) is 13.4. Meanwhile the result of posttest is categorized as good. The use of Animation video can give contribute in vocabulary mastery of

narrative text of the eleventh grade students of MA Nahdlatul Muslimin in the academic year 2013/2014. It is found the high score is 97.5 and the lowest score is 50. After the post-test is calculated, the Mean ($\bar{X}$) is 85.45 and Standard Deviation (SD) is 11.55.

6.2 Suggestion

The students love to hear stories dealing with the media used in learning process. Here, the Teacher used animation video. Teacher should carefully in determining the media gives chance to the students to listen and repeat the words. The teacher in selecting video must consider entertainment, education, student's need and also level of the students. Allow the students to mention words given before easily them to be active in learning English and not to be afraid to explore their mind. They should have more practices both in school and their home so that it will help them to learn complemented with facilities and various English easier.

In this sub chapter, as the end the chapter, based on the conclusion above, the writer would like to give suggestion as follows:

1. The teachers are suggested to use Animation video as one of media to get the students' attention and enthusiasm in teaching learning process.

2. The students can find the other English Animation video Especially in increasing Vocabulary mastery of narrative text.

3. For further researchers, this research can be useful as the reference for further research in all of skill because the Animation video can be implemented for all of materials, skills, and the level of students.

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Appendix 1

SILABUS PEMBELAJARAN

Nama Sekolah :
Mata Pelajaran : **Bahasa Inggris**
Kelas / Semester : **XI / 1**

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Mendengarkan 1. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari	1.1 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) secara akurat,	• ***Responding to express-ions of making, accepting and declining an invitation***	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa	• Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan pendapat/rasa puas dan tidak puas beserta responnya. • Mendengarkan percakapan interpersonal/transaksional melalui tape secara	• Mengidentifikasi kata yang didengar • Mengidentifikasi makna kata • Mengidentifikasi hubungan antar pembicara • Mengidentifikasi makna tindak tutur menyampaikan pendapat • Merespon tindak tutur menyampaikan pendapat	Tertulis (PG dan Uraian) Quiz Tugas	1 x 45 1 x 45 4 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas			depan)	klasikal • Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok	• Mengidentifikasi makna tindak tutur menyatakan puas • Merespon tindak tutur menyatakan puas • Mengidentifikasi makna tindak tutur menyatakan tidak puas • Merespon tindak tutur menyatakan tidak puas • Mengidentifikasi konteks situasi			Gambar Koran berbehasa Inggris Majalah Internet

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar

| 1.2 Meres pon makn a dalam perca kapan transa ksion al (to get things done) dan interp erson al (berso sialisa si) resmi dan berlan jut (susta ined) secara akurat , lancar , dan berter | • **Responding to expres-sions of making and cancelling an Appointment** | • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab | • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) | • Melakukan studi pustaka untuk mengidentifi kasi berbagai ungkapan menasehati /mempering atkan/melul us kan permintaan dan menyatakan perasaan beserta responnya secara kelompok. • Mendengark an percakapan transaksional /interpersona l melalui tape secara klasikal | • Mengidentifik asi makna tindak tutur menasehati • Merespon tindak tutur menasehati • Mengidentifik asi makna tindak tutur memperingatk an • Merespon tindak tutur memperingatk an • Mengidentifik asi makna tindak tutur meluluskan permintaan • Merespon tindak tutur meluluskan permintaan • Mengidentifik asi makna tindak tutur menyatakan perasaan • Merespon | Tertulis (PG dan Uraian) Quiz Tugas | | Developin g English Competenc ies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet |

| ima yang meng gunak an ragam bahas a lisan dalam konte ks kehid upan sehari -hari dan melib atkan tindak tutu: menas ehati, memp eringa tkan, melul uskan permi ntaan, serta meny ataka n perasa | | | | | tindak tutur menyatakan perasaan | | | |

	an relief, pain, dan pleasure								
2. **Memahami makna teks fungsional pendek dan monolog berbentuk reports, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari**	2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima	• *Responding to instruc-tions*	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Mendengarkan undangan rapat yang disampaikan secara lisan melalui tape secara klasikal. • Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok	• Mengidentifikasi topik sebuah teks fungsional pendek yang didengar • Mengidentifikasi informasi tertentu dari teks fungsional pendek yang didengar • Mengidentifikasi tujuan komunikasi teks fungsional pendek yang didengar.	Tertulis (PG dan Uraian) Quiz Tugas	2 x45 2 x45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet

					dalam berbagai konteks kehidupan sehari-hari				
	2.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima	• *Responding to instruc-tions*	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Mendengarkan sebuah cerita/laporan /exposisi secara klasikal. • Mendiskusikan isi teks yang didengar secara berpasangan. • Mendiskusikan bentuk bahasa lisan berdasarkan teks yang didengar secara kelompok.	• Mengidentifikasi main idea dari teks report yang didengar • Mengidentifikasi tokoh dari cerita yang didengar • Mengidentifikasi kejadian dalam teks yang didengar • Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan • Mengidentifikasi kasus yang didengar • Mengidentifik	Tertulis (PG dan Uraian) Tugas	1 x 45 1 x 45 1 x 45 1 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris

	dalam konteks kehidupan sehari-hari dalam teks berbentuk: report, narrative, dan analytical exposition						asi argumen yang didengar		Majalah Internet
Berbicara 3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal dan	3.1 Mengungkap-kan makna dalam percakapan transaksional (to	• *Using expressions of making, accepting and declining an invitation*	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai,	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu	Bermain peran secara • berkelompok	• Menggunakan tindak tutur menyampaikan pendapat • Merespon tindak tutur menyampaikan pendapat • Menggunakan tindak tutur meminta pendapat	Tugas Performans	6 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus

nal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari	get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks ks		gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)		• Merespon tindak tutur meminta pendapat • Menggunakan tindak tutur menyatakan puas • Merespon tindak tutur menyatakan puas		Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet

		kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas							
	3.2 Mengungkap-kan	• *Using expressions of making and cancelling an*	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis,	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas	• Mendiskusikan tindak tutur yang digunakan dan	• Menggunakan tindak tutur menasehati • Merespon tindak tutur	Tugas	4 x 45	Developing English Competencies for Grade

	makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat	*appointment*	rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	(bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	responnya dalam percakapan yang didengar secara berkelompok	menasehati • Menggunakan tindak tutur memperingatkan • Merespon tindak tutur memperingatkan • Menggunakan tindak tutur meluluskan permintaan • Merespon tindak tutur meluluskan permintaan • Menggunakan tindak tutur menyatakan perasaan. • Merespon tindak tutur menyatakan perasaan	Performans	4 x 45	X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet

	, lancar dan berter ima dalam konte ks kehid upan sehari -hari dan melib atkan tindak tutur: menas ehati, memp eringa tkan, melul uskan permi ntaan, serta meny ataka n perasa an relief, pain,								

	dan pleasure							
4. **Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari**	4.1 Mengungkap-kan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks	• ***Performing a monologue of a procedure text***	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Menyampaikan undangan lisan secara individu di depan kelas	• Menggunakan bahasa lisan dalam menyampaikan teks fungsional pendek	Performans	2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet

	kehid upan sehari -hari							
	4.2 Meng ungka p-kan makn a dalam teks monol og denga n meng gunak an ragam bahas a lisan secara akurat , lancar dan berter ima dalam konte ks	• *Performing a monologue of a procedure text*	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Melakukan case building berdasarkan kelompok pro dan kontra. • Melakukan debat secara berkelompok dengan tema permasalaha n daerah setempat.	• ☐Menggunak an kalimat simple present dalam menyampaika n report • Melakukan monolog berbentuk narrative • Melakukan monolog berbentuk analytical exposition • Melakukan debat	Unjuk kerja	4 x 45 4 x 45	Developin g English Competenc ies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet

	kehidupan sehari-hari dalam teks berbentuk: report, narrative, dan analytical exposition								
Membaca 5. Memahami makna teks fungsional pendek dan esei berbentuk report, narrative dan analytical exposition dalam	5.1 Merespon makna dalam teks fungsional pendek (misalnya banner, r,	• *Identifying the structure of a procedure text*	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke	• Membaca nyaring bermakna teks berita/deskripsi/naratif secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok.	• Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar • Mengidentifikasi topik dari teks yang dibaca • Mengidentifikasi informasi	Performans Tertulis (PG dan Uraian)	1 x 45 1 x 45 1 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player

konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	poster, pamphlet, dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari		lingkungan, peduli sosial, tanggung jawab	masa depan (punya perspektif untuk masa depan)	• Berlatih menggunakan kalimat simple present untuk menyatakan fakta dan kalimat pasif untuk menyatakan inti berita	tertentu dari teks fungsional pendek			OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet
	5.2 Meres	• *Reading procedure texts*	• Religius, jujur, toleransi, disiplin, kerja	• Percaya diri (keteguhan hati, optimis).	• Membaca nyaring bermakna	• Mengidentifikasi makna kata dalam	Quiz	2 x 45	Developing English Competenc

