THE DEVELOPMENT OF INTERACTIVE LEARNING MEDIA IN TEACHING VOCABULARY BY USING ADOBE FLASH CS6 AT THE FIRST GRADE OF SMP N 05 PANGKALAN

A Thesis

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"Sesungguhnya sesudah kesulitan itu ada kemudahan, maka apabila kamu telah selesai (dari suatu urusan) kerjakanlah dengan sungguh-sungguh (urusan) yang lain. Dan hanya kepada Rabbmulah kamu berharap." (Al-An-Syura : 5-7)

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By: Rezi wati

ABSTRACT

Rezi Wati, 2312051. The Development of Interactive Learning Media In Teaching Vocabulary By Using Adobe Flash CS 6 At The First Grade of SMP N 05 Pangkalan. A Thesis, State Islamic Institute (IAIN) Bukittinggi. 2017.

This research was due to discover the development of interactive learning media in teaching vocabulary by using Adobe Flash CS6 at the first grade of SMP N 05 Pangkalan. Based on researcher's observation at the first grade of SMP N 05 Pangkalan the researcher found some problems. The first problem came from the teacher, the teacher still use *conventional media* such as handbook and LKS. The second problems came from the students The students were lack of vocabulary and were passive in the class.

This research was designed Research and Development (R & D).The researcher used ADDIE procedure (Analysis-Design-Development-Implementation-Evaluation).The population of this research was the first grade of SMP N 05 Pangkalan. The sample was all of the first grade students which were 21 students. To determine the sample, the researcher used total sampling technique. There were some instrumentations used in this research, namely interview, questionnaire (questionnaire of validity product and practicality product), and test. The interview was done to the English teacher. Questionnaire of validity product was gave to two expert, expert of IT was Rriri Okra, M.Kom. Expert of English lecture was Yuhendra, M.Sc, and Meri Prima Dewi, M.Pd. To measure the practicality of product the researcher was gave questionnaire practicality product to the English teacher Delia Murni, S.Pd. Then, To measure the Effectivity of product the researcher was gave the test the by using t-test formula (one group-pretest posttest design) and consulted the result into t-table with level of the significance ($\propto$) = 0.05.

After analyzed the data by using quantitative and qualitative data analysis, it was found that media public places by using Adobe Flash CS6 was the current media in teaching Vocabulary that never given before at the first grade of SMP N 05 Pangkalan. From the result and analyzing the questionnaire in both validity and practicality, it was found that the media was valid and practical to be implemented in teaching vocabulary at the first grade of SMP N 05 Pangkalan. Then, in analyzing the data for effectivity, it was gotten the t-obtained 5118 while the t-table was 1.721 in level of significance 0.05 and degree of freedom (df) 21. It means that the t-obtained is greater than the t-table. So that, the media was effective to use in teaching vocabulary because it could increase the students' vocabulary mastery. It can be concluded that the media valid it was gotten from the questionnaire validity product with means score 83 belonged to very valid criteria , this media was practice with the means score of practicality product was 70 Practice with belonged to practice criteria, and the media was effective to use in teaching vocabulary at the first grade of SMP N 05 Pangkalan with the test $t_{obtained} > t_{table} = 5118 > 1.721$. It means Ha accepted and Ho is rejected.

Keywords : Vocabulary, Interactive Media, Adobe Flash CS6

ABSTRACT

Rezi Wati, 2312051. Pengembangan Media Pembelajaran Interaktif Di Pembelajaran Kosakata Dengan Menggunakan Adobe Flash CS6 Pada Tingkat Pertama SMP 05 Pangkalan. Skripsi , Institute Agama Islam Negeri (IAIN) Bukittinggi. 2017.

Penelitian ini bertujuan untuk pengembangan media pembelajaran interaktif dalam pembelajaran kosa kata dengan menggunakan *Adobe Flash CS6* pada siswa tingkat pertama SMP N 05 Pangkalan. Bedasarkan pengamatan peneliti pada siswa tingkat pertama SMP N 05 Pangkalan ada beberapa masalah yang ditemukan pada siswa tingkat pertama SMP N 05 Pangkalan. Masalah pertama dari guru. Guru masih menggunakan *conventional media* seperti menggunakan buku pegangan guru dan menggunkan lembar keja siswa (LKS). Masalah kedua datang dari siswa. Dimana siswa kekurangan kosa kata dan tidak aktif di kelas.

Jenis penelitian ini adalah penelitian *Research and Development* (R & D) dengan menggunakan prosedur ADDIE (Analisis-Design-Development-Implementation-Evaluation). Populasi dari penelitian ini adalah semua siswa tingkat pertama SMPN 05 Pangkalan. Sampel dari penelitian ini juga semua siswa tingkat pertama SMP N 05 Pangkalan yang berjumlah 21 siswa. Untuk menentukan sampel, peneliti menggunakan teknik sampel total. Ada beberapa instrument dalam peneliti ini, yaitu wawancara, angket (angket *validity product* dan angket *practicality product*) dan test. Wawancara dilakukan kepada guru bahasa inggris. Angket *validity product* diberikan kepada dua ahli yaitu ahli IT Riri Okra, M.Kom, dosen bahsa inggris Yuhendra, M.Sc dan Meri Prima Dewi, M.Pd. Untuk angket *practicality product* diberikan kepada guru bahasa inggris Delia Murni, S.Pd. dan untuk menentukan efektf dari sebuah *product* peneliti menggunakan rumus t-test (one group-pretest posttest design) dan mengkonsultasikan hasilnya kedalam t-table dengan derajat kebebasan 0.05.

Setelah menganalisa data dengan menggunakan analisa data kuantitatif dan kualitatif. Ditemukan bahawa media pembelajaran *public places* adalah menggunkaan *Adobe Flash CS6* dari hasil dan analisa kusioner pada kedua validitas dan praktikalitas, didapatkan hasil bahwa media ini valid dan praktis diterapkan dalam pengajaran vocabulary terhadap siswa tingkat pertama SMPN 05 Pangkalan. Kemudian pada analisa data untuk effektivitas, didapatkan data t-obtained 5127 sedangkan t-table 1.721 pada derajat kebebasan 0.05 dan df 21. Itu berarti t-hitung lebih besar daripada t-tabel. Jadi, media ini dinyatakan effektif dipakai dalam mengajarkan vocabulary. Itu bisa disimpulkan bahwa media ini valid berdasarkan analisa dari *validity product* dengan nilai rata-rata 83 dengan kriteria sangat valid, media ini dinyatakan praktis dengan rata-rata 70 dari analisis *practicality product* dengan kriteria praktis , dan juga effektif di gunakan untuk

mengajarkan vocabulary terhadap siswa tingkat pertama SMP N 05 Pangkalan dengan membuktikan bahwa $t_{obtained} > t_{table} = 5118 > 1.721$. yang artinya Ha diterima Ho ditolak.

Keywords : Kosa Kata, Media Interaktif, Adobe Flash CS6

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Vocabulary is very essential core component in learning English, because it is one of the significant components that supports the English skills. Vocabulary is needed in daily activities because without mastering it the people cannot share the information and connect each others. Thornbury states that without vocabulary nothing can be conveyed.[1] It means that if the students do not have many vocabularies it is difficult for them in learning English. According to Lynne Cameron, vocabulary is the central to the learning of a foreign language at primary level.[2] It means that vocabulary is one of the language components in English that should be learned by an early age until university level.

Vocabulary is also considered as the important component of language that should be mastered because there is an assumption whith states that the students memorize a lot of vocabularies just when they are at the classroom. According to Ricard and Renandya, vocabulary is a core component of language profiency and provides much of the basis for well learners, speak, listen, read and write.[3] It means thatt if the students have limited vocabulary, they will get difficulties in mastering the language skill.

In short, vocabulary has significant role to master English. Scott Thornbury states, "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more word and expression. You can say very little with grammar, but you cannot say almost anything word".[4] It means that the vocabulary is one of important skill among components of language. For the students of Junior High School, learning vocabulary is really important since through

[1] Scott toumburry, *how to teach Vocabulary*,(England:Longman, 2002). P.13

[2] Lynne Cameron, *Teaching Languages to Young Learners*,(Cambridge university press 2001), P72

[3] Jack C Ricard-Willy A. Renandya, *metodhology in Learning Teaching, An Anthology of current practice*.Cambridge Press 2002. P.255

[4]ScottThornbury, series editor Jeremy Harmer. *How to teach vocabulary*.(longman:2002).P13

teaching vocabulary, the students are able to master vocabulary in the large number of words.

In teaching English especially vocabulary, the teacher must be creative since English is as foreign language for the students. The teacher should use the media to catch the students' attention in learning it. Media is an intermediary or a message channel from sender to receiver. For this reason, media is one of important elements in teaching to make the students enjoy in the class. The teacher should use variety of media like media based on multimedia.

In this era, the developmet of science and technology has brought sicnificant effect to the various of human life, economic, socio cultural, and educational. For this reason People are focus on keep updating themselves with new things. Then, being have the ability to envolve in ways effective requirement ways and efficient updating they skills in learning. According to Khiyabani, the finding suggested that using multimedia was more effective in aquisition and learning unknow vocabulary than traditional method.[5] It means that in teaching English, the teacher needs the variety of media to make students become easy and interest in learning English especially vocabulary.

Learning media is used to deliver the message and the content of learning. It can stimulate the mind, feeling, and make the students become interested in learning process. Making the media must be adapted to the needs of students and agreement with modern development of technology at this time. The media has a very large function in learning activities, among which are instructional media as an intermediary idea, or opinions expressed in learning

Based on preliminary research at the first grade (VII) of SMP N 05 Pangkalan on Friday, September 16th2016, it were found some problems which relate to firstly

[5] Khiyabani, Hamidreza. 2014. *Using Multimedia in Teaching Vocabulary in High Scholl Classes,* iran:Islamic Azad University.P.1. Accessed On September, 14 2016 at 13:10 P.m

problems is come from the teacher. The teacher still used the conventional media, she just explained the material without using variety of media and she just used a handbook for LKS in learning process. Secondly problem comes from the students. The students were lack of vocabulary and passive in the class. Therefore, they paid attention when the teacher explained the lesson about the vocabualary, they were still difficult to catch the meaning of the word that made them were not active in the class.

Based on the interview with some students on friday, September 23rd 2016 at the first grade (VII) of SMP N 05 Pangkalan. The students said that they did not like to learn vocabulary because it was very difficult and made them bored in learning. This statement was argued by Abedri Ardiansyah. Besides, Adinda Azzahra said the same feeling with Abedri. M Rido Illahi said that study English espcially about vocabulary it was difficult, because English is a second language for him. Nana said that in teaching of vocabulary which is the part of English, the teacher still used conventional media.[6] This conventional media cannot catch the students' attention in learning process. The last statement come from Melisa, she said that vocabulary is difficult to be mastered because the teacher still used LKS as hand book in teaching .

In conclusion, the learning media was used by teacher in learning vocabulary cannot active the attention and make the students feel bored to learn the vocabulary and the fact the students still low mark in vocabulary achievement.

Table1.1 The result of Daily Test of Vocabulary at the first grade (VII) of SMP N 05 Pangkalan 2016/2017

No	Class	Amount Of Students	Students' Mark		Percentage Of Total Mark less then 70	Percentage Of Total Mark hight from 70
			Value≥ 70	Value ≤ 70		
1.	VII	20	8 students	12 students	40 %	60 %

[6] Abedri Ardiansyah and dkk, *kelas VII*. SMP N 05 Pangkalan,.

Total 20	8 students	12students	40 %	60 %

Sources: English Teacher

The table above, indicates that the precentage of the first grade of SMP N 05 Pangkalan daily test is very low based on KKM. In line with some problems above, the English teacher at the first grade (VII) of SMP N 05 Pangkalan needs to create the media that can make the students to be more interested in learning and can activate the students in identifcations of learning material without rely the explanation from the teacher. Besides, the teacher is demanded to be able in using the media that can make the students are comfortable in learning. The media is not only come from LKS and handbook, but also from the teacher through the varietyof media such as multimedia, power point at all.

To overcome the students' problem in learning vocabulary, it is important to consider the appropriate media which is employed at the classroom. There are some interesting media that can motivate students in learning vocabulary like using multimedia where there is a combination between game, song, video, music, text and animation picture.

Regarding to the background of the problem above, the researcher chooses the title of this research: "The Development of Interactive Learning Media in Teaching Vocabulary by Using Adobe Flash CS6 at the First Grade of SMP N 05 Pangkalan".

B. Identification of the Problem

In relation to the background of problem above, there are some problems that occur in students' vocabulary mastery:

1. Some students were lack of vocabulary.
2. Some students were passive in the class
3. The teacher still applied the conventional media such as handbooks and LKS.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher limits the problem to The Development of Interactive Learning Media in Teaching Vocabulary (Public Places) by Using Adobe Flash CS6 at the first grade of SMP N 05 Pangkalan.

D. Formulation of the Problem

Based on limitation of the problem above, this research is formulated as :

1. How is the vocabulary learning media used by teacher?
2. How to develop interactive learning media in vocabulary learning by using Adobe Flash CS6 ?
3. How to measure the validity, effectivity and practicality of the development interactive learning media by using Adobe Flash CS6?

E. Purpose of the Research

The main purpose of this research to design a media in teaching vocabulary at the first grade of SMP N 05 Pangkalan.

1. To know the vocabulary learning media used by teacher
2. To describe the development of interactive learning media for learning vocabulary by using Adobe Flash CS6

3. To measure the validity, effectivity, and practicality of the development interactive learning media by using Adobe Flash CS6

F. Significance of the Research

The researcher hopes that this research will give advantadges:

1. For the students

   This research is expected to help students be more active in learning, to help students understand the material, and to increase learning and memorizing vocabulary easily

2. For the teacher

   This research is a solution in improving students ability in mastering the vocabulary and helping teachers in teaching vocabulary.

3. For the researcher

   It can give more knowledge and experience through the research.

G. Specification of Product

The spesifications of product will develop, there are : the product is used for learning vocabulary or to increase students mastery on vocabulary especially public places, it makes the students activate (interaction from students and media), this product can add the voice, animation picture, gameand text.

H. Definition of the Key Terms

Some essential terms that used in this research are defined as follow:

1. Media is a tool that can help the learning process and serve to clarify the meaning of the message, so as to achieve the objectives learning better.[7]
2. Interactive media is some of the media can process the message and the student's response.[8]

[7] Cecep Kustandi, *media pembelajaran;Manual dan Digital*, (Bogor: Ghalia Indonesia, 2013), Cet. Ke-1, P.8

3. Vocabulary is the word taught by teacher to help students in understanding English.
4. Adobe Flash CS6 program has been able to process text and object with three-dimensional effect that looks more attractive. adobe flash This is the latest version of Adobe Flash others.[9]

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. The Nature of Vocabulary

a. The Definition of Vocabulary

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[8]Azhar Aarsyad, *Media Pembelajaran*, (Jakarta: PT. Praja Grafindo Persada, 2007), P.81

[9]Wahana Komputer, *Beragam Desain Game Edukasi dengan Adobe Flash CS6*, (Yogyakarta: Penerbit Andi,2013), P.iii

There are some definitions of vocabulary proposed by some experts. According to Ricard and Renandya, vocabulary is a core component of language profiency and provides much of the basis of how well learners speak, lisen, read, and write.[10] It also plays an important role in language teaching. Furthermore, Thornbury says that without vocabulary nothing can be conveyed.[11] This statement shows that vocabulary is very important to be learned, because if the students don't know the vocabulary, they can not convey the idea well.