pon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses		keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	teks narrative/report/ analytical exposition secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok.	teks yang dibaca. • Mengidentifikasi komplikasi dalam sebuah cerita narasi • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan • Mengidentifikasi kasus yang dibahas dalam teks • Mengidentifikasi argument yang diberikan • Mengidentifikasi langkah-langkah retorika dari teks • Mengidentifikasi tujuan komunikasi	Tes tertulis Tugas	2 x 45	ies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet

	ilmu penge tahua n dalam teks berbe ntuk: report , narrat ive, dan analyt ical expos ition						teks dibaca		
Menulis 6. **Me ngungkap kan makna dalam teks esei berbentuk report, narrative, dan analytical exposition dalam konteks**	6.1 Meng ungka p-kan makn a dalam bentu k teks fungsi onal pende k (misal nya	• *Writing short instructions*	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke	• Membuat draft teks naratif,berita atau deskripsi dengan melakukan chain writing. • Melakukan koreksi	• Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat • Menulis gagasan utama • Mengelaboras i gagasan utama • Membuat draft,	Tugas Portofoli o	1 x 45 1 x 45	Developin g English Competenc ies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player

kehidupan sehari-hari	banner, poster, pamphlet, dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari		lingkungan, peduli sosial, tanggung jawab	masa depan (punya perspektif untuk masa depan)		merevisi, menyunting • Menghasilkan banner, poster, atau pamphlet		OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet

| 6.2 Meng ungka p-kan makn a dan langk ah retori ka dalam esei denga n meng gunak an ragam bahas a tulis secara akurat , lancar dan berter ima dalam konte ks kehid upan sehari | • **Writing procedure texts** | • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab | • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) | • Membaca nyaring bermakna teks explanation secara individu • Mendiskusik an berbagai aspek dari teks seperti isi, struktur teks, secara berkelompo k. • Berlatih menggunaka n kalimat present tense dalam bentuk kalimat komplek yang menyatakan proses terjadinya sesuatu dan kalimat yang menyatakan kontra. | • Mengidentifik asi makna kata dalam teks yang dibaca • Mengidentifik asi makna kalimat dalam teks yang dibaca • Mengidentifik asi komplikasi dalam sebuah cerita narasi • Mengidentifik asi kejadian dalam teks yang dibaca • Mengidentifik asi proses sebuah peristiwa • Mengidentifik asi argument yang pro dan kontra dalam teks • Mengidentifik asi langkah-langkah retorika dari | Tugas

Portofoli o | 1 x 45

1 x 45 | Developin g English Competenc ies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet |

	-hari dalam teks berbe ntuk: report, narrat ive, dan analyt ical expos ition				teks			

Appendix 2

LESSON PLAN

School	: MA Nahdlatul Muslimin
Subject	: English
Aspect/Skill	: Listening
Topic/Theme	: Narrative text
Grade/Semester	: XI/Even
Time Allotment	: 2 meeting (80 minutes)

A. Competency Standard

Listening

8. Understanding the meaning of short functional text and simple essay of Narrative, spoof and hortatory exposition in daily life context.

B. Basic competence

8.2 Responding the meaning of monologue text by using spoken language accurately, fluently and meaningfully in daily life context of simple essay of *Narrative, Spoof and Hortatory exposition.*

C. Indicators

- Identifying the main idea of narrative text heard.
- Identifying the characters of the story heard
- Completing the information gap from narrative text heard.

D. Learning Objective

At the end of the lesson, the students are supposed to be able to:

1. Identify the main idea of narrative text heard.
2. Identify the characters of the story heard
3. Complete the information gap from narrative text heard.

E. Learning Materials

Narrative text

Purpose:

To entertain or to amuse the readers.

Lexicogrammatical Features:

- Focus on specific Participants

- Use of Action Verbs

- Use of Linking and Mental verbs

- Use of Time Conjunctions Use of Past Tenses

Generis structure:

1. Orientation

2. Complication (Sequence of Events)

3. Resolution (Coda)

Example:

Once upon a time, there was a little girl called Cinderella. She was pretty, loving and clever. But she was very poor. She lived with her step mother and stepsisters. They were very mean. They hated Cinderella very much. Fortunately, she met a prince. He fell in love with her. Then Cinderella became a princess.

F. Teaching Method

Audio lingual method

G. Learning Procedure

No.	Activities	Students activities	Time Allotment	Method
1.	Pre-teaching - Teacher greets the students. "Good Morning Class"	-response the teacher's greeting	2 minutes	Question and answer

	"How are you today?"	-the students pray together.		
	- Teacher asks the students to pray together. "Before we start our lesson....." - Teacher checking attendance "I will check the register first........." - Teacher checking students' readiness - Teacher gives the students some questions related the topic. "What is your favorite fairy tale?"	-the students answer the question from the teacher	3 minutes 2 minutes	

2.	Whilst-Teaching.			Speech and discussion
	Exploration			
	- Teacher plays video entitled "TOY STORY 3" and how to download it from YouTube.	- The students watch the video.	30 minutes	
	Elaboration			
	- Teacher gives explanation about the content of the story.	- The students hear the explanation.	10 minutes	
	- Teacher asks the students to identify main idea, characters in the story.	- The student's discussion together.	10 minutes	
	Confirmation			
	- Teacher asks the students difficulties and checks their understanding. "any question so far?"	-The students response' the question.	1 minutes	
	- Teacher distributes a piece of paper (individual student's assessment) and the students have to do it in the class in 20 minutes.	-the students do the assignment in the class.	20 minutes	

3.	Post-teaching			Question
	- Teacher asks the students to make summarize orally. "Let's make summarize, what have we learned today?"	-the students make summarize orally.	3 minutes	-Answer
	- Teacher asks the students to Pray before go home. "Before we go to home, let's......"	-the students praying together	3 minutes	
	- Teacher gives motivation "Please study hard."		1 minutes	
	- Teacher says parting to the students. "Good bye." "See you on next meeting"			

H. Learning Resources

- English Book K-X1
- Look ahead 1 for senior high school year XI
- Audio
- Worksheet

I. Evaluation

a. **Technique**   : **Assessment, activeness**

b. **Form of instrument**   : **Written test**

Instruction: Listen to your teacher carefully and complete the missing word!

Andy Davis is now 17 years old, and is heading off to college in a few days. However, the fact that Andy has grown from a young boy to a teenager has not been lost on a select few his [1]…………….. The toys are Woody, Buzz Light-year, Jessie, Bulls eye, Mr. Potato Head, Mrs. Potato Head, 3 alien squeak toys from Pizza Planet, Slinky Dog, Rex, and Hamm the Piggy Bank. Andy finally takes out a black [2]………………….bag, and begins to put his old toys into it. When he finally gets to Woody and Buzz, he hesitates, before putting Woody in a box marked 'College,' and tossing Buzz in the black trash bag.

Everyone eagerly jumps in, except for Woody, who demands that they all return to Andy's room right away. Before he can say anymore, the trunk to the family mini-van closes, and Andy's mom takes the box to Sunnyside. After the recess bell sounds and the kids leave the room, the toys eagerly escape from the box, only to meet a very [3]……………..group of toys, excited to see them. Lotso explains that the toys are taken care of, and that due to a never ending supply of kids coming and going, the toys will never be without someone to play with them. Andy's toys eagerly accompany Lotso over to the Caterpillar Room, where he then leaves them to experience their first playtime at Sunnyside.

Woody explains that while Sunnyside does seem great, he [4]……………believes they should go back to Andy. Woody asks Buzz to come back, but Buzz refuses, saying they should stick together. Realizing that the others won't accompany him, Woody sneaks out of Sunnyside, but not before accidentally losing his hat. In the process, a little girl named Bonnie finds him, and takes him home with her. During the toys' day at Sunnyside, Woody has been in Bonnie's house, being used as part of her imaginative fun and games. During her playtime, Woody grows excited to be part of a real [5]……………….again, but longs to get back to Andy.

He thanks the toys and tells them that if Bonnie ever outgrows them, they should go to Sunnyside. However, the name causes the toys to look on in fear. The toys explain that Lotso is responsible, and one of Bonnie's toys named Chuckles (Bud Luckey) begins to tell a story. Chuckles explain that he eventually was broken at Sunnyside, and Bonnie took him in and repaired him. Realizing the danger his friends are in, Woody decides to break back into the daycare and rescue them. [6]……………. reminds Lotso that it was only him she replaced.