Vocabulary has important influence in learning and mastering listening, reading, writing and speaking. Vocabulary helps language learners to understand text and utterances and faciliates them in expressing their ideas in written and oral. Language learners need to improve thier vocabulary. Without vocabulary, learners are difficult to communicate and share information with other people.

Based on the nature of vocabulary above, it is clear that vocabulary is the most important component in learning a language which is dynamic and flexible, because vocabulary is a part of humanlife that is needed for communication.

b. The Principle of Teaching Vocabulary

In teaching Vocabulary, the teacher needs to know some principles of teaching vocabulary to students. Brown mentions that there are five principles for teaching vocabulary:

1) Allocate specific classtime to vocabulary learning.
2) Help students to learn vocabulary in context.
3) Play down the role of bilingual dictionaries.
4) Encourage student to develop strategies for determining the meaning of words.

[10]Ricard and Renandya, *Metodology in* Language Teaching, (Amerika:Cambridge University Pers,2002), P.225

[11]Scott Thomburry, *How to Teach Vocabulary*, (England:Longman, 2002), P.13

5) Engage in "unplanned" vocabulary teaching.[12] By using the five above , teacher can easily teach vocabulary, teacher cannot teach vocabulary to student without knowing the necessary vocabulary to teach to the student.

c. The Importance of Vocabulary

Vocabulary is the basic component to help the students in mastering language. Thornbury says that without vocabulary nothing can be conveyed[13]. This statement shows that the vocabulary is needed to be learned by the students because with the good vocabulary mastery they will be easy to learn the languge skills. Linse says that vocabulary is the collection of word that an individual knows.[14] It means that the students are difficult to learn and to master the four English skills if they have lack of vocabulary proficiency. Vocabulary has important influence in four skills listening, reading, writing and speaking. Also vocabulary helps students to understand text and utterances and facilitates them in expressing their ideas in written and oral. So, the students have to develop their vocabulary because without vocabulary the students are difficult to get information and communicate with other people.

Developing a good vocabulary will help the students to improve their ability in learning vocabulary. There are some advantages when students are able to master the English vocabulary. According to Diana Bonet here some advantages:

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[12] H. Douglas Brown, *Teaching by Principle: An Interactive Approach to language Padagog 2nd ed,* (NY: Pearson Education), P.377

[13] Scott Thornbury, *How to Teach Vocabulary*, (England: Longman, 2002), p.13

[14] Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill Companies, 2005), p.171

1) Students will be better improving their reading, writing, speaking and listening vocabulary.

2) Students will think more clearly. Thoughts are limited by vocabulary.
3) Students will experience personal growth and greater confidence.
4) Students will understand other people idea and explanation easily.
5) Students will gain important survival tools for the new millennium.
6) Students' friend will think they are getting very smart.[15]

Those advantages show us how vocabulary determines on how students language learning and their capability to build communication with others.

d. The Teaching Vocabulary

Teaching vocabulary is an activity to acquire some new words by teacher helping to improve the language. Before the students, the teacher must consider how to present vocabulary in class by making it line with the lesson plan many factors that must be considered in the way to present . Vocabulary in teaching the vocab the following factors are:

1) The level of the learners

The teacher should know the level of her/his students whether beginner, intermediate or advanced.

2) The learner's likely familiarity with the words.

The learner may have known the words before even though the words not part of their active vocabulary.

3) The difficulty of items.

The teacher should know whether the words difficult to pronounce or difficult to find the real meaning for her/his students.

[15] Diana Bonet, *Vocabulary Improvement*, (Boston: Thomson Course Technology, 1991, p.iii

4) Their ‘teach ability’.

The teacher should know whether easy to demonstrate or explain the words.

5) Items are being learned for production or for recognition only.

The teacher should know whether the words for speaking and writing or listening and reading only.[16]

Based on some factors above, the teacher should consider that vocabulary item should be learned in context, teacher may use other different sources if it is necessary.

e. The Types of Vocabulary

Based on the people capability in implementing the vocabulary, Paul Nation mentions two types of vocabulary.

They are receptive and productive vocabulary.[17]

1) Receptive vocabulary; knowing a word involves being able to recognize it when it is heard (what is the found like?) or when it is seen (what does it look like?) and having an expectation of what grammatical pattern the word will occur. This includes being able to distinguish it from word with a similar form and being able to judge if the word sounds right or looks right.
2) Productive vocabulary; knowing a word involves being able to pronounce the word, to write and to spell it, to use it in grammatical pattern along with the word in usually collocates with it. It also involves not using the word too often if it is typically a low frequency word and using it in the suitable situation, using the word to stand for

[16] Scott Thornburry, *How to Teach Vocabulary*, (England: Longman, Pearson Education limited, 2002), p.75-76

[17] I. S. P. Nation, *Teaching and learning Language*, (New York: New Burry House, 1990),p.29

meaning it represents and being able to think of suitable subtitutes for the word if there are any.

Harmer gives another term for types of vocabulary, namely active and passive vocabulary.[18]

1) Active vocabulary refers to items the learners can use appropriately in speaking or writing and it is also called as productive vocabulary although, in fact, it is more difficult to put into practice, it means that to use productive vocabulary, the learners are supposed to know how to pronounce it well. They must know and the able to use grammar of the language target. They are also hoped to be familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skills.
2) Passive vocabulary refers to a language items that can be recognized and understood in the context of reading or listening and also called as receptive.

Teacher also should show the word class of those words. It is needed to make sure the students will apply those word appropriately. Further, according to Thornbury, the words divide into eight classes, those are:[19]

1. Nouns: reference to an object. Such as: bits, pieces, record, player.
2. Pronouns:personal, possessive, reflexive,reciprocal, demonstrative, relative, interrogative, indefinite. Such as: I, them.
3. Verbs: predication of an action. Such as: like, looking, doing, to look.

[18] Jeremi Harmer, *The Practice of English Language Teaching,* (UK: Ashford Color Press Ltd, 2007), p.159

[19] Scott Thornburry, *How to Teach Vocabulary*, (England: Longman, Pearson Education limited, 2002), p.3

4. Adjective: modification by a property. Such as: old, second, new.
5. Adverb: a word which modifies the meaning of a verb, an adjective or another verb. Such as: up, cheerfully.
6. Preposition: a word placed before a noun or a pronoun to show in what relation the person or thing denoted by it stands in regard to something else. Such as: for, like.
7. Conjunction: a word which merely joins together sentences, and sometimes words. Such as: and, or.
8. Determiner: a word that comes before a noun and points it out without describing it the way that an adjective does. Such as: in the phrase my boy friend, that strange woman. The word my and that is determiner.

The teacher can explain the word class of the difficult word in the end of the learning vocabulary process. It is caused usually the word class is not part of the main of teaching vocabulary.

2. The Nature of Interactive Learning Media

a. The Definition of Interactive Learning Media

The word "media" is derived from the Latin as the plural form of medium the which literally means an intermediate agency.[20] Media is an intermediary or a message channel from sender to receiver. According to Gerlach and Ely, the media can generally be considered as human, material, or events that establish the conditions allowing students to acquire knowledge, skills, or attitudes.[21] In a simple learning media can be described as a media that contain elements of information or messages that are instructional and can be used in a teaching process.

[20]Arief S. Sadirman, *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*, (Jakarta: Rajawali Pers,2011), Cet.ke-15, h.6

[21]Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT RajaGravindo Persada, 2011), Cet.ke-15,h. 3

Learning media is a tool that can assist the learning process and serve to emphasize the intended meaning of the message in order to achieve the learning objective[22]. Interactive learning media is a media consists of animation, video, picture and text. Interactive media normally refers to products and services on digital computer-based systems which respond to the user's actions by presenting content such as text, moving image, animation, video, audio, and video games. According to Mokhamad Busiri interactive learning media is a sytem of delivery learning to present the lesson of video with user, they not just listen but they must give respont.[23] It means that interactive media is the media that makes the students activated

b. The Benefit of Interactive Learning Media

In general, accoding to Cecep Kustandi[24] the benefits of the media are:

1) To make the learning process more interesting
2) Interactive learning process
3) The amount of teaching time can be reduced
4) The quality of teaching and learning can be improved
5) The learning process can be done anytime and anywhere
6) Attitudes and learning can be improved

c. The Kinds of Interactive Learning Media

There are kind of interactive learning media:[25]

[22]Cecep Kustandi, dkk, *Media pembelajaran*…, h.8

[23]Mokhamad Busiri, *Pengembangan media pembelajaran interaktif dengan menggunakan adobe flash cs6 pada mata diklat rencana anggaran biaya (rab) di smknegeri 2 surabaya*. Vol 3 2015.P.84.Accessed OnSeptember, 14 2016 at 13:10 P.m

[24]Cecep Kustandi, dkk, *Media pembelajaran*…, P.69

[25]Cecep Kustandi, dkk, *Media pembelajaran*…, P. 68

1) Multimedia Linear

Multimedia linear IsMultimedia is not equipped with a control device that can be operated by user. For example: TV and Film

2) Multimedia Interactive

Multimedia InteractiveIs multimedia equipped with a controller that can be operated by the user. so they can choose what they wants. For example: games and etc.

d. The advantages of interactive Learning media

The advantages of interactive learning media is inherently capable of forcing the user to interact with the teaching materials, both physically and mentally.[26] So The advantages of interactive media students can interact directly with the application, adding to the appeal and motivate students to learn material in the application, make it easier for teachers to deliver lessons, The application is also able to provide simulation tools or simulation game, this simulation will make this app so addictive so this application can reduce boredom students in learning, In these applications there is also a quiz that automatically will assess the extent to which students master subjects inside an application.

3. Adobe Flash CS6

a. The Definition of Adobe Flash CS6

The software Adobe Flash here in after referred as Flash, formerly known "Macromedia Flash", is multimedia software that was first developed by Macromedia, but now developed and distributed by Adobe systems. Since 1996, Flash has become a popular method to add animation and interactive websites.

[26]Cecep kustandi, dkk, *Media pembelajaran…, P. 69*

Flash is usually used to create animation, entertainment and various web components, integrated with video in a web page so that it can be a rich multimedia applications (Rich Internet Application). Flash is used not only as web applications, but also as desktop application because flash application can be compiled to .swf format and .exe format.[27] It means that flash can use in both web application and desktop application.

Adobe Flash as graphic animation program is widely used to produce a variety of unique and interesting professional works, both interactive and non interactive animation, such as web pages for aesthetic purposes, cartoons, presentations, portfolios, agencies or companies, games and other interesting animation media.[28]Adobe Flash CS6 is a multipurpose software that can to create a wide variety of animations. With a range of advanced features, you can draw, create animations and even to make the interesting and high quality game.[29] It means that many features that the teacher can do in Adobe Flash CS6 such as drawing, creating animations, and creating game.

Based on the description above, it can be concluded that the Adobe Flash CS6 provides a variety of features that will help the animators to create animation become increasingly easy and interesting. Adobe Flash CS6 has been able to create and proces text and objects with three-dimensional effect, so the results look more attractive. Flash Adobe CS6 is not only used in the manufacture of animation, but in recent times the flash is also widely used for other purposes such as in the manufacture of game presentations, learning media, web building, learning animation, even in filmmaking.

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[27]Andi Sunyoto, *Adobe Flash + XML = Rich Multimedia Application*, (Yogyakarta : C.V Andi Offset, 2010), Cet..1,h.1

[28]Aaron Jibril, *Jurus Kilat Jago Adobe Flash*, (Bekasi : Dunia, 2011),hal.iii

[29]Wahana Komputer, *Membuat Game Interaktif Menggunakan Adobe Flash CS6*, (Yogyakarta : C.V Andi Offset, 2013), hal.i

b. The advantages ofAdobe Flash CS6

The advantages of adobe flash application compared to other animation softwares are:[30]

1) The result of flash files has smaller size (after published)
2) Flash is capable of importing almost all the image files and audio files so that the presentantion looks more alive.
3) Animations can be created, executed and controlled.
4) Flash is able to make executable files (* .exe) that can be run on any PC without having to install the flash program.
5) Font presentation will not change even though the PC does not use those fonts.
6) Images of flash are a vector image that will never be pixelated even though there are zoomed out for hundred times.
7) Flash can be run on Windows and Macintos operating system.
8) The final result can be saved in a variety of forms, such as * .avi, * .gif, * .mov, or other file formats.

The description above represents the general advantages of Adobe Flash. Although Adobe Flash CS6 is the latest version, the tools and its default workspace remains almost the same as the previous one. Only some improvement are made in this late version, tools allowing us to make the 3D effect, and some templates flash in it, making it easier for users

c. The Disadvantages of Adobe Flash Cs6

Disadvantages Adobe Flash:

[30]Andi Pramono, *Presentasi Multimedia dengan Macromedia Flash*, (Yogyakarta: Andi Offset, 2006), cet.ke-2, h.2

1) Manufacture complicated, because everything is manual, halted from image creation, movement, to the manufacture of key functions such as buttons next, prev, etc.
2) It takes time not quick to make, because we are required to understand the Java programming language
3) A device that will be used must have Adobe Flash palyer, so there may be some users who have difficulty if the computer or device being used have not installed Adobe Flash Player, especially for those who infrequently updated computer application.
4) In the making, we need a lot of variables to give a name to the object which we will play, both for the name of the image, sound, moving images and mathematical calculations

d. **The Technical Terms in Adobe Flash CS6**

The followings are some terms that are often encountered in making animation:[31]

1) Animation: a motion image or text object which are arranged in the way that seems to move.
2) ActionScript: it a command placed on a keyframe or object so that the frame or the object becomes interactive.
3) Scene: Scene / stage is used to form the objects in the form of texts and pictures.
4) Properties: Panel displaying the command of other commands.
5) Movie Clip: An animation that can be combined with other animations or objects.

[31] Andi, *Mahir Dalam 7 Hari Adobe Flash CS6,* (Yogyakarta : CV Andi Offset,2013).hal.2

6) Frame: The part of the layer used to regulate the construction of animation
7) Keyframe: A small circle-shaped symbols used to limit the movement of the animation.
8) Timeline: The worksheets displaying layers and frames.

B. Review of Relevant Studies

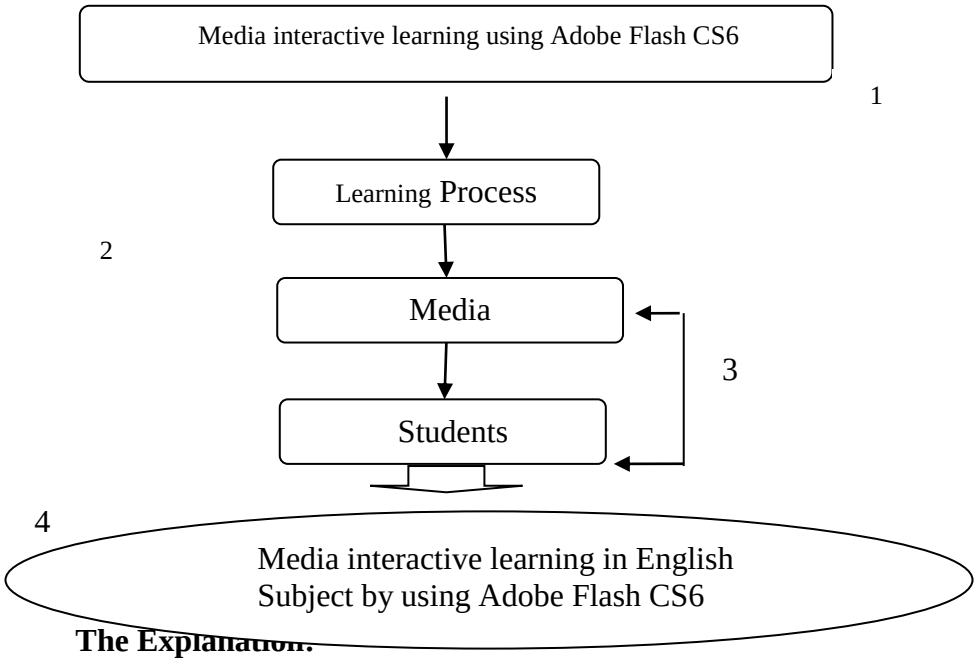
There are some researchers that have discussed about some media that used in teaching vocabulary. The first come from M. Khamsi Rahman (2510.034) the tittle Desain Media Pembelajaran Interaktif Mata Pelajaran Bahasa Inggris Untuk Siswa SMP Kelas VII SMP N 01 Padang Panjang menggunkan Adobe Flash CS6. The researcher analyzed some important points in this media such as:this product is used to improve students speaking, this media there is no game. For learning, in the design and the content of the application are still limited, modest sound quality is not perfect and its features are simple. So, the media can not solve a problem that has existed at the first grade of SMP N 05 Pangkalan.