This revelation causes Big Baby to reach for the tag, before Lotso destroys, it, yelling at Big Baby for being stupid and believing that Daisy loved him. Big Baby, feeling betrayed, and then throws Lotso in the [7]…………………. The other toys begin to run across the lid, before one of the Pizza Planet aliens' feet gets stuck in the lid. Woody goes to help him, only to have Lotso grab his hand. The others rush to help Woody, but just then, a dump truck pulls up, and dumps the contents (including Andy's toys) into the collecting bin in the back.

Barbie and Ken, who were not on the dumpster's lid, can only watch as their friends are taken from them. The toys are soon unable to keep running, and tumble into the pit. They attempt to try and climb out, but there appears to be no escape. With no hope left, the toys all [8]……………..hands, willing to stay together to the very end. Suddenly, a blue light appears overhead, and a giant claw falls down, scooping up the group. As they wonder how their rescue was possible, the enormous claw swings by the glass case of the machine, where the three Pizza Planet aliens are.

Once the group gets out, they thank their saviors, and wonder what became of Lotso. Unknown to them, Lotso is found by another garbage man at the dump. Remembering having a Lots-a-Hugging Bear as a kid, he then ties Lotso to the grille of his dump truck as he heads off for duty. Andy's toys find the dump truck that services Andy's

neighborhood and manage to get back in time before Andy leaves for college. Woody's friends pile into the 'Attic' box, and say their [9]……………….. Hearing Andy and his mom approaching, Woody hops in the 'College' box.

As they enter Andy's room, his mother is hit with the sad reality that her son is going away. Andy tells her that even though he'll be gone, he'll still care about her. Hearing this, Woody realizes that Andy can still care for him and the other toys: an example of true love, in that you never forget those you really love. Andy returns to the room, and sees the note on the 'Attic' box, thinking that his mom wrote it. Andy gives all the toys to Bonnie and he [10]……………together before go to college.

2. Criteria of Assessment

I. Every correct answer gets score 10

Final Score   = the score got by the students   x 100

Maximum score (100)

Kudus, 01 April 2014

The Headmaster of

MA Nahdlatul Muslimin   practitioner

Drs. H.Tamam   Aisyarani
NUPTK: 59447406432000072

LESSON PLAN

School   : MA Nahdlatul Muslimin

Subject   : English

Aspect/Skill   : Reading

Topic/Theme   : Narrative Text

Grade/Semester   : XI / Even

Time Allotment   : 2 meeting (80 minutes)

A. Standard Competence

Reading

11. Understanding short functional text and simple essay of Narrative, Spoof and Hortatory exposition in daily life context and to access knowledge.

B. Basic Competence

11.2 Responding the meaning of monologue text by using spoken language accurately, fluently and meaningfully in daily life context of simple essay of *Narrative, Spoof and Hortatory exposition.*

C. Indicators

1. Determining the social function of narrative text

2. Identifying the meaning of sentence of the text.

3. Explaining the general description of the text.

D. Learning Objective

At the end of the lesson, the students are supposed to be able to:

1. Determine the social function of narrative text

2. Identify the meaning of sentence of the text.

3. Explain the general description of the text.

E. Materi Pembelajaran

Narrative text

Purpose:

To entertain / to amuse the readers.

Lexicogrammatical Features:

- Focus on specific Participants

- Use of Action Verbs

- Use of Linking and Mental verbs

- Use of Time Conjunctions Use of Past Tenses

Generis structure:

4. Orientation

5. Complication (Sequence of Events)

6. Resolution (Coda)

F. Metode Pembelajaran

Task based instruction

G. Learning Procedure

No.	Activities	Students activities	Time Allotment	Method
1.	Pre-teaching - Teacher greets the students. "Good Morning Class" "How are you today?" - Teacher asks the students to pray together. "Before we start our lesson....." - Teacher checking attendance	-response the teacher's greeting -the students pray together. -the students answer the question from the teacher	1 minutes 3 minutes 3 minutes	Question and answer

	"I will check the register first........."			
	- Teacher checking students' readiness		2 minutes	
	- Teacher gives the students some questions related the topic. "What is your favorite fairy tale?"			
2.	**Whilst-Teaching.** **Exploration**			Speech and discussion
	- Teachers review past tense as the language feature of narrative text.	– The students hear the explanation.	5 minutes	
	- Teacher plays video entitled "The True Story of Puss and Boots" and how to download it from YouTube.	- The students watch the video.	20 minutes	
	Elaboration	- The students listen the explanation	10 minutes	
	- Teacher gives explanation about the content of the story.	-the students make a group		
	- Teacher divides the students into 8 groups, each group			

	consist of four students. - Teacher gives a piece of paper that consists of narrative text. - Teacher asks the students to identify the social function, generic structure and language features from the text given. **Confirmation** - Teacher asks the students difficulties and checks their understanding. "Any question so far?" - Teacher distributes a piece of paper (individual student's assessment) and the students have to do it in the class.	- The student's discussion together. -The students response' the question. -the students do the assignment in the class.	10 minutes 20 minutes	
3.	Post-teaching - Teacher asks the	-the students	3 minutes	Question-Answer

	students to make summarize orally. "Let's make summarize, what have we learned today?"	make summarize orally.		
	- Teacher asks the students pray before go home "Before we go to home, let's......"	-the students praying together	3 minutes	
	- Teacher gives motivation "Please study hard."		1 minutes	
	- Teacher says parting to the students.. "Good bye." "See you on next meeting"			

H. Learning Resources

- Look ahead 1 for senior high school year XI
- Video
- LCD
- Worksheet

J. Evaluation

  a. Technique   : Written test

  b. Form of instrument   : essay

  Task 1. Find the definition of the following words by matching the number with the letter.

1.	Boot		a.	Small furry animal often kept as a pet
2.	Die		b.	Old large building with thick walls, used for protection from enemies
3.	Cat		c.	Wife of a king
4.	King		d.	Male ruler of an independent state that has a royal family
5.	Discover		e.	Completely change the appearance or character of something
6.	Castle		f.	Very frightening person
7.	Ogre		g.	Shoe that covers the foot and ankle
8.	Evil		h.	Very bad or harmful thing
9.	Transform		i.	Find or learn about something for the first time
10.	Queen		j.	Stop living, stop existing , disappear

The answer key:

1. G   6. B
2. J   7. F
3. A   8. H
4. D   9. E
5. I   10. C

2. Criteria of Assessment

    I. Every correct answer gets score 10

      Final Score = the score got by the students   x 100

                  Maximum score (100)

Kudus, 6 April 2014

The Headmaster of

MA Nahdlatul Muslimin   practitioner

Drs. H.Tamam   Aisyarani
NUPTK: 5944740643200072

LESSON PLAN

<div style="text-align:center">

School | : MA Nahdlatul Muslimin
Subject | : English
Aspect/Skill | : Reading
Topic/Theme | : Narrative Text
Grade/Semester | : XI / Even
Time Allotment | : 2 meeting (80 minutes)

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B. Standard Competence

Reading

11. Understanding short functional text and simple essay of Narrative, Spoof and Hortatory exposition in daily life context and to access knowledge.

B. Basic Competence

11.2 Responding the meaning of monologue text by using spoken language accurately, fluently and meaningfully in daily life context of simple essay of *Narrative, Spoof and Hortatory exposition.*

C. Indicators

1. Determining the social function of narrative text

2. Identifying the meaning of sentence of the text.

3. Explaining the general description of the text.

D. Learning Objective

At the end of the lesson, the students are supposed to be able to:

1. Determine the social function of narrative text

2. Identify the meaning of sentence of the text.

3. Explain the general description of the text.

E. Materi Pembelajaran

Narrative text

Purpose:

To entertain / to amuse the readers.

Lexicogrammatical Features:

- Focus on specific Participants

- Use of Action Verbs

- Use of Linking and Mental verbs

- Use of Time Conjunctions Use of Past Tenses

Generis structure:

    7. Orientation

    8. Complication (Sequence of Events)

    9. Resolution (Coda)

Example : the story of jungle book.

F. Metode Pembelajaran

Task based instruction

G. Learning Procedure

No.	Activities	Students activities	Time Allotment	Method
1.	Pre-teaching			Question and answer
	- Teacher greets the students. "Good Morning Class" "How are you today?"	-response the teacher's greeting	1 minutes	
		-the students pray together.	3 minutes	
	- Teacher asks the students to pray together. "Before we start our lesson....."			
	- Teacher checking		3 minutes	

	attendance "I will check the register first........."		
	- Teacher checking students' readiness		
	- Teacher gives the students some questions related the topic. "What is your favorite fairy tale?"	-the students answer the question from the teacher	2 minutes	
2.	Whilst-Teaching. **Exploration**			Speech and discussion
	- Teachers review past tense as the language feature of narrative text.	– The students hear the explanation.	5 minutes	
	- Teacher plays video entitled "The Jungle Book" and how to download it from YouTube.	- The students watch the video.	20 minutes	
	Elaboration			
	- Teacher gives explanation about the content of the story.	- The students listen the explanation	10 minutes	
	- Teacher gives a piece of paper that consists of narrative			

	text. - Teacher asks the students to identify the social function, generic structure and language features from the text given. **Confirmation** - Teacher asks the students difficulties and checks their understanding. "Any question so far?" - Teacher distributes a piece of paper (individual student's assessment) and the students have to do it in the class.	- The student's discussion together. -The students response' the question. -the students do the assignment in the class.	10 minutes 20 minutes	
3.	Post-teaching - Teacher asks the students to make summarize orally. "Let's make summarize, what have we learned today?" - Teacher asks the students pray before go home	-the students make summarize orally. -the students praying together	3 minutes 3 minutes	Question-Answer

| | “Before we go to home, let's......”
 - Teacher gives motivation
 “Please study hard.”
 - Teacher says parting to the students.
 “Good bye.”
 “See you on next meeting” | | 1 minutes | |

H. Learning Resources

– Look ahead 1 for senior high school year XI

– Video

– LCD

– Worksheet

K. Evaluation

    a. Technique   : Written test

    b. Form of instrument   : essay

I. Use the available words to complete the blank spaces.

Once upon a time there was a [1] _____ man-cub named Mowgli. A panther named Bagheera one day comes across an abandoned boat, in which a small baby is seen. Taking pity on the [2] _____, Bagheera takes it to a small family of wolves, who adopt the boy. 10 years pass, and Mowgli has [3] _____ into a wiry young boy, who has long since been adopted into his wolf pack, despite his differences. However, word has reached the pack that the tiger Shere Khan has been spotted in the jungle. The pack knows of Khan's [4] _____ of 'man,' and wish to send Mowgli away for protection.

Bagheera volunteers to take Mowgli to a man-[5] _____ some distance away. Mowgli and Bagheera set out sometime after dark. They stay in a tree for the night, but are disturbed by Kaa, a python with a hypnotic gaze, who tries to hypnotize both of them, before being pushed out of the tree by Mowgli. The next day, they are awakened by 'The Dawn Patrol,' a pack of elephants led by Colonel Hathi. Mowgli spends a few moments with

their son, who one day dreams of following in his Father's footsteps. Bagheera orders Mowgli to continue on their way to the man-village, but Mowgli ⁶ .   .

As Mowgli rests from the ordeal, Bagheera explains to Baloo why Mowgli must leave the ⁷   , and after telling Baloo of the danger that Shere Khan poses to him, Baloo reluctantly agrees to take Mowgli back, even though he had promised Mowgli he could stay in the jungle with him. When Mowgli finds out about this, he runs off again. Just as it seems that Shere Khan may devour Mowgli, Baloo appears, and wrestles with the tiger, which ends up clawing at the large bear.

In the ensuing chaos, Mowgli ties a flaming branch to Shere Khan's tail, and the fire spooks the tiger, sending him running away. Just when it appears that Baloo has died, he recovers from the ⁸   . Bagheera soon joins the group, and the three of them set off back through the jungle. It seems that Bagheera's plan to get Mowgli to the man-village have failed, when a ⁹   song wafts through their ears. As the three of them look through some bushes, they see the man-village, and by a small stream, a little girl appears, gathering water.

This intrigues Mowgli, who tries to go for a closer look. Seeing the boy, the girl pretends to ¹⁰   _____   her water jug. Mowgli retrieves it, refills it, but instead of taking it, the girl leads him back to the man-village, humming her 'siren song.' Baloo whispers for Mowgli to come back, but the boy follows the girl into the village. Bagheera happily explains that Mowgli is now where he belongs, and Baloo accepts this fact, before wrapping an arm around the panther, and the two of them return to the jungle.

a. grown	d. hatred	g. beautiful	m. baby
b. jungle	e. ordeal	h. the sky	n. the ocean
c. village	f. young	i. Refuses	o. spill

I. Every correct answer gets score 10

Final Score   = the score got by the students   x 100

                    Maximum score (100)

Kudus, 13 April 2014

The Headmaster of

MA Nahdlatul Muslimin   practitioner

Drs. H.Tamam   Aisyarani
NUPTK: 5944740643200072

LESSON PLAN

School	: MA Nahdlatul Muslimin
Subject	: English
Aspect/Skill	: Reading
Topic/Theme	: Narrative Text
Grade/Semester	: XI / Even
Time Allotment	: 2 meeting (80 minutes)

C. Standard Competence

Reading

11. Understanding short functional text and simple essay of Narrative, Spoof and Hortatory exposition in daily life context and to access knowledge.

B. Basic Competence

11.2 Responding the meaning of monologue text by using spoken language accurately, fluently and meaningfully in daily life context of simple essay of *Narrative, Spoof and Hortatory exposition.*

C. Indicators

1. Determining the social function of narrative text

2. Identifying the meaning of sentence of the text.

3. Explaining the general description of the text.

D. Learning Objective

At the end of the lesson, the students are supposed to be able to:

1. Determine the social function of narrative text

2. Identify the meaning of sentence of the text.

3. Explain the general description of the text.

E. Materi Pembelajaran

Narrative text

Purpose:

To entertain / to amuse the readers.

Lexicogrammatical Features:

- Focus on specific Participants
- Use of Action Verbs
- Use of Linking and Mental verbs
- Use of Time Conjunctions Use of Past Tenses

Generis structure:

> 10. Orientation
>
> 11. Complication (Sequence of Events)
>
> 12. Resolution (Coda)

Example : the story of open season 3.

F. Metode Pembelajaran

Task based instruction

G. Learning Procedure

No.	Activities	Students activities	Time Allotment	Method
1.	Pre-teaching			Question and answer
	- Teacher greets the students. "Good Morning Class" "How are you today?"	-response the teacher's greeting	1 minutes	
	- Teacher asks the students to pray together. "Before we start our lesson....."	-the students pray together.	3 minutes	
	- Teacher checking attendance "I will check the register first........."		3 minutes	

	- Teacher checking students' readiness - Teacher gives the students some questions related the topic. "What is your favorite fairy tale?"	-the students answer the question from the teacher	2 minutes	
2.	**Whilst-Teaching.** **Exploration** - Teachers review past tense as the language feature of narrative text. - Teacher plays video entitled "Open Season 3" and how to download it from YouTube.	– The students hear the explanation. – The students watch the video.	5 minutes 20 minutes	Speech and discussion
	Elaboration - Teacher gives explanation about the content of the story. - Teacher gives a piece of paper that consists	– The students hear the	10 minutes	

	of narrative text. - Teacher asks the students to identify the social function, generic structure and language features from the text given.	explanation. - The student's discussion together	10 minutes	
	Confirmation - Teacher asks the students difficulties and checks their understanding. "Any question so far?" - Teacher distributes a piece of paper (individual student's assessment) and the students have to do it in the class.	- The students response' the question. -the students do the assignment in the class.	20 minutes	
3.	Post-teaching - Teacher asks the students to make summarize orally. "Let's make summarize, what have we learned today?" - Teacher asks the students pray before go home "Before we go to home, let's......" - Teacher gives	-the students make summarize orally. -the students	3 minutes 3 minutes	Question-Answer

	motivation "Please study hard." - Teacher says parting to the students. "Good bye." "See you on next meeting"	praying together	1 minutes	

H. Learning Resources

- Look ahead 1 for senior high school year XI
- Video
- LCD
- Worksheet

L. Evaluation

    a. Technique   **: Written test**

    b. Form of instrument   **: essay**

Boog plans an annual guy's trip to spend time with his male friends. However, Elliot has distanced himself from him since he had started a family with Giselle. They are now the parents of three kids: Gisela, Giselita and Elvis. Boog is disappointed since everyone else wants to spend time with their families which make Boog go on a trip of his own, which leads him to a Russian traveling circus. While in the circus, Boog meets Doug, a lazy, scruffy grizzly bear who is tired of performing in the circus on the sidelines.

He craves recognition as a full-fledged king of the forest, the ruler of wildlife. Doug convinces Boog to switch his life in the forest for Doug's place at the circus. Boog accepts the offer, but the whole thing turns out a scam, because all Doug wanted to do was escape. Meanwhile, Boog falls madly in love with Ursa, a female grizzly bear who was born in Russia and can effortlessly walk on a tightrope, juggle and dance. When the couple begins working together, they obtain much more as a harmonious duet than it might seem at first glance.