The second come from Wahyudi (2511.128) Aplikasi Pengenalan Nama-nama Buah ,Sayur, Hewan, dan Alat Transportasi Dalam Bahasa Inggris-Arab Untuk Anak-anak Menggunakan Adobe Flash CS6 di TK Excellent Bukittinggi. The researcher analyzed that this media have criteria: this media has no introduction in the display, this media only use to improve student vocabulary of Nama-nama Buah ,Sayur, Hewan, dan Alat Transportasi but not to improve vocabulary of public places then this media are developed with exercise but it just a monotoun exercise with only uses picture and without voice. This media cannot activate the students in learning process. So, this media can be used at the first grade of SMP N 05 PANGKALAN but this media can be revised first by adding the public places add voice to activate students in learning process.

So, in this research the researcher finish already the research by title The Development of Interactive Learning Media in Teaching Vocabulary by Using Adobe Flash CS6 at the first grade of SMP N 05 Pangkalan. The aim of this research is to help the teacher teaching vocabulary and make the students are enjoy and active in the class.

C. The Conceptual Framework

Conceptual Framework below is a framework of the theory problems that are taken by the researcher. This conceptual framework can be created as follows:



The Explanation:

Using media interactive of Adobe Flash cs6 (1). To get the good learning process (2) interaction between Media (3) and students (make the class active) (4)

D. The hypothesis

The hypothesis of this research could be formulated as follow:

. H_a : There is a significant effect of using the development of interactive learning media in using Adobe Flash CS6

H_0 : There is no significant effect of using the development of interactive learning media in using Adobe Flash CS6

CHAPTER III

DEVELOPMENT METHODOLOGY

A. Development Design

The research method that is used among the research and the development (R&D) method. It is research method that is used to produce some product and effectiveness of the product must be tested. Moreover, R & D is the process on the steps to develop a new product or to validated the product that had already existed, the product not only in the form (hardware) such as: books, moduls, tool in the class or labolatory but also in sofware like computer programs. Learning in the class, library or labolatory or otherwise the models of education, pearing, coaching, huiding, evaluation, management, and etc.[32] It means that R&D can be used in many aspects such as library and labolatory.

In the research used research and development (R&D) method. In (R&D) measure the praticalilaty of the product, the researcher must give experiment this resarch will be a pre experiment research. The research design in the research is one

[32] Nana Syaodih sukmadinata, *metode penelitian pendidikan*, (Bandung: PT Remaja Rosdakarya, 2009), P.164

group pretes – posttest design.[33] Suryabrata states that the research design involves one group which is pretes (T1) exposed to tretment (X), and post tested (T2)[34] the expected result of the treatment is determined by comparing pretest and posttest score.[35] The treatment which was applied in this research is the development of interactive learning media by using Adobe Flash CS6. This research was described in the table as follow:

Table 3.1 : One Group : *Pretest-Posttest Design.*

Pretest	Treatment	Posttest
T1	X	T2

Where:

T1 = Pretest

T2 = Posttest

X = the treatment that was given to experiment class by using Adobe Flash CS6.

In this research, the class would be treated by applying interactive learning media by using Adobe Flash CS6. Then, this research used the pretest and posttest to know whether there would be improvement of the students' vocabulary mastery.

Furthermore, Richey and Klein define the research and development as the systematic study of design, development and evaluation processes with the aim of establishing an empirical basis for the creation of instructional and non- instructional products and tools and new or enchanced models that the govern their development.[36]

[33]Mohammad Ali, *strategi penelitian pendidikan*, (Bandung: Angkasa, 1993), p.141

[34]Sumadi Suryabrata, *metodologi penelitian*, (Jakarta: PT . Raja Grafindo Persada, 2004), p.102

L.R Gay, Educational Research : *Competencies of Analysis and Application*, (Singapore: Merril, 1990),p.260

[36] Emzir, *methodologi Penelitian pendidikan kuantitatif dan kualitatif*, (Jakarta: Pt Raja Grafindo Persada, 2012), p.264

Thus, researcher used the research method of research development to a new learning media in teaching vocabulary (public palces) for Junior high school.

In addition, it can be concluded that the research and development, or (R&D) is the research which is done by collecting data and developing it. It can done by producing the new product or enhancing the product by using some steps that had been planned and the result of the research can be accounted.

In this research, the researcher used of R&D version of the ADDIE (Analysis-Design-Development-Evaluation). Robert Maribe Branch state that, ADDIE is a product development paradigm nand not a model persements[37]. ADDIE model of development has five stages, namely:

1. Analisis (analysis)

   The main activity at this stage is to analyze the need for the development of media / new learning methods and to analyze the feasibility and the terms of the development of new learning media. The development of new learning media preceded by a problem in the media that have been applied. After analized it, the problem need to develop new learning media, researcher also needs to analyze the feasibility and the terms of the develoment of new earning media.

2. Design (Design)

   This activity is a systematic process that begins from the set of earining objectives, designing scenary or tutoring, designing learning tools, designing learning materials and tools evaluation of learning outcomes. Draft media / learning method is still conceptual and will underline the process of curriculum development.

3. Development (development)

[37] Robert Maribe Branch, *instructional desogn:the ADDIE Approach.*(new york, 2009). P.1

ADDIE development model provides product design realization activities. In the design stage, the conceptual framework has prepared for the media / new learining methods. In the development phase, which is still conceptual framework is realized into product ready to be implemented.

4. Implemention (implemention)

At this stage during implementation, the draft media / method is developed that has been applied to the actual conditions, after the application, performed an initial evaluation to provide feedback on the application of media / next method.

5. Evaluation (Evaluation)

Evalution is a process to see whether a learning system is being built successfully, within their initial expectations or not.

B. Population and sample

Population and sample were two elements in doing research. They were necessary steps to get data for this research. The population and sample of this research were:

1. Population

Population is all of subject and object that will be research by researcher. According to Gay, population is the group of interest to the researcher.[38] Furthermore, Sugiyono defined population as generalized area which consists of subject/ object which has certain quality and characteristic to be learned and

[38]L.R gay, *Educational Research : competencies of analysis and Aplication*, (Singapore : Merril, 1990), p.102

concluded by a researcher.[39] The population of this research was all of the first grade of SMP N 05 Pangkalan. The researcher took first grade students class because based on pre observation many problems have found in teaching learning procsess in this first grade in studying English. Total of the population in this research was 21 students as describing in this following table:

Table 3.2: The Totality of First Grade Students of SMP N 05 Pangkalan.

No.	Class	The Student
	VII	21

.

Source: English teacher of SMP N 05 Pangkalan

2. Sample

Sample is a part of the population that is researched by researcher that is taken by using certain way. According to suharsimi, sample is part of population that will be researched. [40] In determining the sample, the researcher used total sampling on taking the sample, because the school just had one class of the first grade. This is based on the statement of suharsimi Arikunto who notes that if the amount of population is the less than hundred, so it is better to take all of the population as the sample of the research in order to make accurate generalization. So that, the sample of this research is all students of first grade of SMP N 05 Pangkalan that were 21 students. To choose the samples, the researcher followed the step below.

[39]Sugiyono, *Metode penelitian pendidikan pendekatan kuantitatif, dan R&D*, (Alfabeta : bandung, 2009), p. 117

[40] Suharsimi Arikunto, *prosedur penelitian*, (Jakarta : Rhineka Cipta, 2006), p.117

a. Collect the mark or score of students' vocabulary test.

b. Test the normality of the data

c. The purpose of testing the normality of the data is to know whether the data spreads out normally or not. Normality of the data is tested by using lilietors test. It was done in there steps below:

1) Arrange the data from lower to the higher

2) Find the up frequency comulative (fk(a))

3) Find the empiric prportion (Sn(Xi) with the pattern (Sn(Xi)=(Fk(a)/n

4) Find the mean score (X) and the standard deviation (SD)

$$(X) = \sum \frac{fxi}{n}$$

Where :

X= Mean score

$\sum X$ = The sum of all yhe scores

n= Total number of subject

$$\frac{\sqrt{\sum f(xi-x)^2}}{n-1}$$

where :

SD= StandarDeviation

=Score frequency times test result

= Number of class

5) Find the score of Zi by using this formula Zi/s

Where:

Zi= Score

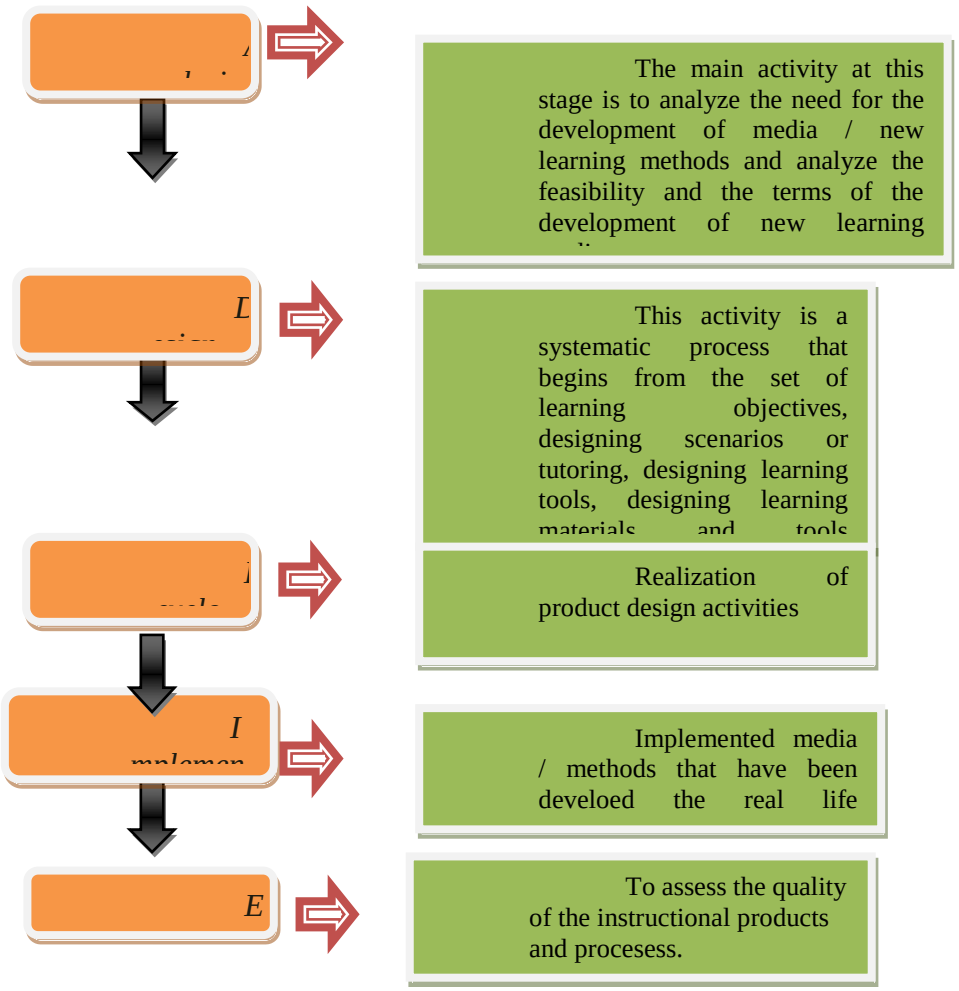
Xi=Limit of under class or higher class

X= Mean

6) Find the scre of P(Zi) by consult the score of Zi with Z table
7) Find Sn (xi) – P(Zi)
8) Find the absolute score of Sn (xi) – P (Zi)
9) Determine the higher score of absulute mark Sn (xi) – P(Zi) it is named with Lo(Liliefors)
10) Test the Lo score with Liliefors table with the certain degree of freedom (a) : 0,05.
11) Take the coclusion, if Lo<Ltab or if tab>Lo it can be concluced that the data is distributed normally with the degree of freedom in (α) 0,05.

C. Development Procedure

In this research, the researcher choose ADDIE to follow the procedure of R&D (research and development)



Picture 3.2 ADDIE Model

D. Instrument of The Reasearch

Instrument in this research was needed in order to get the data to answer research questions. The instrument that would use in this research should be design optimally in order to get the data. In this research, the researcher used three instruments which were interview, test, and questionnaire.

1. Interview

Interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and join construction of meaning about a particular topic. Furthermore, interviewing provides the researcher a mean to gain a deeper understanding of how participant interpret a situation phenomenon that can be gained through observation alone. In addition, the part of interview is instructure interview. For collecting the data, the researcher used several instruments that are voice recorde, list of questions, and other materials to support this interview run well. The researcher gave some question directly related to how is the vocabulary media used by teacher to English teacher at the first grade of SMP N 05 pangkalan.

2. Questionnaire

Questionnaire is a technique to determine the validity and practically of the media by giving questions to the respondent

3. Test

In this instrument the resesarcher used determine effective the media in teaching vocabulary. Amirul Hadi and haryono states that, test is stimulus that given for everyone to get the answers.[41] The researcher gave the test to the students. The pusposed of test is to measure about the students ability and skill of knowledge based on the answers that given by the students.

[41]Amirul Hadi – haryono, metodologi penelitian pendidikan, (Bandung, Pustaka setia, 1998,p. 139

A good test should have to be validated and reliabilited. The researcher considered about the validity and reliability of the test, because it is important on the test. Without validity and reliability a test would not became valid and reliable. The main requirement of the test are validity and realibility, as explained below:

a. Validity

Validity in testing will be understood to discover whether a test measure accurately. According to Amirul hadi and Haryono validity is the test measure intends to be measure. The test can be validated if the test exactly and tructly measure what should be measure.[42] Moreover, validity means the test actually measure what is intend to be measure. To make the test become valid the researcher will give test to the students who have learn about English especially vocabularies. The researcher used expert validity to valid the test. The researcher consult with lecturer as expert to valid the test. Before the researcher give test to the students, the researcher consult the test to her advisor.

b. Raliability

Reliability refers to consistency of a measure. A test must be considered reliable if we get the same result repeatedly. Technically, reliability shows the extent to which the test scores are free from errors of measurement. Gay says that reliability is the degree to which a test consitently measure whatever it measure.[43] It means that if the test are given to the same students in different time te result should be consistent and trusted. In this research the researcher gives test to 21

[42] Amirul Hadi-Haryono, metodologi penelitian pendidikan, (Pustaka setia bandung, 1998),p.140

[43]L.R gay, Educational Research : Competencies of Analysis and Application, (Singapore: Merril, 1990), p.263

students which consist of 20 items for 30 minutes and the researcher use the formula of realibility:

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

Where :

r_{ii}= reliability S^2

n =Number of items

p = proportions of the number of students answer correctly

q = proportions of the number of students answer in correctly

$\sum pq$ = total number of p to q

$S =$ standard-deviation

General description of cooefiscient correlation

0,80 <r_{ii}1,00 : very higer

0,60 < r_{ii}0,80 : Higher

0,40 < r_{ii}0,60 : Average

0,20 < r_{ii}0,40 : Low

0,0 <r_{ii} 0,20 :Very Low

Score r that is got then is compared with score r table, if > r total score then the score is reliable.