When Boog's pals find out about Boog's disappearance, they, as well as the pets put aside their differences and hatch a rescue mission to save Boog. Boog's friends arrive at the circus. They want Boog to return home, but he does not want to leave Ursa. Suddenly, Doug arrives and apologizes to Boog for tricking him. While Doug performs the circus acts for the audience, Elliot tells Boog that he can stay at the circus if he wants to. Boog does not want to leave Ursa or Elliot, so he convinces

Ursa to go live in the forest with them. Ursa enjoys life in the forest. The guys finally go on the guy's trip and sing "On the Road Again." In a post-credits scene, Alistair and Doug are enjoying their tour around the world.

Find words in the texts which have the following meanings.

1. Man (_____)
2. Journey to a place and back again (_____)
3. Fail to do or be what somebody hoped for (_____)
4. Unwilling to work (_____)
5. Get free from prison (_____)
6. Take a quick look of something or somebody (_____)
7. Stop existing (_____)
8. Be or remain in the same place or condition (_____)
9. Get pleasure for something (_____)
10. Strong feeling of deep affection for somebody or something (_____)

The answer key:

1. Guy   6. glance
2. Trip   7. disappear
3. Disappoint 8. stay
4. Lazy   9. enjoy
5. Escape   10. love

2. Criteria of Assessment

I. Every correct answer gets score 10

Final Score = the score got by the students   x 100

Maximum score (100)

Kudus, 13 April 2014

The Headmaster of

MA Nahdlatul Muslimin   practitioner

Drs. H.Tamam   Aisyarani
NUPTK: 5944740643200072

Appendix 3

The Table Specification of Vocabulary Mastery of the Eleventh Grade Students of MA Nahdlatul Muslimin in the Academic Year 2013/2014

Standard Competence	Basic Competence	Material	Indicators	Item Number
• Understanding short functional text and simple essay of Narrative, Spoof and Hortatory exposition in daily life context and to access knowledge.	• Responding the meaning of monologue text by using spoken language accurately, fluently and meaningfully in daily life context of simple essay of *Narrative, Spoof and Hortatory exposition.*	Narrative	• Find the similar meaning of certain words.	1, 15,23, 27, 33, 40
			• Find the opposite word of word provided.	2, 14, 22, 24, 34,
			• Find the definition from the sentence provided.	3, 6, 20, 28
			• Find the contrary word of certain word.	4, 18, 25, 31
			• Find the meaning of certain word.	7, 11, 32
			• Find the different meaning of certain words.	8, 12, 36
			• Find the same meaning of certain word.	9, 19, 29, 37
			• Find the description of the underlined word.	10, 38
			• Find the classification from the sentence	5

			provided.	
			• Find the converse word of certain word	13
			• Find the categorization from the sentence provided.	16
			• Find the matching meaning of certain word.	17
			• Find the name of certain word.	21
			• Find the term of the underlined word.	26
			• Find the category of the underlined word.	30
			• Find the explanation from the sentence provided.	35

Appendix 4

The Try-out Test of Vocabulary Mastery of the Eleventh Grade Students of
MA Nahdlatul Muslimin in the Academic Year 2013/2014

Name :
Class :
No   :
Choose the best answer by crossing A, B, C or D.
1. The word *join* has the similar meaning with…
   a. Take apart   b. Divide   c. Participate   d. isolated

2. What is the opposite word of **careful**?
   a. Kind   b. Patient   c. Careless   d. Hate

3. "Things that people especially children do for pleasure" is the definition of…
   a. Playmate   b. Play   c. Pleasure   d. Misfire

4. What is the contrary word of *powerful*?
   a. Strong   b. Weak   c. horrible   d. Miracle

5. What is the converse word of **junk**?
   a. Rubbish   b. useless items   c. keep   d. throw away

6. Friend with whom a child plays, what is the definition of the underlined word?
   a. Playmate   b. Kids   c. Playhouse   d. Playground

7. "Things for children to play" is the meaning of…
   a. Play   b. Toy   c. Story   d. Attic

8. What is the different meaning of *fun*?
   a. Joy   b. Boring   c. Amusing   d. Enjoyment

9. The word **sad** has the same meaning as…
   a. Forget   b. Careless   c. cheerless   d. Charming

10. Man who looks after cattle in the western part of the US, is…
    a. Keeper   b. Cowboy   c. Sheriff   d. Best

11. "Shoe that covers the foot and ankle" is…..
    a. Boot   b. Shoes   c. Slippers   d. Puss

12. What is the different meaning of "Pass away"?
    a. Die   b. expire   c. depart   d. live

13. "Small furry animal often kept as a pet" is the classification of…
    a. Monkey   b. Donkey   c. Cat   d. mill

14. What is the opposite word of **Ogre?**
    a. Monster   b. Giant   c. Ugly   d. Small

15. The word *convinced* has the similar meaning with…
    a. Dissuade   b. Persuade   c. Discourage   d. Advice against

16. "Male ruler of an independent state that has a royal family" is the categorization of…
    a. Castle   b. King   c. Queen   d. Prince

17. What is the matching word of **castle**?
    a. Palace   b. House   c. Forest   d. Cottage

18. What is the contrary meaning of *evil*?
    a. Immorality   b. Good   c. Horrible   d. Unpleasant

19. The word **transform** has the same meaning as…
    a. Change   b. Discover   c. Unchanged   d. Maintain

20. "Wife of a king" is the definition of…
    a. King   b. Queen   c. Cat   d. Prince

21. "Very young child or animal" is the name of…
    a. Adult   b. Baby   c. Mature   d. Grown

22. What is the opposite word of *young*?
    a. Youthful   b. Infant   c. Old   d. Little

23. The word "grown" has similar meaning with…
    a. Adult   b. Immature   c. Young   d. Childish

24. What is the opposite word of **refuse**?
    a. Say no   b. Reject   c. Accept   d. Decline

25. What is the contrary meaning of *hatre*d?
    a. Hate   b. Love   c. Extreme dislike   d. Revulsion

26. <u>Very small town situated in a country area,</u> the term of the underlined words is…
    a. House   b. Village   c. Forest   d. Jungle

27. The word **beautiful** has the similar meaning with…
    a. Ugly   b. Good-looking   c. Unsightly   d. Unattractive

28. "Difficult or unpleasant experience" is the definition of…
    a. Ordeal   b. Forest   c. Jungle   d. Cave

29. The word *spill* has the same meaning as…
    a. Rise   b. Go up   c. Ascend   d. Fall

30. <u>Land in a tropical country, covered with thick forest,</u> the category of the underlined words is…
    a. Town   b. Jungle   c. Tree   d. Man-village

31. The contrary meaning of **guy** is…
    a. Gentlemen   b. Man   c. Male   d. Woman

32. "Journey to a place and back again" is the meaning of…
    a. Trip   b. Go   c. Wait   d. keep on

33. The word *disappointed* has the similar meaning with…
    a. Please   b. dissatisfy   c. Satisfy   d. Delight

34. The opposite meaning of **lazy** is…
    a. Indolent   b. Energetic   c. Slothful   d. Idle

35. <u>Get free from prison</u>, the explanation of the underlined word is…
    a. Escape   b. Meet   c. Look   d. Face

36. The different meaning of *glance* is…
    a. Quick look   b. momentary look   c. look   d. not see

37. The word **disappears** has the same meaning as…
    a. Appear   b. Seem   c. Look   d. fade away

38. <u>Be or remain in the same place or condition</u>, the description of the underlined words is…
    a. Tour   b. Travel   c. Stay   d. Enjoy

39. The opposite word of *enjoy* is…
    a. Take pleasure in   b. like   c. get pleasure from   d. dislike

40. The word *love* has the similar meaning with…
    a. Feel affection for   b. Hate   c. Hatred   d. revulsion

☺ GOOD LUCK ☺

Appendix 5

The Try-out Test of Vocabulary Mastery of the Eleventh Grade Students of
MA Nahdlatul Muslimin in the Academic Year 2013/2014

The Answer key:

1. C	11. A	21. B	31. D
2. C	12. D	22. C	32. A
3. B	13. C	23. A	33. B
4. B	14. D	24. C	34. B
5. C	15. B	25. B	35. A
6. A	16. B	26. B	36. D
7. B	17. A	27. B	37. D
8. B	18. B	28. A	38. C
9. C	19. A	29. D	39. D
10. B	20. B	30. B	40. A