E. The Technique of Data Collection

The data which were taken from various instruments analyzed by using descriptive quantitative.

1. Data from interview described by using descriptive qualitative.
2. Data about the product was validated by using validation sheet through content validation and construct validation.
3. Data from the test was computed by using quantitative analysis and then described the result.
4. The data about practicality and effectivity was analyzed by using descriptive qualitative.

F. The Technique of Data Analysis

Researcher analyzed of the data in two ways within instruments form, namely: quantitative and qualitative. The researcher would analyze the data of instrument to get research result and researcher used ADDIE:

1. Analisis (analysis)

   After researcher conducted a seminar proposal, the researcher did the analysis to get data from the teacher to interview the teacher and asks how to use vocabulary that was used.

2. Design (design)

   After conducting an anlysis and obtain data from teachers, researchers must create a hypothetical design of which will be developed by the researcher. After that, researcer must validate the hypothetical design to the experts.

3. Development (development)

After the researchers conducted a hypothetical design, the researcher made the actual media. and returned to validate media experts, experts from the vocabulary of the feasibility of using the media to give the sheet instrument.

In order to get a good result in the validation of the products used questionnaires, which media experts stayed fill out a questionnaire based on questions that have been provided. Product validation to request an assesment of media experts to the experts who have expertise in the field

The data about

1. Validity analysis of product

$$N = \frac{BP}{BM} \times 100\%$$

In the above formula:

N = The score that has been gotten

BP= The score that has gotten from the questionnaire that has distributed

BM= The maximum score for question of each item in qustionnaire.

Calculaation of final value data validation using a likert scale criteria:[44]

Table 3.3 criteria of Validity

Percentage	Criteria
0-20	Not Valid

[44]Riduwan, Belajar Mudah Penelitian Untuk Guru, Karyawan, Peneliti Pemula (Bandung; Alfabeta, 2004)

21-40	Less Valid
41-60	Enough Valid
61-80	Valid
81-100	Very Valid

(scource : Modification of Riduwan 2012)

2. Practicality analysis of product

Practicality analysis was done to the product as the response of English teacher and students as the subject in this research. The formula of practicality was suggested by Sugiyono, as the following:[45]

$$PN = \frac{BP}{BM} \times 100\%$$

In the above formula:

N = The score that has been gotten

BP= The score that has gotten from the questionnaire that has distributed

BM= The maximum score for question of each item in qustionnaire.

The result from the practicality then was measured by using qualitative criteria as follows:

Table 3.4 Criteria of Practicality

Percentage	Criteria
0-20	Not Practic
21-40	Less Practic
41-60	Enough Practic

[45] Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D, (Bandung: Alfabeta, 2012)

61-80	Practic
81-100	Very Practic

(scource : Modification of Riduwan 2012)

4. Implementasi (implementation)

After researcher conducted the develpoment of the media, researcher had to apply to conduct experiments to determine the praticality of media. To determine whether or not the media effective researcher must provide a test to students. After that, the researcher gave practicality sheet to determine the practicality of a media to the user or teacher.

1. Test

The researcher used t-test in analyzing the data. Suryabrata states that, the suitable satistic formula in one group prtest posttest design is by using t-test to find whether the differences of pretest and posttest are significant.[46] The researcher compared the differences of mean score between pretest and posttest.

There are some steps which are conducted to use this design. Ali states that there are some steps conducted in one group pretst- posttest design.[47]

1. Choose the subject as the sample
2. Conduct the pretest (T1)
3. Give the treatment (interactive learning media in teaching vocabulary by using Adobe Flash CS6) to the students (x)
4. Conduct the pretest (T2) after the treatment is used in learning process

[46]Sumadi Suryabrata, metodologi penelitian, (Jakarta : PT . Raja Grafindo Persada, 2004), p.102
[47]Mohammad Ali, Strategi penelitian pendidikan, (Bandung: Angkasa, 1993), p.148

5. Find the mean scores and standard deviation of pretest and posttest, then comparethem.

   a. Find the mean score (x)

$$(\bar{x}) = \frac{\sum X}{N}$$

$symbols$:

$(\bar{x})$ =mean

$\sum X$ =the sum of all the scores

N =total number of subjects

   b. Find the standard deviation (s)

$$S = \frac{\sqrt{\sum f(xi-x)^2}}{n-1}$$

6. Test the differences of mean score by usingt-test

To analyze the result of experiment that used one group pretest posttest design, Arikunto suggested to use the following formula:[48]

$$t = \frac{Md}{\frac{\sqrt{\sum x^2 d}}{n(n-1)}}$$

t =symbols:

Md = mean of pretest and posttest

Xd = deviation of pretest and posttest

$\sum x^2 d$ = sum of quadratic deviation

N = total number of subjects

Postest score is anlyzed by using this formula to see the effectivity of the media whether there is or there is no significant difference of the studentd 'pretest result and students' posttest result after using Adobe Flash CS6 in teaching

[48]Suharsimi Arikunto, prosedur penelitian, (jakarta : Ribeka Cipta, 2006), p.300

vocabulary. The researcher used t-test to compare or find out whether the value of t- obtained indicates a significant difference between mean scores of two test, it is compared to the value of t in the table at the degree of freedom a =0.05. The condition is the alternative hyphothesis (Ha) is accepted if t- obtained > t table. While the null hyphotesis (Ho) is accepted if t- obtained < t table.

5. Evaluasi (Evaluation)

The last step that the researcher did is the evaluation. The researcher evaluated the media and the data to know wheter the media related to the effectivity of the media in teaching vocabulary in the first grade of SMP N 05 Pangkalan.

CHAPTER IV

FINDING AND DICUSSIONS

A. Findings

In this chapter, the researcher wants to explain the description about firstly, pre-design of the result of analysis of collected data carried out to answer the research questions; How is the vocabulary learning media used by teacher? How to develop interactive learning media in vocabulary by using Adobe Flash CS6? How to measure the validity, effectivity, and practicality of the development interactive learning media by using Adobe Flash CS6?.

To answer the research questions, the researcher used of R & D version of ADDIE (Analysis-Design-Development-Implementation, and Evaluation).

1. Analyisis

Before the researcher designed hyphotetic media, the researcher should be analyzed the concept before creating. In concept there are:

a) The user analyisis

Before the researcher created media, the researcher needed interview the teacher. This aims to get the information about how was the media used by the teacher and how was media needed in this time. The information is in learning process, the teacher used conventional media like handbook and LKS. It made the students in learning process feel bored and unactive. In this time the teacher needed media that made the sudents active in learning process. Media also can increase the vocabulary of students.

b) The analysis of curriculum

The researcher had to analyze the curriculum. It is intended that researcher could make the material according to the curriculum taught in the first grade of SMP N 05 Pangkalan. The material is selected about public places.

2. Design

In design, the researcher must create design hyphotetic of media, after the researcher created design hyphotetic of media, the researcher must validate design hyphotetic to validator of IT, lecture of English, and English teacher.

In this step, some design structure navigation is done:

a. The Display of intro, home and menu

In view of this picture, there are several views go to the menu: the first is a preview of a). the intro, b) home, c). menu

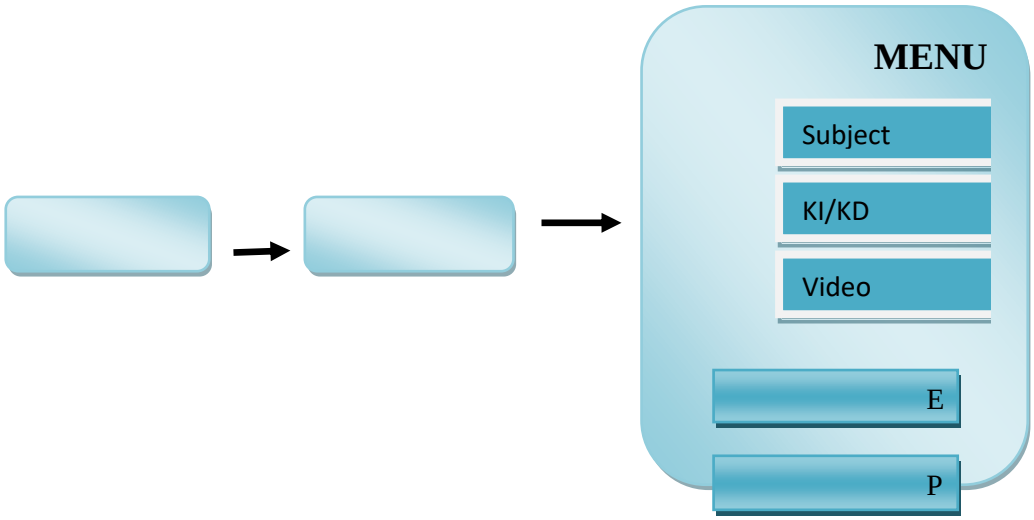


Figure 4.1 Display design hyphotetic of intro, home and menu

c). The Display KI/KD

In the menu display, there are several options that you will choose. In this step is about the display KI/KD, so you have to click the button KI/KD.

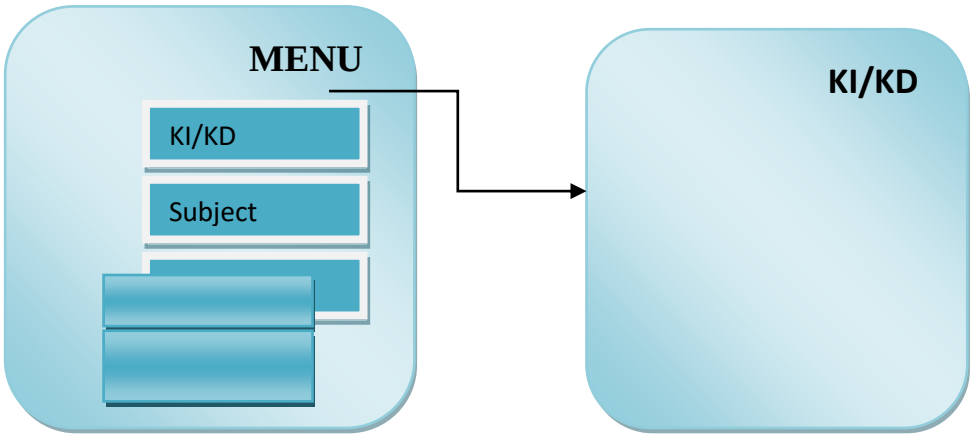
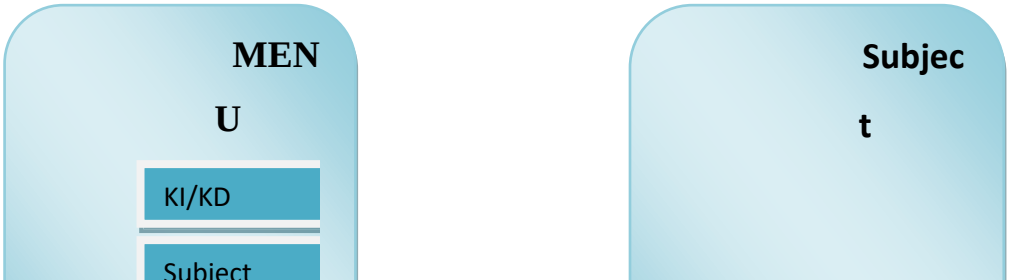


Figure 4.2 Display design hyphotetic of KI/KD

b. The display of subject

In this subject there are three kinds of display:



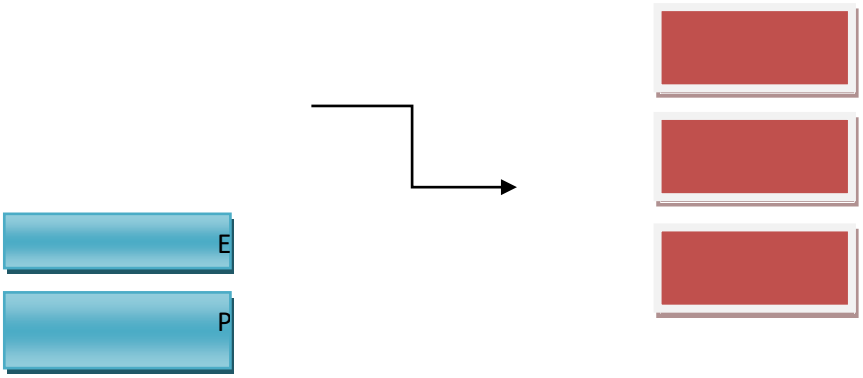


Figure 4.3 Display design hyphotetic of Subject

1) Explanation

where in this explanation display is about the public places material.

2) Vocabulary

Where in this display, there are all of vocabularies about material, here will be presented the voice choice from English and Indonesian.

3) Game

Where in this display, there are two kinds of game:

a) Job game

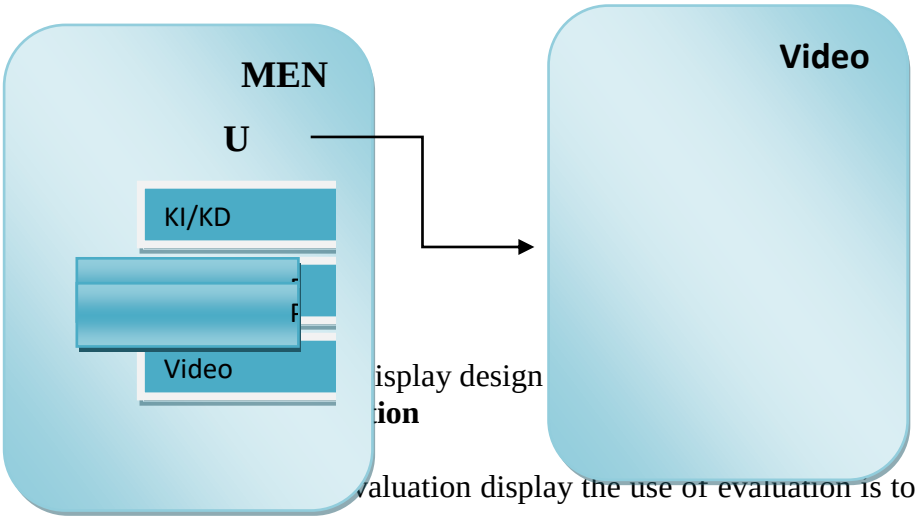
Job game is the game there is an activity to match the picture of people with the job

b) Guess picture game

Guess game is the activity is to guess the picture based on the questions

c. The Display of Video

In this display, there is video display about public places. Where, if the user clicts the video, the video will appear. To play the video, the user has to clict the button play and if the user will stop the video, so the user has to clict the button stop.

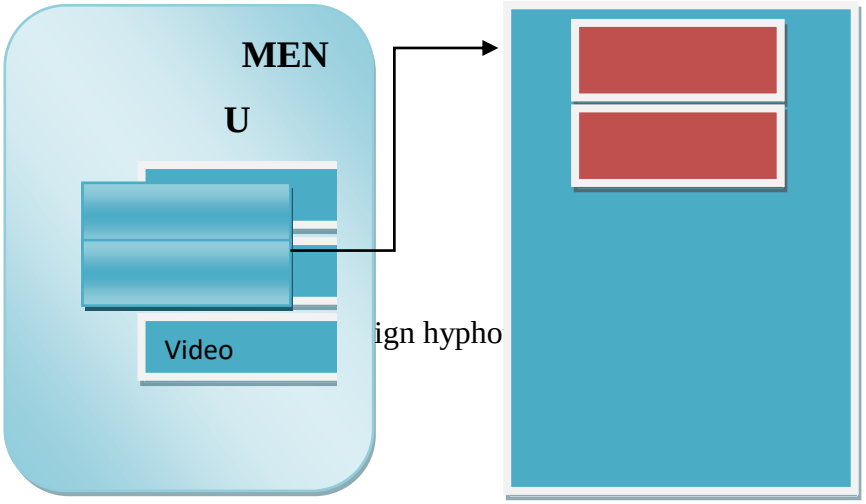


isplay design
ion

valuation display the use of evaluation is to measure how long the understanding of the user about the public places material. In the evaluation there are two kinds of question.

1. The questions is to choose the correct answer
2. The questions is to guess the picture.

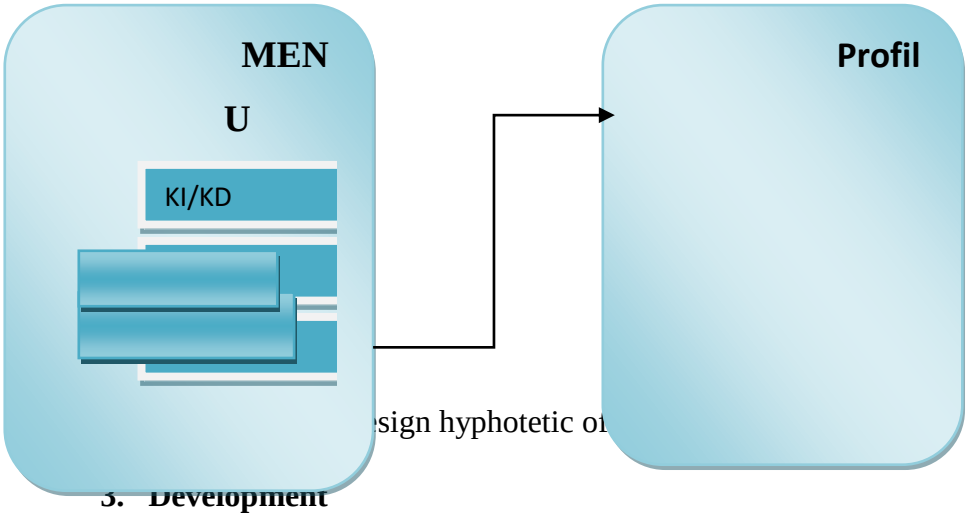
To measure the criteria of the result, the user has to clict the button of grade value



ign hypho

e. The displayof Profil

If the users want to know about the profil, they may clict the button profile.



sign hyphotetic of

3. Development

Development is where the researcher has to make the true media and researcher should be validated by the expert of media (IT), English lecturer, and English teacher.

a. The Display of intro, home and menu

If the user wants to open the development of interactive learning media in teaching vocabulary. So, the user has to clict the botton of introduction, so the display of intro will appear to go home. Upon entry to home there will be the word “Back to school” if the user wants to go into the menu, the user has to clict the reading “Back to school”and the next screen will display a menu where in the menu there are some parts of the menu.



Figure 4.7 Display of intro



Figure 4.8 Display the second intro



Figure 4.9 Display of home



Figure 4.10 Display of menu

b. The Display of KI/KD

If the user wants to see the KI/KD. So, the user has to clict the button KI/KD. After that, the two buttons will appear KI/KD. If the user wants to see KI then, the user has to clict the KI button, and if the user wants to see the KD section, then the user has to clict home botton, and clict the menu KI/KD in menu and clict again in reading KD. If the user wants to see the menu, then the user has to clict the home button. In this picture view there are KI/KD, if the user click menu KI/KD. So, the text appear. If the user want out from display of KI/KD, click button picture of Home in the right side.



Figure 4.11 Display of KI/KD

c. The Display of Subject

If the user clicts subject menu. So, there are three kinds of menu:

1). Explanations

The explanation about material of public places. If the user wants to see the menu after subject menu, the user has to clict home in the left side.

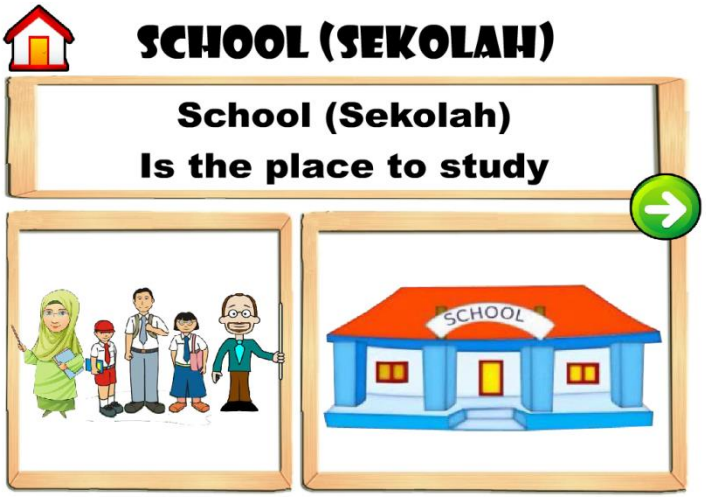


Figure 4.12 Display of subject.

2). Vocabulary

The collect of vocabulary from public places material, if the user wants to see vocabulary. So, from the firs, the user has to clict button “Open” in the book display which existed in vocabulary in vocabulary’s book there was the bow button to the right to see vocabulary, and the bow button in the left to back to previous vocabulary.





Figure 4.13 Display of Vocabulary

3). Game

If the user wants to listen to the sound of vocabulary which are available so, first, the user has to dict the play button. If the user wants to close the vocabulary section and wants to see the third section, that is the game, so the user has to clid the close button that existed at the book, so that, it would appear yhe cover of vocabulary that is the user has to clict the home button, so it will back to the start menu. If the user wants to see the subject of the game, then the user has to clict the subject line and will appear 3 parts, the user will choose the games section. Here there are 2 games :

a. Job games

To start this game, the important is to see the instruction of question, to see it, so the user has to clict the button of question then the games question will appear, to back to the start of game, the user clict the symbol x red in the right side, to start the game, the user has to clict the start symbol. If the user finished the first game, then it will be continued to the second game.

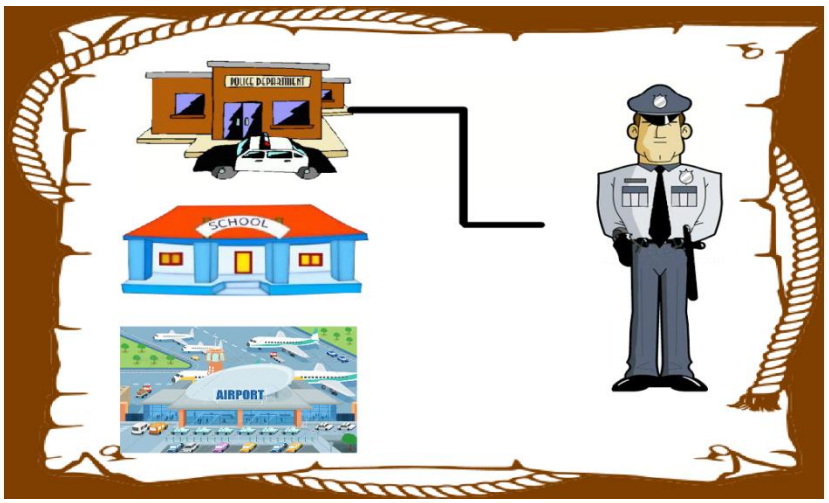


Figure 4.14 Display of Job game

b. Guees picture games

This game is about guessing the picture in the media. To start the game, first the user has to clict the question? Symbol to see the question instruction and then, clict the red cross x button in the right side to back to the start game. If the user wants to go out from this game, so the user has to clict the home button appeared after game over. If the user wants to see the video from public places then, the user has to clict the button of video, so the user

clicts the play video button in the slide appeared, if the user play the video.



Figure 4.15 Display of Guess game

d. The Display of Video

In this display there is video display about public places. Where if the user clicts the video. So, the video will appear. To play the video, the user have to clict the button play and if the user will stop the video, so the user have to clict the button stop.



Figure 4.16 Display of Video

e. The Display of evaluation

Here, there is an evaluation display, is the measure how long the understanding of the user about the public places material. In the evaluation, there are two kinds of questions:

1). The question is to choose the correst answer

2). The question is to guess the picture.

To measure the result , the user has to clict the button of grade value



Figure 4.17 Display of evaluation

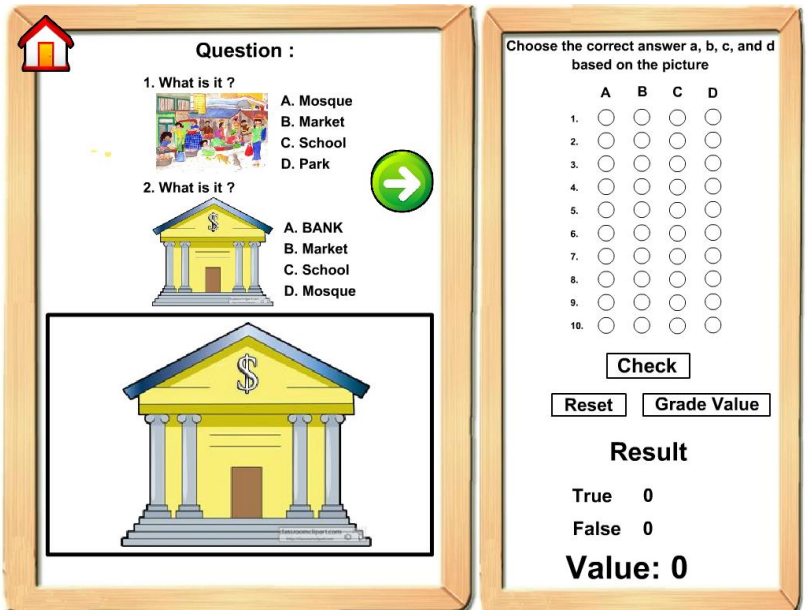


Figure 4.18 Display of evaluation 1

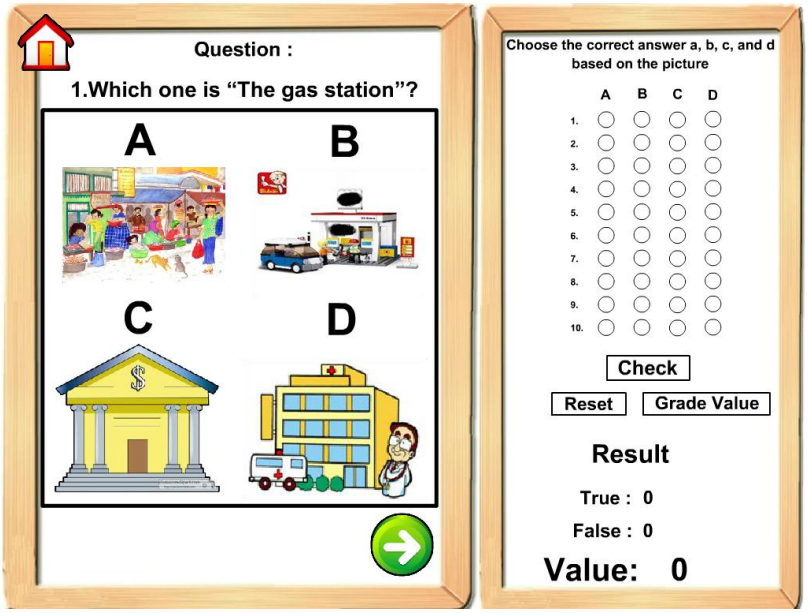


Figure 4.19 Display of evaluation 2

f. The display of Profil

In this display, there is about the researcher biography. If the user wants to see biography of the researcher. The user have to clict " Here to about me" and if the user wants to back to menu

slide. So that, the user have to clict the home botton in the left side.





Figure 4.20 Display of Profil

4. Implementation

Before implemented interactive learning media, the researcher gave students pre test to know the students beginning ability. Then, after implemented the product , the researcher gave students post tets, to know the effectivity of the product and students achievement, whether there was differences or not.

5. Evaluation

Athough has been implemented effectivity, this media was still needed an evaluation. Based on the researcher's research, the interactive learning media Public places need to be improved more detail about the employing in the class. The media should used by the students one by one by using computers.

B. Explanation Validity, Praticality and Effectivity

a. Validity Product

To measure the validity of product, the researher gave two questionnaire to the expert. Expert of media and the English lecturer, after that the researcher analyzes the questionnaire

a. The first expert of media **Riri Okra, M.kom** the lecturer of informatics and engineering IAIN Bukittinggi. He said that media is good. But, there is no button of navigation in vocabulary. Then, he gave the suggestion that edit sound with cool edit pro to promot power of sound.

b. The second expert of English lecturer **Yuhendra, M.Sc** method of this media is the good think that the teacher teach in the class especially to begginers. Then, **Merry Prima Dewi, M.Pd** gave the comment in the game there is no direction of the game and

evaluation, and the vocabulary explanations possible to be simplied. She also gave the suggestions that the volume of the backsound too smaller, explanation of the vocabulary about public places possible to be simplied

Table 4.1 The Analysis of Validity Product

No	Research aspect	Indicator	Assesment			∑ score	Maximum Score	Percentase	Explanation
	Content validity aspect		1	2	3				
		1	5	5	3	13	15	87	Very valid
		2	5	5	3	13	15	87	Very valid
		3	5	5	3	13	15	87	Very valid
		4	5	4	4	13	15	87	Very valid
	Instructional design aspect	1	5	5	3	13	15	87	Very valid
		2	5	4	4	13	15	87	Very valid
		3	5	5	3	13	15	87	Very valid
		4	5	4	3	12	15	80	Valid
		5	5	5	3	13	15	87	Very valid
		6	5	5	3	13	15	87	Very valid
	The parcel of material and communication	1	5	5	3	13	15	87	Very valid
		2	5	5	4	14	15	93	Very valid
		3	5	4	3	12	15	80	Valid
		4	5	5	3	13	15	87	Very valid
		5	5	5	3	13	15	87	Very valid
	Language aspect	1	5	5	4	14	15	93	Very valid
		2	5	5	3	13	15	87	Very valid
		3	5	5	4	14	15	93	Very valid
		4	5	5	4	14	15	93	Very valid
	Sum	19	95	87	71	239	95	1.576	
			Mean score					**83**	**Very valid**

The conclussion of the validated of media is Very valid to used based on the table analysis of the validator with the score **83 (Very Valid)**

b. Validity of The Guide Book of Media

To measure the validity of the Guide Book of Media the researcher must gave the validation sheet to expert from Subject and language of media. The expert is **Meri Prima Dewi, M.Pd**

Table 4.2 The Validity of The Guide Book from Expert of Subject

No	Assesment aspect	Indicator	Assesment	∑ score	Maximum score	Percentase %	Explanation
1	Subject	1	4	4	5	80	Valid
		2	4	4	5	80	Valid
		3	4	4	5	80	Valid
		4	4	4	5	80	Valid
		5	4	4	5	80	Valid
		6	4	4	5	80	Valid
2	Persentation	1	4	4	5	80	Valid
		2	4	4	5	80	Valid
		3	4	4	5	80	Valid
		4	4	4	5	80	Valid
		5	3	3	5	60	Enough Valid
		6	4	4	5	80	Valid
		7	4	4	5	80	Valid
		8	4	4		80	Valid
3	Grafic of The Guide Book of Media		4	4		80	Valid
4	Language of The Guide Book of Media	1	4			80	Valid
	Sum	16	63		80	80	
	Mean score					78	Valid

The conclussion of The Validity of The Guide Book from Expert of Subject is Valid to used based on the table analysis of the validator with the score **78** by criterian **(Valid)**

Table 4.3 The Validity of The Guide Book from Expert of languge

No	Assesment aspect	Indicator	Assesment	∑ score	Maximum score	Percentase %	Explanation
1	Arrangement of language	1	2	2	4	50	Enough Valid
2	Selection of word	1	2	2	4	50	Enough Valid
3	Language easy to understanding	1	3	3	4	50	Valid
4	Arrangement of writing	1	3	3	4	75	Valid
	Sum	4	10		80	250	
	Mean score					62	Valid

The conclussion of The Validity of The Guide Book from Expert of language is Valid to used based on the table analysis of the validator with the score **62** by criterian **(Valid)**

c. Practicality

To measure the practicality of media, the researcher must gave the questionnaire to the English teacher at the first grade of SMP N 05 Pangkalan. After that, the researcher analyzed the questionnaire to measure practice or not media to use. According to English teacher of the first grade of SMP N 05 Pangkalan **Delia murni, S.Pd**. She said that the media is very good to use because it will be interactive in

learning process and the students will not be bored in studying English.