Appendix 6

The Score of Try out test of XI IPA 1 of

MA Nahdlatul Muslimin in the Academic Year 2013/ 2014

No.	Sample Code	Score	No.	Sample Code	Score
1.	IPA 1 (1)	77.5	21	IPA 1 (21)	77.5
2	IPA 1 (2)	77.5	22	IPA 1 (22)	77.5
3	IPA 1 (3)	52.5	23	IPA 1 (23)	87.5
4	IPA 1 (4)	80	24	IPA 1 (24)	80
5	IPA 1 (5)	87.5	25	IPA 1 (25)	90
6	IPA 1 (6)	62.5	26	IPA 1 (26)	77.5
7	IPA 1 (7)	82.5	27	IPA 1 (27)	80
8	IPA 1 (8)	82.5	28	IPA 1 (28)	77.5
9	IPA 1 (9)	85	29	IPA 1 (29)	82.5
10	IPA 1 (10)	77.5	30	IPA 1 (30)	80
11	IPA 1 (11)	82.5	31	IPA 1 (31)	80
12	IPA 1 (12)	70	32	IPA 1 (32)	75
13	IPA 1 (13)	67.5	33	IPA 1 (33)	80
14	IPA 1 (14)	85	34	IPA 1 (34)	82.5
15	IPA 1 (15)	75	35	IPA 1 (35)	47.5
16	IPA 1 (16)	85	36	IPA 1 (36)	87.5
17	IPA 1 (17)	75	37	IPA 1 (37)	85
18	IPA 1 (18)	50	38	IPA 1 (38)	82.5
19	IPA 1 (19)	75	39	IPA 1 (39)	47.5
20	IPA 1 (20)	72.5	40	IPA 1 (40)	75

Appendix 7

No	\<colspan: The Table of Reliability of Try Out of XI. IPA 1 of MA Nahdlatul Muslimin in the Academic Year 2013/2014\>																													
	Test Item																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	1	1	0	0	0	0	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1
2	1	1	0	0	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
3	1	1	1	0	0	0	0	1	0	1	0	0	1	0	1	1	1	0	0	1	1	1	0	1	0	0	1	0	1	0
4	1	1	0	0	0	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1
5	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1
6	1	1	0	0	1	0	1	0	0	0	1	0	0	0	1	1	1	0	1	1	1	1	1	1	0	0	1	0	0	1
7	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0
8	1	1	1	1	0	0	1	0	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9	1	1	0	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
10	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	0	1
11	1	1	0	0	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
12	0	1	1	1	0	1	1	0	0	0	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1
13	1	1	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1
14	1	1	1	0	0	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1
15	1	0	0	0	0	0	1	0	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
16	1	1	0	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
17	1	1	0	0	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	1
18	1	1	1	0	0	0	0	1	0	1	0	0	1	0	0	1	1	1	0	1	1	1	0	1	0	0	1	0	1	0
19	1	1	0	0	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
20	1	1	0	0	0	0	1	0	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
21	1	1	0	0	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
22	1	1	1	0	0	0	1	0	1	1	0	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1
23	1	1	0	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
24	1	1	1	0	0	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
25	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1

26	1	1	0	0	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	
27	1	1	1	0	0	1	1	0	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
28	1	1	0	0	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
29	1	1	1	1	0	0	1	0	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
30	1	1	1	1	0	0	1	0	1	1	0	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1
31	1	1	0	1	0	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
32	0	1	1	0	0	0	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
33	1	1	1	0	0	1	0	1	1	0	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1
34	1	1	0	0	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
35	0	1	0	0	0	0	1	1	0	0	1	1	1	1	1	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0
36	1	1	1	1	0	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
37	0	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
38	1	1	1	1	0	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
39	0	1	0	0	0	0	1	1	0	0	1	1	1	1	1	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0
40	1	1	0	0	1	0	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0

No	The Table of Reliability of Try Out of XI IPA 1 of MA Nahdlatul Muslimin in Academic Year 2013/2014										Odd Score	Even score	Total score	X²	Y²	XY
	Test Item															
	31	32	33	34	35	36	37	38	39	40	X	Y				
1	1	1	1	1	0	1	1	0	1	1	14	17	31	196	289	238
2	1	1	0	1	0	1	1	1	1	1	13	18	31	169	324	234
3	0	1	1	1	1	0	0	1	1	0	11	10	21	121	100	110
4	1	1	1	1	1	0	1	0	1	1	16	16	32	256	256	256
5	1	1	1	1	0	1	1	1	1	1	16	19	35	256	361	304
6	1	1	1	1	0	1	1	1	1	1	14	11	25	196	121	154
7	1	0	1	1	1	0	1	1	1	1	16	17	33	256	289	272
8	1	1	1	1	0	1	1	1	1	1	17	16	33	289	256	272
9	1	1	1	1	0	1	1	1	1	1	16	18	34	256	324	288
10	1	1	1	1	0	1	1	1	1	1	14	17	31	196	289	238
11	1	1	1	1	0	1	1	1	1	1	16	18	34	256	324	288
12	1	0	0	1	1	0	0	1	1	1	13	15	28	169	225	195
13	0	1	1	1	0	1	0	1	1	1	11	16	27	121	256	176
14	1	1	1	1	1	1	1	1	1	1	13	20	32	169	400	260
15	1	1	1	1	1	1	1	1	1	1	15	15	30	225	225	225
16	1	1	1	1	0	1	1	1	1	1	16	18	34	256	324	288
17	1	1	1	1	0	1	1	1	1	1	13	17	30	169	289	221
18	0	0	1	1	1	0	0	1	1	0	10	12	22	100	144	120
19	1	1	0	1	0	0	1	1	1	1	14	16	30	196	256	224
20	1	1	0	1	0	1	1	1	1	1	14	14	28	196	196	196
21	1	1	0	1	0	1	1	1	1	1	14	17	31	196	289	238
22	1	1	1	1	0	1	1	1	1	1	16	15	31	256	225	240
23	1	1	1	1	1	1	1	1	1	1	17	18	35	289	324	306
24	1	1	1	1	0	1	0	1	1	1	17	16	33	289	256	272
25	1	1	1	1	0	1	1	1	1	1	17	19	36	289	361	323
26	1	1	1	1	0	0	1	1	1	1	15	16	31	225	256	240

	The Table of Reliability of Try Out of XI IPA 1 of MA Nahdlatul Muslimin in Academic Year 2013/2014										Odd Score	Even score	Total score	X^2	Y^2	XY
	Total Items															
	31	32	33	34	35	36	37	38	39	40	X	Y				
27	1	1	1	1	0	1	0	1	1	1	16	16	32	256	256	256
28	1	1	1	1	0	0	1	0	1	1	15	16	31	225	256	240
29	1	1	1	1	0	1	1	1	1	1	17	16	33	289	256	272
30	1	1	1	1	0	1	1	1	1	1	16	16	32	256	256	256
31	1	1	1	0	1	0	1	0	1	1	17	15	32	289	225	255
32	1	1	0	1	1	1	0	1	0	1	14	16	30	196	256	224
33	1	1	1	1	0	1	1	1	1	1	16	16	32	256	256	256
34	1	1	1	1	0	1	1	1	1	1	15	18	33	225	324	270
35	1	1	1	1	1	0	0	1	1	1	10	9	19	100	81	190
36	1	1	1	1	0	1	1	1	1	1	18	17	35	324	289	306
37	1	1	0	1	1	0	1	1	1	1	17	17	34	289	289	289
38	1	0	1	1	1	0	1	1	1	1	17	16	33	289	256	272
39	1	1	1	1	1	0	0	1	1	1	10	9	19	100	81	190
40	1	1	1	1	0	1	1	1	1	1	16	14	30	256	196	224
Total											552	592		8842	10136	9578

Appendix 8

**"The Calculation of Try out Test of Vocabulary Mastery of the Eleventh Grade
Students of MA Nahdlatul Muslimin In the Academic Year 2013/2014"**

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

$$= \frac{40.(9578) - (552)(592)}{\sqrt{\{40.(8842) - (552)^2\}\{40.(10136) - (592)^2\}}}$$

$$= \frac{383120 - 326784}{\sqrt{\{353680 - 304704\}\{405440 - 350464\}}}$$

$$= \frac{56336}{\sqrt{\{48976\}\{54976\}}}$$

$$= \frac{56336}{2692504576}$$

$$= \frac{56336}{51889.34}$$

$$= 1.08$$

Σx	= 552
Σy	= 592
Σx²	= 8842
Σy²	= 10136
Σxy	= 9578

The reliability of the try out test is 1.08. It is then calculated by using "Spearman Brown" formula to find out the coefficient of reliability.

$$r_{11} = \frac{2(\square_{\square\square})}{1 + \square_{\square\square}}$$

$$= \frac{2(1.08)}{1 + 1.08}$$

$$= \frac{2.16}{2.08}$$

$$= 1 \, (\text{very high Reliability})$$

Appendix 9

The Score of Pre-Test of the Vocabulary Mastery of the Eleventh Grade Students of MA Nahdlatul Muslimin in the Academic Year 2013/ 2014 before being taught by using Animation Video