Table 4.4 The Analisis of Practicality product

No	Research aspect	Indicator	Assesment	∑ score	Maximum score	%	Explanation
1.	Appearance	1	4	4	5	80	Practice
		2	3	3	5	60	Enough Practic
		3	4	4	5	80	Practice
		4	3	3	5	60	Enough Practice
		5	3	3	5	60	Enough Practice
2.	Content	1	3	3	5	60	Enough Practice
		2	3	3	5	60	Enough Practice
		3	4	4	5	80	Practic e
		4	4	4	5	80	Practice
3.	The advantage of media	1	4	4	5	80	Practic e
		2	3	3	5	60	Enough Practice
		3	4	4	5	80	Practice
	Sum	12	42	42	60	840	
	Mean score					70	Practice

The conclusion of the practicality of media is practice to used based on the tble analysis of the validator of practicality with score **70 (Practice)**

d. Effectivity

To measure the effectivity, the researcher must give the experiment to the first grade SMP N 05 Pangkalan.

1) Description of the Data

The data of this research was gotten by the researcher based on the research that had been done at the first grade students of SMP N 05 Pangkalan. The data was gained by giving the pre-test and post-test for the sample class. Pretest was given before the treatment,

and posttest was give after the treatment. The data of this research was the scores of the students' vocabulary test in a form of objective tests. The kind of tests was multiple choices that consisted of 20 items. The researcher used the following formula to measure the score of the students' pretest and posttest.

$$S = R \times \frac{}{Wt}$$

S = Score of the students

R = Right answer of the students

Wt = Point of the test

Based on the formula above, the researcher measured the students' scores by multiplying the right answer of the students with the scores of the test. In this research, the score of test was 5. So, the highest scores of the students is 100 and the lowest one is 0.

a) Pre-test

Pre-test was given to the students as sample at the beginning of the class or meeting. There were 20 items which were answered by students. After checking and calculating the students answer sheet, the researcher got the highest score of pretest was 80 and the lowest score was 50. The score distribution of pretest had mean 66.90

Table 4.5 Pre-test of the students' score

	Students' code	Pretest
o		
	AA	70
	AA	60
	A	60
	AU	55
	HD	70
	MRI	50
	M	70
	MN	65
	MN	75
	MR	50
0		
	RW	80
1		
	RFN	60
2		
	RY	70
3		
	RS	80
4		
	RK	70
5		
	WR	60
6		
	ZSA	75
7		
	MI	60
8		
	M	80
9		
	S	80
0		

RS	65
1	
Mean $\bar{x}$)	**66.90**
Standard deviation	**9.75**
S^2	
Variant^2	**950.6**
Max	**80**
Min	**50**
$\sum x_1$	**1405**

The table above showed that the number of all scores pretest was 1405, number of students 21 students, mean score was 66.90, standard deviation 9.75 variant was 950.6. The highest scores of pretest was 80 and the lowest score was 50.

b) Post-test

The posttest was done at the end of the meetings. The posttest also had 20 items. The questions between pretest and posttest were same. Then the researcher checked and calculated the students' score. From the scoring of the data, the highest score of the posttest in this research was 95 and the lowest score was 60. From the data, it is calculated that mean of posttest is 78,57

Table 4.6 post-test

Students' code	Posttest
o	
AA	85
AA	75
A	80
AU	75

	HD	75
	MRI	65
	M	80
	MN	60
	MN	80
	MR	70
0		
	RW	90
1		
	RFN	85
2		
	RY	80
3		
	RS	90
4		
	RK	90
5		
	WR	60
6		
	ZSA	70
7		
	MI	75
8		
	M	90
9		
	S	95
0		
	RS	80
1		
	Mean $\bar{x}$)	**7857**
	Standard deviation (S)	**2.894**
	Variant (S^2)	**8.375**
	Max	**95**

Min	**60**
$\sum x_1$	**1650**

The table above showed that the number of all scores posttest was 1650, number of students 21 students, mean score was 78.57, standard deviation 2.894, variant was 8.375. The highest scores of posttest was 95 and the lowest score was 60

	Pre-test	Post-test
Mean $\bar{x}$)	66.90	78.57
Standard deviation (S)	9.75	2.894
Variant (S^2)	950,6	8.375
Max	80	95
Min	50	60
Sum of all scores $\sum x$	1405	1650

2) Analysis of the Data

In this research, there were two kinds of the data analyzed in this research: pre-test and post-test. After getting the mean score and the standard deviation both of tests then the researcher got the $t_{obtained.}$ After that, the data were calculated by using t- formula as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x2d}{N(N-1)}}}$$

symbols:

Md = mean of pretest and posttest

Xd = deviation of pretest and posttest

$\sum x^2 d$ = sum of quadratic deviation

N = total number of subjects

The formula above was used to compare the mean score of pre-test and post-test. The researcher used the following table to analyze the t-test of mean scores between pre-test and post-test

Table 4.8: Analysis of the t- test

No	**Students' code**	**Pre-test C1**	**Post-test C2**	**Gain (d) post-test and pres-test**	**Xd (d-Md)**	xd^2
	AA	70	85	15	.3	10,89
	AA	60	75	15	.3	10,89
	A	60	80	20	.3	68,89
	AU	55	75	20	.3	68,89
	HD	70	75	5	8,5	10,89
	MRI	50	65	15	.3	2,89
	M	70	80	10	1.7	2,89
	MN	65	60	-5	16.7	278,89
	M	7	8	5		4,692

	N	5	0			8,5		
		M	5	7	2			68,89
0	R	0	0		0	.3		
		R	8	9	1			2,89
1	W	0	0		0	1.7		
		R	6	8	2			176,89
2	FN	0	5		5	3.3		
		R	7	8	1			2,89
3	Y	0	0		0	1.7		
		R	8	9	1			2,89
4	S	0	0		0	1.7		
		R	7	9	2			68,89
5	K	0	0		0	.3		
		W	6	6	0			0
6	R	0	0					
		Z	7	7	-			278,89
7	SA	5	0		5	16.7		
		M	6	7	1			10,89
8	I	0	5		5	.3		
		M	8	9	1			2,89
9		0	0		0	1.7		
		S	8	9	1			10,89
0		0	5		5	.3		
		R	6	8	1			10,89
1	S	5	0		5	.3		
		$\sum$C1	$\sum$C2		$\sum$			$\sum xd^{2=2.177,514}$
		$= 1405$	$= 1650$		d= 245			

Md= $\frac{\sum d}{N} = \frac{245}{21}$ = **11.67**

t.obtained= $\frac{\text{Md}}{\sqrt{\frac{\sum \text{x2d}}{\text{N(N}-1)}}} = \frac{11.67}{\sqrt{\frac{2177,51}{21(21-1)}}} = \frac{11.67}{\sqrt{\frac{2177,51}{21\ (20)}}} = \frac{11.67}{\sqrt{\frac{2177,51}{420}}} = \frac{11.67}{\sqrt{5,1845}} = \frac{11.67}{2.228}$ **5.118**

T= 5.118

$$df = 21$$

By using t 0.05 was found t-table = 1.721t. $_{\text{obtained}} > \mathbf{t}_{\text{table}} = \mathbf{5.118} > 1.721$. Based on the analysis of t test above, the mean score of pretest and post-test was 11.67 the sum of gain (the differences of students posttest and pretest) was 245 and the sum of quadratic deviation was 2.177,514. After getting those data, it was used to find the t- test of the pre-test and post-test. The t-test of the scores was **5.118** Then, the researcher obtained the t table on 2 degree of freedom and alpha 0.05 level of significance. From the calculation, it was found that t – obtained was higher than t table, where t-obtained was **5.118** while t-table was 1.721.It means the differences between pre-test and post-test was significant.

3) Testing the Hypothesis

After the scores of pre-test and post-test had been analyzed, the hypothesis was tasted. The hypothesis of this research was:

H_a : There is a significant effect of using the development of interactive learning media in using Adobe Flash CS6

H_0 : There is no significant effect of using the development of interactive learning media in using Adobe Flash CS6

H_a means There is a significant effect of using the development of interactive learning media in using Adobe Flash CS6 in teaching Vocabulary. On the other hand, H_0 means There is no significant effect of using the development of interactive learning media in using Adobe Flash CS6 in teaching Vocabulary. To measure whether the hypothesis was accepted or rejected, the researcher used this formula:

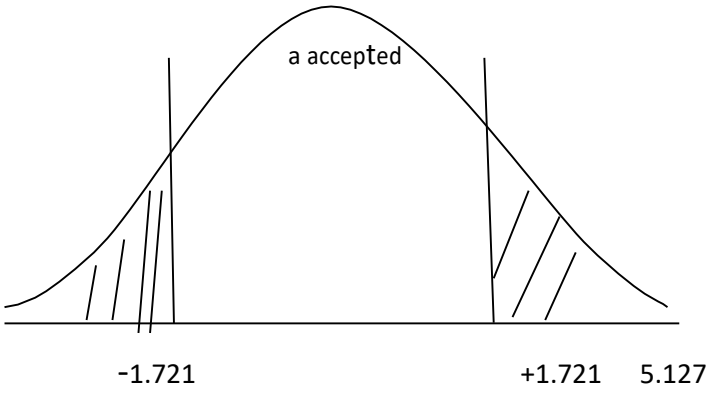
$t_{\text{obtained}} > t_{\text{tab}}$, it means H_a is accepted and H_0 is rejected t

$t_{obtained} \leq t_{tab}$, it means H_a is rejected and H_0 is accepted

Based on the formula above, to find whether H_a is accepted or rejected, the value of the $t_{obtained}$ was compared with the value of the t_{table}. If the value of the $t_{obtained}$ was higher than the value of the t_{table}, the descriptive hypothesis (H_a) is accepted. However, if the value of the $t_{obtained}$ is the same or less than the value of the $t_{table,}$ the null hypothesis (H_a) is accepted.

From the calculation of the score of both tests, the mean score of the post-test = 78.57 was higher than the pre-test = 66.90. Then, it was analyzed by using t- formula and the result of the t- obtained was 5.127 on 21 degree of freedom and (α) 0.05 level of significance. Through comparing the t- obtained (**5.118**) to the t-table (1.721) on the same degree of freedom and level of significance, it was found that the value of t-obtained was higher than the value of t-table. It shown in the graphic below:

Graphic :



From the data above, it could be concluded that the hypothesis (Ha) was accepted and the null hypothesis was rejected. For this reason, it can be congclude that There is a significant effect of using the development of interactive learning media in using Adobe Flash CS6 in teaching vocabulary.

4) Discussion

Vocabulary is one of the important language components that contribute significantly on the mastery of the language skills. Without mastering vocabulary the students cannot practice English fluently. They would be difficult in listening, speaking, reading and writing. Because vocabulary is one of the language components, and provides much of the basis for how well the learners speak, listen, read, write. For this reason , the teacher should find some effective media to improve the students' vocabulary mastery in English. One of the media that might be used to improve students' vocabulary mastery is using the development of interactive learning media by using Adobe Flash CS6. In this research, the researcher had found the effectivity of using Adobe Flash CS6.

There was only one class which involved in this research because in that school there was only one class of first grades. It was treated by using media Adobe Flash CS6for 1 meeting. This research was conducted by involving the vocabulary tests. In this case, the function of the vocabulary tests was to know

the students' vocabulary mastery based on the topic selected. In the class room process, there were some step that researcher did, first this class was given pre-test. After that, researcher gave the treatment based on the topic. In addition, development of interactive learning media in teaching vocabulary by using adobe flash CS6 was useful for the teacher and students. The teacher was be easier to explain the lesson by stimulating the students by development of interactive learning media by using Adobe Flash CS6 and the students to be easier in memorizing the new vocabulary. Khiyabani Hamidreza sate that, The finding ssuggested that using multimedia was more effective in acquisition and learning unknown vocabularythan traditional methods.[49] Therefore, development interactive learning media by using Adobe Flash CS6 is effective media in learning vocabulary especially public places.

It means that development of interactive learning media in teaching vocabulary by using adobe flash CS6 helps the teacher and the students to reach the aim of teaching learning process. It can be concluded development of interactive learning media in teaching vocabulary by using adobe flash CS6 is useful media in helping the students to improve their vocabulary. Then, by using development of interactive learning media in teaching vocabulary by using adobe flash CS6 in teaching new vocabulary words and make the process enjoyable and memorable.

[49] Khiyabani, Hamidreza. 2014. *Using Multimedia in Teaching Vocabulary in High Scholl Classes,* iran:Islamic Azad University.P.1. Accessed On September, 14 2016 at 13:10 P.m

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

As the result of the research which has been described and discussed in the previous chapter, the researcher concluded:

1. The media in teaching vocabulary by using Adobe Flash CS6 can increase the students' interest, spirit and motivation of the students in learning process.
2. The interactive media in teaching vocabulary by using Adobe Flash CS6 can develop by the ADDIE (Analysis-Design-Development-Implementation-evaluation) which was done in this research.
3. Based on the questionnaire that the researcher analyzed, the result showed that the interactive media in teaching vocabulary by using Adobe Flash CS6 is valid and practical. Then, based on the data that was analyzed by the researcher, the media is effective for teaching vocabulary. It could be proven from the t-obtained (5.118) is greater than the t-table (1.721).

B. Suggestions

The suggestions in the development of interactive learning media in teaching vocabulary by using adobe flash CS6 is as follows:

1. The students, the teacher, and the lecturer whom will do the research in education department in order to continue the research to know the successful of using this media to the students.

2. The teachers candidate or the teacher in order to develop the material from design which is done.
3. The researcher can continue the research by seeing the successful of this media toward the result of students' vocabulary escpesially subject of public places..

APPENDIX : 1 PEDOMAN WAWANCARA

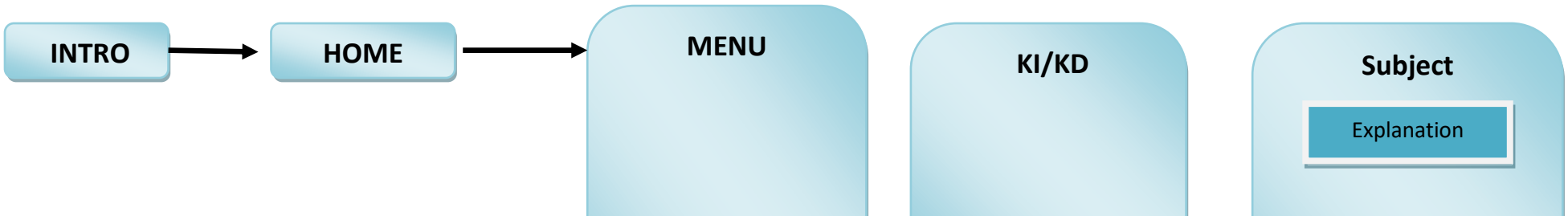
PEDOMAN WAWANCARA

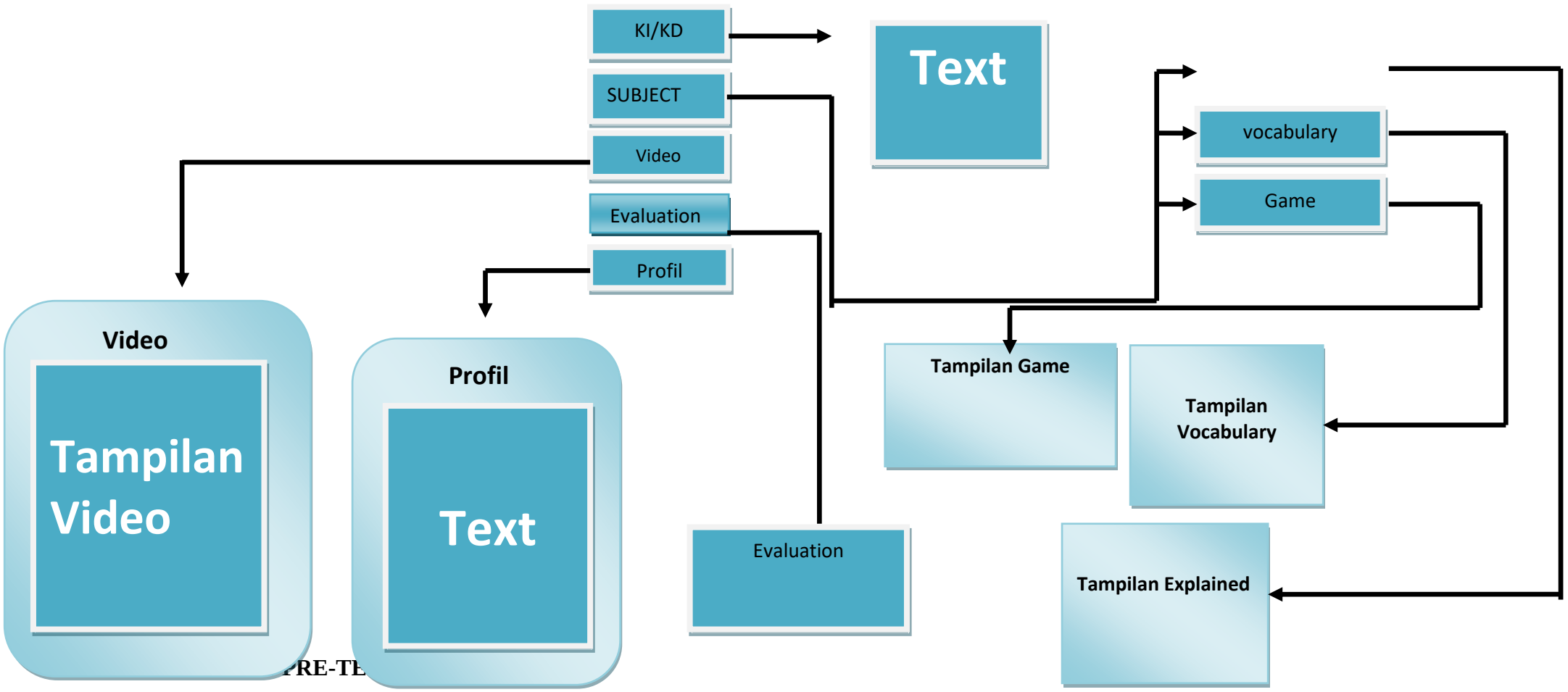
1. Apa bentuk media yang digunakan guru dalam pembelajaran vocabulary pada saat ini?

2. Kenapa guru menggunakan media pembelajaran seperti itu?
3. Bagaimana penggunaan media yang digunakan guru?
   Ex: dipinjam atau di download?
4. Apakah setiap pembelajaran vocabulary guru menggunakan media yang sama?
5. Berapa sering guru menggunakan media tersebut?
6. Apakah guru menggunkan media yang sama dalam pembelajaran vocabulary atau bagaimana?
7. Bagaimana hasil vocabulary siswa apakah ada peningkatan atau tidak?
8. Apakah guru meyesuikan media pembelajran dengan teknologi yang berkembang pada saat ini?
9. Apakah dengan media yang guru gunakan siswa merasa senang?
10. Apakah dengan media yang guru gunakan siswa menjadi aktif?

APPENDIX 2: Design Hypotetic

Design Hypotetic "The Development of interactive learning media in teaching vocabulary by using Adobe Flash CS6 at the firts grade SMPN 5 Pangkalan"





PRE-TE

No	Students' code	Pretest
1	AA	70

2	AA	60
3	A	60
4	AU	55
5	HD	70
6	MRI	50
7	M	70
8	MN	65
9	MN	75
10	MR	50
11	RW	80
12	RFN	60
13	RY	70
14	RS	80
15	RK	70
16	WR	60
17	ZSA	75

18	MI	60
19	M	80
20	S	80
21	RS	65
		∑x= 1405

APPENDIX 4: STANDARD DEVIATION OF THE PRE-TEST

Xi	F	Fxi	xi-x	$(xi-x)^2$	$f(xi-x)^2$

50	2	100	-15	225	450
55	1	5	-10	100	100
60	5	300	-5	25	125
65	2	130	0	0	0
70	5	350	5	25	125
75	2	150	10	100	200
80	4	320	15	25	900
∑xi	∑f =21	∑fxi = 1405			∑f(xi-x)^2 =1.900

$$S = \sqrt{\frac{\sum F(xi - \bar{x})^2}{n-1}}$$

$$= \sqrt{\frac{1.900}{20}}$$

$$= \sqrt{95} = 9{,}75$$

APPENDIX 5: ANALYSIS OF PRE-TEST

No	Students' Code	Xi	X	xi—x	$(xi-- x)^2$
1	AA	70	66,90	3,1	9,61
2	AA	60	66,90	-6,9	47,61
3	A	60	66,90	-6,9	47,61
4	AU	55	66,90	-11,9	141,61
5	HD	70	66,90	3,1	9,61
6	MRI	50	66,90	-16,9	285,61
7	M	70	66,90	3,1	9,61
8	MN	65	66,90	-1,9	3,61
9	MN	75	66,90	8,1	65,61
10	MR	50	66,90	-16,9	285,61
11	RW	80	66,90	13,1	171,61
12	RFN	60	66,90	-6,9	47,61
13	RY	70	66,90	3,1	9,61
14	RS	80	66,90	13,1	171,61
15	RK	70	66,90	3,1	9,61
16	WR	60	66,90	-6,9	47,61

17	ZSA	75	66,90	8,1	65,61
18	MI	60	66,90	-6,9	47,61
19	M	80	66,90	13,1	171,61
20	S	80	66,90	13,1	171,61
21	RS	65	66,90	-1,9	3,61

Mean score of pret-test

$$(\bar{x}) = \frac{\sum X}{N}$$

$$= \frac{1405}{21}$$

$$= 66.90$$

APPENDIX 6 : POST-TEST

No	Students' code	Posttest
1	AA	85
2	AA	75
3	A	80
4	AU	75
5	HD	75
6	MRI	65
7	M	80
8	MN	60
9	MN	80
10	MR	70
11	RW	90
12	RFN	85
13	RY	80
14	RS	90
15	RK	90
16	WR	60
17	ZSA	70
18	MI	75
19	M	90
20	S	95

21	RS	80	
		∑x= 1650	

APPENDIX 7 : STANDARD DEVIATION OF THE POST-TEST

Xi	F	F.xi	xi-x	$(xi-x)^2$	$f(xi-x)^2$
60	2	120	17,5	306,25	612.5
65	1	65	12,5	156,25	156,25
70	2	140	7,5	56,25	112,50
75	4	300	2,5	6,25	2500
80	5	400	-2,5	6,25	31.25
85	2	170	-7,5	56,25	112,50
90	4	360	-12,5	156,25	-50
95	1	95	-17,5	306,25	306,25
∑xi	∑f =21	Fxi = 1650			$\sum f(xi-x)^2$= 48,38125

$$S = \sqrt{\frac{\sum F(xi - \bar{x})^2}{n-1}}$$

$$= \sqrt{\frac{48,38125}{20}} \quad S = \sqrt{2,4190625} = 1,56$$

APPENDIX 8 : ANALYSIS OF POST-TEST

ANALYSIS OF POST-TEST

No	Students' code	Xi	$\bar{x}$	xi-− $\bar{x}$	(xi-− $\bar{x}$)^2
1	OG	85	78,57	6,43	41,34
2	SP	75	78,57	-3,57	12,74
3	MP	80	78,57	1,43	2,04
4	KF	75	78,57	-3,57	12,74
5	DS	75	78,57	-3,57	12,74
6	AV	65	78,57	-13,57	184,14
7	AF	80	78,57	1,43	2,04
8	SA	60	78,57	-18,57	344,84
9	C	80	78,57	1,43	2,04
10	KY	70	78,57	-8,57	73,44

11	AH	90	78,57	11,43	130,64
12	RE	85	78,57	6,43	41,34
13	ZE	80	78,57	1,43	2,04
14	YT	90	78,57	11,43	130,64
15	NA	90	78,57	11,43	130,64
16	KA	60	78,57	-18,57	344,84
17	PH	70	78,57	-8,57	73,44
18	SA	75	78,57	-3,57	12,74
19	Y	90	78,57	11,43	130,64
20	DS	95	78,57	16,43	269,94
21	KF	80	78,57	1,43	2,0449

Mean score of post-test

$(x) = \frac{\Sigma x}{N}$

$= \frac{1650}{21}$

= 78.57

Standard Deviation of the post-test

$$S = \sqrt{\frac{\sum f\,(xi-x)^2}{n-1}}$$

$$= \sqrt{\frac{1.650}{21}}$$

S = 78,57

APPENDIX 9 : ANALYSIS OF THE T- TEST

No	Pre-test	Post-test	Gain (d) Pre-test-Post-test	Xd (d-Md)	xd^2
1	70	85	15	3,3	10,89
2	60	75	15	3,3	10,89
3	60	80	20	8,3	68,89
4	55	75	20	8,3	68,89
5	70	75	5	-58,5	4,692
6	50	65	15	3,3	11,09
7	70	80	10	-1,7	10,89
8	65	60	-5	-16,7	278,89
9	75	80	5	58,7	4,692

10	50	70	20	8,3	68,89
11	80	90	10	-1,7	2,89
12	60	85	25	13,3	176,89
13	70	80	10	-1,7	10,89
14	80	90	10	-1,7	10,89
15	70	90	20	8,3	68,89
16	60	60	0	0	0
17	75	70	-5	-16,7	278,89
18	60	75	5	58,7	4,692
19	80	90	10	-1,7	10,89
20	80	95	15	3,3	11,09
21	65	80	15	3,3	11,09
	$\sum$C1 $= 1405$	$\sum$C2 $= 1650$	$\sum$d $= 245$		$\sum xd^{2=2.177,514}$

Md= $\frac{\sum d}{N} = \frac{245}{21} =$ **11.7**

t= $\frac{\text{Md}}{\sqrt{\frac{\sum \text{x2d}}{\text{N(N}-1)}}} = \frac{11.7}{\sqrt{\frac{2.177,514}{21(21-1)}}} = \frac{11.7}{\sqrt{\frac{2.177,514}{21\ (20)}}} = \frac{11.7}{\sqrt{\frac{2.177,5149}{420}}} = \frac{11.7}{\sqrt{46,66}} = \frac{11.7}{2,28} =$ **5,13**

APPENDIX 9: T- Test Formula

T- Test Formula

$$t\frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

symbols:

Md = mean of pretest and posttest

Xd = deviation of pretest and posttest

$\sum x^2 d$ = sum of quadratic deviation

N = total number of subjects

$$Md = \frac{\sum d}{N} = \frac{245}{21} = 11{,}67$$

$t \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} t = \frac{11,67}{\sqrt{\frac{2.177,51}{21(20)}}}$ $t = \frac{11,67}{\sqrt{\frac{2177,51}{420}}}$ $t = \frac{11,67}{\sqrt{5.1845}}$ $t = \frac{11,67}{2,28}$ t=5.118

df =21

by using t 0.05 was found t-table = 1.721

$t_{obtained} > t_{table} = 5.118 > 1.721$

APPENDIX 10 : Hypothesis Testing

Hypothesis Testing

$T_{table} = 1.721$

$T_{calculated} = 5.118$

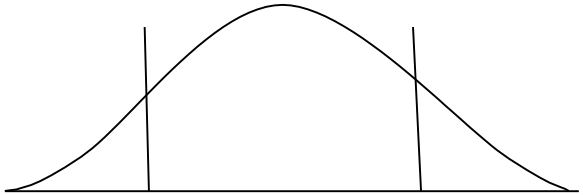
$If t_{table} > t_{calculated} > + t_{table}$

Ha is accepted and Ho is rejected

-1.721 > 5.118> +1.721

Ha is accepted and Ho is rejected

Graphic :



-1.721 +1.721 5.118

Appendix 11 : The Validity of the Try Out Test

The Validity of the Try Out Test

No	No Items	R hitung	R table	Keterangan
1	Item1	0.680	0.355	Valid
2	Item 2	0.704	0.355	Valid
3	Item 3	0.559	0.355	Valid
4	Item 4	0.675	0.355	Valid
5	tem 5	0.641	0.355	Valid
6	tem 6	0.774	0.355	Valid
7	tem 7	0.600	0.355	Valid
8	Item 8	0.675	0.355	Valid
9	Item 9	0.673	0.355	Valid
10	Item 10	0.673	0.355	Valid
11	Item 11	-0.345	0.355	**Invalid**
12	tem 12	0.743	0.355	Valid
13	Item 13	0.598	0.355	Valid
14	Item 14	0.262	0.355	**Invalid**
15	Item 15	0.556	0.355	Valid
16	tem 16	-0.110	0.355	**Invalid**
17	Item 17	-0.302	0.355	**Invalid**

18	Item 18	0.559	0.355	Valid
19	tem 19	0.603	0.355	Valid
20	Item 20	0.603	0.355	Valid
21	Item 21	0.715	0.355	Valid
22	tem 22	0.303	0.355	**Invalid**
32	tem 23	0.195	0.355	**Invalid**
24	Item 24	0.315	0.355	**Invalid**
25	tem 25	0.295	0.355	**Invalid**
26	tem 26	0.559	0.355	Valid
27	Item 27	0.294	0.355	**Invalid**
28	tem 28	0.289	0.355	**Invalid**
29	tem 29	0.665	0.355	Valid
30	Item 30	0.715	0.355	Valid