Student's Code	Score	Students' Code	Score
1	70	20	80
2	65	21	60
3	80	22	60
4	85	23	62.5
5	52.5	24	60
6	57.5	25	85
7	57.5	26	62.5
8	35	27	57.5
9	90	28	57.5
10	57.5	29	62.5
11	80	30	85
12	35	31	62.5
13	70	32	85
14	67.5	33	77.5
15	62.5	34	35
16	57.5	35	65
17	57.5	36	52.5
18	50	37	65
19	72.5		

Appendix 10

The Calculation Mean and Standard Deviation the Vocabulary Mastery of the Eleventh Grade Students of MA Nahdlatul Muslimin in the Academic Year 2013/ 2014 Before Taught by Using Animation Video

Form the pre-test score, we can find:

The number of interval $= 1 + (3.7) \log N$

$$= 1 + (3.7) \log 37$$

$$= 1 + (3.7)(1.568)$$

$$= 1 + 5.80$$

$$= 6.80$$

Interval width (i) $\displaystyle = \frac{\text{the largest score} - \text{the lowers score}}{\text{the number of interval}}$

$$= \frac{90 - 35}{6.80}$$

$$= \frac{55}{6.80}$$

$$= 8.08$$

$$= 8$$

Table 4.2 the Distribution Frequency of the Vocabulary Mastery of the Eleventh Grade Students of MA Nahdlatul Muslimin in the Academic Year 2013/ 2014 Before Taught by Using Animation Video

Interval Score	f	x	fx	Percentage (%)
83-90	5	86.5	432.5	13.51
75-82	4	78.5	314	10.81
67-74	4	70.5	282	10.81
59-66	11	62.5	687.5	29.73
51-58	9	54.5	490.5	24.33
43-50	1	46.5	46.5	2.70
35-42	3	38.5	115.5	8.11
$\sum$	37		2368.5	100

a. Mean $= \dfrac{fx}{N}$

$= \dfrac{2368.5}{37}$

$= 64$

b. Standard Deviation

Score group	f	x'	fx'	(x')²	f(x')²
83-90	5	3	15	9	45
75-82	4	2	8	4	16
67-74	4	1	4	1	4
59-66	11	0	0	0	0
51-58	9	-1	-9	1	9
43-50	1	-2	-2	4	4
35-42	3	-3	-9	9	27
$\sum$	37		7		105

$$SD = i. \sqrt{\frac{\sum f(x')^2}{N} - \left(\frac{\sum fx'}{N}\right)^2}$$

$$= 8. \sqrt{\frac{105}{37} - \left(\frac{7}{37}\right)^2}$$

$$= 8. \sqrt{2.84 - (0.19)^2}$$

$$= 8. \overline{2.84 - 0.036}$$

$$= 8. \overline{2.804}$$

$$= 8. (1.675)$$

$$= 13.4$$

Appendix 11

The Score of Post-Test of the Vocabulary Mastery of the Eleventh Grade Students of MA Nahdlatul Muslimin in the Academic Year 2013/ 2014 after taught by using Animation Video

Student's Code	Score	Students' Code	Score
1	97.5	20	92.5
2	77.5	21	92.5
3	97.5	22	92.5
4	92.5	23	72.5
5	65	24	70
6	67.5	25	97.5
7	92.5	26	72.5
8	85	27	77.5
9	97.5	28	87.5
10	87.5	29	95
11	95	30	87.5
12	95	31	92.5
13	95	32	97.5
14	77.5	33	95
15	97.5	34	77.5
16	87.5	35	97.5
17	90	36	75
18	50	37	90
19	72.5		

Appendix 12

The Calculation Mean and Standard Deviation of
The Vocabulary Mastery of the Eleventh Grade Students of
MA Nahdlatul Muslimin in the Academic Year 2013/ 2014
After being Taught by Using Animation Video

Form the pre-test score, we can find:

The number of interval $= 1 + (3.7) \log N$

$$= 1 + (3.7) \log 37$$

$$= 1 + (3.7)(1.568)$$

$$= 1 + 5.80$$

$$= 6.80$$

Interval width (i) $= \dfrac{\text{the largest score} - \text{the lowers score}}{\text{the number of interval}}$

$$= \frac{97.5 - 50}{6.80}$$

$$= \frac{47.5}{6.80}$$

$$= 6.98$$

$$= 7$$

Table 4.2 The Distribution Frequency of the Vocabulary Mastery of the Eleventh Grade Students of MA Nahdlatul Muslimin in the Academic Year 2013/ 2014 After being taught by Using Animation Video

Interval Score	f	x	fx	Percentage (%)
94-100	11	97	1067	29.73
87-93	11	90	990	29.73
80-86	3	83	249	8.11
73-79	8	76	608	21.62
66-72	2	69	138	5.41
59-65	1	62	62	2.70
52-58	0	55	0	0
45-51	1	48	48	2.70
$\sum$	37		3162	100

c.   Mean $= \dfrac{fx}{N}$

$= \dfrac{3162}{37}$

$= 85.45$

d. Standard Deviation

Score Group	f	x'	fx'	$(x')^2$	$f(x')^2$
94-100	11	1	11	1	11
87-93	11	0	0	0	0
80-86	3	-1	-3	1	3
73-79	8	-2	-16	4	32
66-72	2	-3	-6	9	18
59-65	1	-4	-4	16	16
52-58	0	-5	0	25	0
45-51	1	-6	-6	36	36
$\sum$	37		-24		116

$$SD = i. \sqrt{\frac{\sum f(x')^2}{N} - \left(\frac{\sum fx'}{N}\right)^2}$$

$$= 7. \sqrt{\frac{116}{37} - \left(\frac{-24}{37}\right)^2}$$

$$= 7. \sqrt{3.13 - (-0.65)^2}$$

$$= 7. \overline{3.13 - 0.42}$$

$$= 7. \overline{2.71}$$

$$= 7. (1.65)$$

$$= 11.55$$

Appendix 13

The T-test of Means of Pretest and Posttest Score of the Vocabulary Mastery of the Eleventh Grade Students of MA Nahdlatul Muslimin In The Academic Year 2013/2014 after Taught by Using Animation Video

No	Pre-test	Post-test	D	D^2
1.	70	97.5	27.5	756.25
2.	65	77.5	12.5	156.25
3.	80	97.5	17.5	306.25
4.	85	92.5	7.5	56.25
5.	52.5	65	12.5	156.25
6.	57.5	67.5	10	100
7.	57.5	92.5	35	1225
8.	35	85	50	2500
9.	90	97.5	7.5	56.25
10.	57.5	87.5	30	900
11.	80	95	15	225
12.	35	95	60	3600
13.	70	95	25	625
14.	67.5	77.5	10	100
15.	62.5	97.5	35	1225
16.	57.5	87.5	30	900
17.	57.5	90	32.5	1056.25
18.	50	50	0	0
19.	72.5	72.5	0	0
20.	80	92.5	12.5	156.25
21.	60	92.5	32.5	1056.25
22.	60	92.5	32.5	1056.25

23.	62.5	72.5	10	100
24.	60	70	10	100
25.	85	97.5	12.5	156.26
26.	62.5	72.5	10	100
27.	57.5	77.5	20	400
28.	57.5	87.5	30	900
29.	62.5	95	32.5	1056.25
30.	85	87.5	2.5	6.25
31.	62.5	92.5	30	900
32.	85	97.5	12.5	156.25
33.	77.5	95	17.5	306.25
34.	35	77.5	42.5	1806.25
35.	65	97.5	32.5	1056.25
36.	52.5	75	22.5	506.25
37.	65	90	25	625
Σ			805	24387.51

$$\square = \frac{\square}{\square}$$

$$\square = \frac{805}{37}$$

$$\square = 21.75$$

$$r_i = \frac{\bar{x}}{\sqrt{\dfrac{\sum x^2 - \dfrac{(\sum x)^2}{n}}{n(n-1)}}}$$

$$r_i = \frac{21.75}{\sqrt{\dfrac{24387.51 - \dfrac{(805)^2}{37}}{37(37-1)}}}$$

$$r_i = \frac{21.75}{\sqrt{\dfrac{24387.51 - \dfrac{648025}{37}}{37(36)}}}$$

$$r_i = \frac{21.75}{\sqrt{\dfrac{24387.51 - 17514.19}{1332}}}$$

$$r_i = \frac{21.75}{\sqrt{\dfrac{6873.32}{1332}}}$$

$$r_i = \frac{21.75}{5.16}$$

$$r_i = \frac{21.75}{2.27}$$

$$r_i = 9.58$$

Appendix 14

The Value of T-Table for Any Number Degree of Freedom

Degree of freedom (df)	Value of "t" the level of significance	
	5%	1%
1	12,71	63,66
2	4,30	9,92
3	3,18	5,84
4	2,78	4,60
5	2,57	4,03
6	2,45	3,71
7	2,36	3,50
8	2,31	3,36
9	2,26	3,25
10	2,23	3,17
11	2,20	3,11
12	2,18	3,06
13	2,16	3,01
14	2,14	2,98
15	2,13	2,95
16	2,12	2,92
17	2,11	2,90
18	2,10	2,88
19	2,09	2,86
20	2,09	2,84
21	2,09	2,83
22	2,08	2,82
23	2,07	2,81
24	2,07	2,80
25	2,06	2,79
26	2,06	2,78
27	2,06	2,77
28	2,05	2,76
29	2,05	2,76
30	2,04	2,75
35	2,04	2,72
40	2,03	2,71
45	2,02	2,69
50	2,02	2,68
60	2,01	2,65
70	2,00	2,65
80	1,99	2,64
90	1,99	2,63
100	1,98	2,63
125	1,98	2,62
150	1,98	2,61
200	1,97	2,60
300	1,97	2,59
400	1,97	2,59
500	1,96	2,59
1000	1,96	2,58

STATEMENT

name   : Aisyarani

NIM   : 201032201

study program   : English Education Department

skripsi title   : The Vocabulary Mastery of the Eleventh Grade Students of
                    MA Nahdlatul Muslimin In the Academic year 2013/2014
                    Taught by Using Animation Video

State that this skripsi is indeed the scientific work of mine, not that of others. I only make some certain quotation from others' as references I need to support my skripsi.

I am fully responsible for this statement

<div style="text-align: right">

Kudus,
The writer

Aisyarani

</div>

CURRICULUM VITAE

Aisyarani was born on October 29th 1992 in Sukolilo, Pati. She is Mr.and Mrs. Sukarlan's last daughter.

She graduated from Elementary School in 2004 and from Junior High School in 2007 in Undaan Sub-District. SMA 1 Mejobo Kudus was the next school at which she studied and in 2010 she continued her study at Muria Kudus University majoring the study program of English Education Department. She was join organization like scout (Racana Umk), PMII and SAR Kudus. Many experience that she got in it. Thanks for all my organization and UMK.

YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Gondangmanis Bae, Kudus PO. BOX 53, Telepon (0291) 438229, Fax. (0291) 437198

No.   : 839/FKIP-UMK/B.09.617/IV/2014   02   April   2014
Lamp. : -
H a l : **Permohonan Izin Penelitian**

Yth. Kepala
MA NAHDLATUL MUSLIMIN
UNDAAN KIDUL KUDUS
di -
KUDUS

Kami sampaikan dengan hormat bahwa mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus :

N a m a   : **AISYARANI**
NIM   : 2010 – 32 – 201
Fakultas/Progdi : FKIP/Pendidikan Bahasa Inggris

Akan mengadakan penelitian untuk penulisan skripsi dengan judul, " **THE VOCABULARY MASTERY OF THE ELEVENTH GRADE STUDENTS OF MA NAHDLATUL MUSLIMIN UNDAAN KIDUL KUDUS IN THE ACADEMIC YEAR 2013 / 2014 TAUGHT BY USING ANIMATION VIDIO"**

Sehubungan dengan hal tersebut, kami mohon dengan hormat kesediaan Bapak/Ibu berkenan memberikan izin mahasiswa di atas guna memperoleh data yang diperlukan.

Atas perkenan dan bantuan Bapak/Ibu, kami sampaikan terima kasih.

Dekan,

Dr. Drs. Slamet Utomo, M.Pd.
NIP. 19621219-198703-1-015

YAYASAN DARUSSALAM 1969
MADRASAH ALIYAH NAHDLATUL MUSLIMIN
UNDAAN KUDUS
Status Terakreditasi A
Akte Notaris Nomor : 58 / 2007
Pengesahan Depkumham No : C-HT-01.09-576 Tanggal 31 Oktober 2007

Alamat : Jl. Kudus Purwodadi KM. 11 Undaan Kidul Undaan Kudus Kode Pos 59372 Telp. (0291) 4247858

SURAT KETERANGAN
Nomor : 422.1/ 120 /MA.NM/V/2014

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Nahdlatul Muslimin Undaan Kudus menerangkan :

N a m a	: **Aisyarani**
NIM	: 2010-31-201
Fakultas/Progdi	: FKIP/Pendidikan Bahasa Inggris
	Universitas Muria Kudus.

telah melaksanakan penelitian dan observasi di Madrasah Aliyah Nahdlatul Muslimin Undaan Kudus guna menyusun skripsinya dengan judul : **The Vocabulary Mastery of the Eleventh Grade Students of MA Nahdlatul Muslimin Undaan Kidul Kudus in the Academic Year 2013/2014 Taught by using Animation Video "** dari tanggal 20 April hingga 25 Mei 2014 dengan baik.

Demikian surat keterangan dibuat untuk digunakan sebagaimana mestinya dan maklum.

Kudus, 25 Mei 2014
Kepala,

Drs. H. Tamam

YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
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Yang bertanda tangan dibawah ini:

nama   : Rismiyanto, SS, M.Pd
NIS   : 0610701000001146
Jabatan : Pembimbing I

nama   : Diah Kurniati, S.Pd, M.Pd
NIS   : 0610701000001190
Jabatan : Pembimbing II

menerangkan bahwa
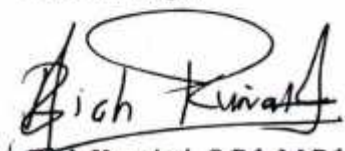
nama   : Aisyarani
NIM   : 201032201
Program studi : Pendidikan Bahasa Inggris

Telah menyelesaikan bimbingan skripsi dengan judul:

THE VOCABULARY MASTERY OF THE ELEVENTH GRADE STUDENT OF MA NAHDLATUL MUSLIMIN IN THE ACADEMIC YEAR 2013/2014 TAUGHT BY USING ANIMATION VIDEO

Demikia surat keterangan ini dibuat sebagai syarat untuk mengajukan permohonan ujian terakhir.

Kudus
Pembimbing II   Pembimbing I

Diah Kurniati, S.Pd, M.Pd   Rismiyanto, SS, M.Pd
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PERMOHONAN UJIAN SKRIPSI

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NIM/Semester : 201032201/8
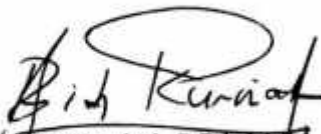
Program studi : Pendidikan Bahasa Inggris

mengajukan permohonan mengajukan ujian skripsi.

Bersama ini saya lampirkan hal-hal sebagai berikut.

1. Surat pernyataan mahasiswa tentang orisinilitas skripsi

2. Surat keterangan selesai bimbingan

3. Naskah skripsi 4 eksemplar

4. Tanda bukti pembayaran biaya bimbingan dan ujian skripsi

5. Transkrip nilai yang telah lulus dengan IPK minimal 3.0

Mengetahui

Ka. Prodi

Kudus, 17 Juni 2014
Pemohon

Diah Kurniati, S.Pd, M.Pd
NIS.0610701000001190

Aisyarani

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FORMULIR B5

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Program studi : Pendidikan B.Inggris
Pembimbing : 1. Rismiyanto, S.S, M.Pd
2. Diah Kurniati, S.Pd, M.Pd

No.	Hari/ Tanggal	Bagian/Bab/Hasil Yang Dikonsultasikan	Tanda Tangan Pembimbing	Tanda Tangan Mahasiswa	Keterangan
1.	Sabtu, 18/01/'14	Proposal			Revi
2.	20/01/2014	Prop. 1-2			Revisi!
3.	3/2 -	Proposal 1-2			tuta!

No.	Hari/ Tanggal	Bagian/Bab/Hasil Yang Dikonsultasikan	Tanda Tangan Pembimbing	Tanda Tangan Mahasiswa	Keterangan
		Proposal 3			
4.	10/2'14	Proposal			Keu.
5.	Sabtu, 15/2/14	- 2 -			Rev
6.	Rabu 26/2/14	- " -			Revisi
7.	Sabtu, 1/3/'14	- 6 -			Rev
8.	Senin 3/3/14	- 9 -			See
9.	4/3				
10.	6/6 '14	IV - VI			Rev
11	10/6 '14	all			Rain

No.	Hari/ Tanggal	Bagian/Bab/Hasil Yang Dikonsultasikan	Tanda Tangan		Keterangan
			Pembimbing	Mahasiswa	
12.	Sabtu 14/6/14	All Draf			
13.	16/6	4 - 5			
	17/6	kelompok			
		4, - 5			

No.	Hari/ Tanggal	Bagian/Bab/Hasil Yang Dikonsultasikan	Tanda Tangan		Keterangan
			Pembimbing	Mahasiswa	