APPENDIX 12 : The Reliability of Try Out Test

The Reliability of Try Out Test

No	X	X^2	P	Q	PQ
1	3	849	9	4	6
2	3	849	8	5	0
3	5	025	0	3	0
4	38	1444	11	2	2
5	3	29	5	8	0
6	6	296		2	2
7	5	25	8	5	0
8	0	00	1	2	2
9	9	1	12	1	2
0	0	600	2	1	2
11	8	444	1	2	2
2	4	936	9	4	6
3	7	369	6	7	2
14			2	1	2
5					2

16			12		2
17			1		2
18			0		0
19					6
20					6
21			1		2
22					2
					2
23			2		2
24			1		2
25			0		0
26			2		12
27					0
28					6
29			1		2
	41	6447	41	90	166

$$S^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

= 1644 20

=16447-1150.77

=15296.23

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

$$= \left(\frac{20}{20-1}\right)\left(\frac{15296.23 - 1166}{15296.23}\right)$$

$$= (1.052)\left(\frac{14130.23}{15296.23}\right)$$

=1.052 (0.923)
=0.99 **(Very High Reliability)**

APPENDIX 13: PERHITUNGAN VALIDITAS TRY OUT

PERHITUNGAN VALIDITAS TRY OUT

Soal No. 1

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

$$= \frac{13.349-(9)(441)}{\sqrt{\{13.9-(9)^2\}\{13.16447-(441)^2\}}}$$

$$= \frac{568}{\sqrt{36.19330}}$$

$$= \frac{568}{834.194}$$

$$= 0.680$$

Soal No. 2

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

$$= \frac{13.319-(8)(441)}{\sqrt{\{13.8-(8)^2\}\{13.16447-(441)^2\}}}$$

$$= \frac{619}{\sqrt{40.19330}}$$

$$= \frac{568}{879.317}$$

$$= 0.70$$

Soal No. 3

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

$= \frac{13.372-(10)(441)}{\sqrt{\{13.10-(10)^2\}\{13.16447-(441)^2\}}}$

$= \frac{426}{\sqrt{30.19330}}$

$= \frac{426}{761.511}$

$= 0.559$

Soal No. 4

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

$= \frac{13.407-(11)(441)}{\sqrt{\{13.11-(11)^2\}\{13.16447-(441)^2\}}}$

$= \frac{440}{\sqrt{22.19330}}$

$= \frac{440}{652.119}$

$= 0.675$

Soal No. 5

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

$= \frac{13.213-(5)(441)}{\sqrt{\{13.5-(5)^2\}\{13.16447-(441)^2\}}}$

$= \frac{564}{\sqrt{40.19330}}$

$= \frac{564}{879.317}$

$= 0.641$

Soal No. 6

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

$$= \frac{13.412-(11)(441)}{\sqrt{\{13.11-(11)^2\}\{13.16447-(441)^2\}}}$$
$$= \frac{505}{\sqrt{22.19330}}$$
$$= \frac{505}{652.119}$$
$$= 0.774$$

Soal No. 7

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$
$$= \frac{13.312-(8)(441)}{\sqrt{\{13.8-(8)^2\}\{13.16447-(441)^2\}}}$$
$$= \frac{528}{\sqrt{40.19330}}$$
$$= \frac{528}{879.317}$$
$$= 0.600$$

Soal No. 8

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$
$$= \frac{13.407-(11)(441)}{\sqrt{\{13.11-(11)^2\}\{13.16447-(441)^2\}}}$$
$$= \frac{440}{\sqrt{22.19330}}$$
$$= \frac{440}{652.119}$$
$$= 0.675$$

Soal No. 9

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$
$$= \frac{13.432-(12)(441)}{\sqrt{\{13.12-(12)^2\}\{13.16447-(441)^2\}}}$$
$$= \frac{324}{\sqrt{12.19330}}$$
$$= \frac{324}{481.622}$$
$$= 0.673$$

Soal No. 10

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

$= \frac{13.432-(12)(441)}{\sqrt{\{13.9-(12)^2\}\{13.16447-(441)^2\}}}$

$= \frac{324}{\sqrt{12.19330}}$

$= \frac{324}{481.622}$

$= 0.673$

Soal No. 11

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

$= \frac{13.20-(1)(441)}{\sqrt{\{13.1-(1)^2\}\{13.16447-(441)^2\}}}$

$= \frac{-181}{\sqrt{12.19330}}$

$= \frac{-181}{481.622}$

$= -0.345$

Soal No. 12

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

$= \frac{13.353-(9)(441)}{\sqrt{\{13.9-(9)^2\}\{13.16447-(441)^2\}}}$

$= \frac{620}{\sqrt{36.19330}}$

$= \frac{620}{834.194}$

$= 0.743$

Soal No. 13

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

$= \frac{13.245-(6)(441)}{\sqrt{\{13.6-(6)^2\}\{13.16447-(441)^2\}}}$

$= \frac{539}{\sqrt{42.19330}}$

$= \frac{539}{901.032}$
$= 0.598$

Soal No. 14

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

$= \frac{13.81-(2)(441)}{\sqrt{\{13.2-(2)^2\}\{13.16447-(441)^2\}}}$
$= \frac{171}{\sqrt{22.19330}}$
$= \frac{171}{652.119}$
$= 0.262$

Soal No. 15

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

$= \frac{13.276-(7)(441)}{\sqrt{\{13.7-(7)^2\}\{13.16447-(441)^2\}}}$
$= \frac{501}{\sqrt{42.19330}}$
$= \frac{501}{901.032}$
$= 0.556$

Soal No. 16

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

$= \frac{13.403-(12)(441)}{\sqrt{\{13.12-(12)^2\}\{13.16447-(441)^2\}}}$
$= \frac{-53}{\sqrt{12.19330}}$
$= \frac{-53}{481.622}$
$= -0.110$

Soal No. 17

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

$= \frac{13.358-(11)(441)}{\sqrt{\{13.11-(11)^2\}\{13.16447-(441)^2\}}}$

$= \frac{-197}{\sqrt{22.19330}}$

$= \frac{-197}{652.119}$

= -0.302

Soal No. 18

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

$= \frac{13.372-(10)(441)}{\sqrt{\{13.10-(10)^2\}\{13.16447-(441)^2\}}}$

$= \frac{426}{\sqrt{30.19330}}$

$= \frac{426}{761.511}$

= 0.559

Soal No. 19

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

$= \frac{13.344-(9)(441)}{\sqrt{\{13.9-(9)^2\}\{13.16447-(441)^2\}}}$

$= \frac{503}{\sqrt{36.19330}}$

$= \frac{503}{834.194}$

= 0.603

Soal No. 20

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

$$= \frac{13.344-(9)(441)}{\sqrt{\{13.9-(9)^2\}\{13.16447-(441)^2\}}}$$
$$= \frac{503}{\sqrt{36.19330}}$$
$$= \frac{503}{834.194}$$
$$= 0.603$$

Soal No. 21

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$
$$= \frac{13.409-(11)(441)}{\sqrt{\{13.11-(11)^2\}\{13.16447-(441)^2\}}}$$
$$= \frac{466}{\sqrt{22.19330}}$$
$$= \frac{466}{652.119}$$
$$= 0.715$$

Soal No. 22

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$
$$= \frac{13.264-(7)(441)}{\sqrt{\{13.7-(7)^2\}\{13.16447-(441)^2\}}}$$
$$= \frac{345}{\sqrt{42.19330}}$$
$$= \frac{345}{901.032}$$
$$= 0.303$$

Soal No. 23

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$
$$= \frac{13.251-(7)(441)}{\sqrt{\{13.7-(7)^2\}\{13.16447-(441)^2\}}}$$
$$= \frac{176}{\sqrt{42.19330}}$$
$$= \frac{176}{901.032}$$
$$= 0.195$$

Soal No. 24

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

$$= \frac{13.421-(12)(441)}{\sqrt{\{13.12-(12)^2\}\{13.16447-(441)^2\}}}$$

$$= \frac{181}{\sqrt{12.19330}}$$

$$= \frac{181}{481.622}$$

$$= 0.315$$

Soal No. 25

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

$$= \frac{13.388-(11)(441)}{\sqrt{\{13.11-(11)^2\}\{13.16447-(441)^2\}}}$$

$$= \frac{193}{\sqrt{22.19330}}$$

$$= \frac{193}{652.119}$$

$$= 0.295$$

Soal No. 26

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

$$= \frac{13.372-(10)(441)}{\sqrt{\{13.10-(10)^2\}\{13.16447-(441)^2\}}}$$

$$= \frac{426}{\sqrt{30.19330}}$$

$$= \frac{426}{761.511}$$

$$= 0.559$$

Soal No. 27

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

$= \frac{13.418-(12)(441)}{\sqrt{\{13.12-(12)^2\}\{13.16447-(441)^2\}}}$
$= \frac{142}{\sqrt{12.19330}}$
$= \frac{142}{481.622}$
$= 0.294$

Soal No. 28

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

$= \frac{13.291-(8)(441)}{\sqrt{\{13.8-(8)^2\}\{13.16447-(441)^2\}}}$
$= \frac{255}{\sqrt{40.19330}}$
$= \frac{255}{879.317}$
$= 0.289$

Soal No. 29

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

$= \frac{13.348-(9)(441)}{\sqrt{\{13.9-(9)^2\}\{13.16447-(441)^2\}}}$
$= \frac{555}{\sqrt{36.19330}}$
$= \frac{555}{834.194}$
$= 0.665$

Soal No. 30

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

$= \frac{13.409-(11)(441)}{\sqrt{\{13.11-(11)^2\}\{13.16447-(441)^2\}}}$
$= \frac{466}{\sqrt{22.19330}}$
$= \frac{466}{652.119}$
$= 0.715$

Appendix 15: STANDART DEVIATION

STANDART DEVIATION

Xi	**F**	**Fxi**	**xi-x**	**$(xi-x)^2$**	**$f(xi-x)^2$**
40	1	40	-21.33	454.969	454.969
46	3	138	-15.33	235.009	705.027
50	1	50	-11.33	128.368	128.368
58	2	116	-3.33	11.089	22.178
60	3	180	-1.33	1.769	5.307
64	4	256	2.67	7.129	28.516
68	1	68	6.67	44.489	44.489
70	1	70	8.67	75.168	75.168n
72	1	72	10.67	113.849	113.849

74	3	222	12.67	160.529	481.587
76	1	76	14.67	215.209	215.209
∑xi	∑f =21	∑fxi = 1288			$\sum f(xi-x)^2$ =2274.667

Mean $\bar{x}$) = $\frac{\sum x}{n}$

= $\frac{1288}{21}$

=61.33

Standard Deviation

S = $\sqrt{\frac{\sum f\ (xi-x)^2}{n-1}}$ = $\sqrt{\frac{2274667}{20}}$ =$\sqrt{113.73}$=10.66

No	**xi**	**F**	**Fka**	**Sn(Xi)**	**Zi**	**P(Zi)**	**Sn(Xi)-P(Zi)**	**ISn(Xi)-P(Zi)I**
1	40	1	1	0.048	-2.00	0,0228	0.0252	0.0252
2	46	3	4	0.190	-1.44	0.0749	0.1151	**0.1151 = Lo**
3	50	1	5	0.238	-1.06	0.1446	0.0934	0.0934
4	58	2	7	0.333	-0.31	0.3783	-0.0453	0.0453
5	60	3	10	0.476	-0.12	0.4522	0.0238	0.0238
6	64	4	14	0.666	0.25	0.5987	0.0673	0.0673
7	68	1	15	0.714	0.63	0.7357	-0.0217	0.0217
8	70	1	16	0.762	0.81	0.7910	-0.029	0.029

9	72	1	17	0.809	1.00	0.8413	-0.0323	0.0323
10	74	3	20	0.952	1.19	0.8830	0.069	0.069
11	76	1	21	1	1.38	0.9162	0.0838	0.0838

Mean = 61.333

Standard Deviation = 113.735 Lo = 0.1151

Ltable =0.190

Ltab>Lo, 0.190>0.1151. So, the sample distributed normally

Appendix 16: LESSON PLAN

LESSON PLAN

(Public Places)

Class : VII
Subject : Public Places

1. Pre- Activity
   a. Greeting
   b. Praying
   c. Class administration (attendance)
2. While- Activity

Teacher Activity	Student' Activity
1. Start the lesson with give the question to the students (who know	1. Students listen and answer question from the

the public places?)	teacher
2. The teacher show media of the public places on laptops	2. Students write name of public places
3. The students give the test about the material to the students	3. The students answers the test from the teachers.

3. Post- Activity
    a. The teacher asks the students difficulties during the learning process
    b. The teacher asks the student to make conclusion about the material
    c. The teacher closes the process with say "Hamdalah"

Guru

Mengetahui,
Guru matapelajar

REZI WATI DELIA MURNI, S.Pd

Appendix 17: LESSON PLAN

KISI-KISI SOAL VOCABULARY

Kompetensi Inti:

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dakam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengurang) sesui dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang / Teori

No	Kompetensi dasar	Indikator soal	Contoh soal	Jumlah soal	Poin
.5	Memahami fungsi sosial, struktur teks dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan bangunan publik yang dekat dengan kehidupan sehari-hari	Menanyakan dan menyatakan bangunan publik yang dekat denga kehidupan sehari-hari	1. Choose the correct answers by crossing (X) A, B, C, or D!  Where is it? a. Mosque b. Market c. Schoo	10 butir	0,5 per item

2. Which one the mosque?

A.



10 butir

B.



C.



APPENDIX 18: Soal Pre Test Post Test

Name :

Class :

Subject: Public Places

A. Choose the correct answers by crossing (X) A, B, or C!

1.



What is it?

A. Mosque

B. Market

C. School

2.



What is it?

A. Bank

B. Post office

C. Zoo

3.



What is it?

A. Bank

B. Swimming pool

C. Church

4.



What is it?

A. Church

B. Mosque

C. Temple

5.



What is it?

A. Restaurant

B. Market

C. Library

6.



What is it?

A. School

B. Park

C. Library

7.



What is it?

A. School

B. Post office

C. Library

8.



What is it?

A. Temple

B. Mosque

C. Church

9.



What is it?

A. Park

B. Zoo

C. Temple

10.



Where is it?

A. Bank

B. Park

C. Church

11. Which one **"Gas Station"**?

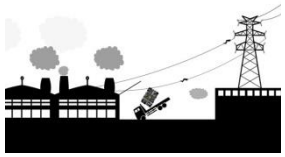
A. B. C.





12. Which one **"Factory"**?

A. B. C.





13. Which one **"Drugstore"**?

A. B. C.





14. Which one **“Courth”**?

A. B. C.






15. Which one **“ Post office”**?

A. B. C.





16. Which one **“Mosque”**?

A. B. C.





17. Which one **“ Museum”**?

A. B .C.





18. Which one **“ Police station”**?

A. B. C.





19. Which one **“ Hospital”**?

A. B. C.

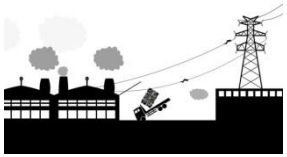





20. Which one **“Jail”**

A. B. C.





APPENDIX 19 : KEY ANSWER OF PRETEST AND POSTTEST

KEY ANSWER OF PRETEST AND POSTTEST

1. **A**
2. **A**

3. B

4. B

5. C

6. B

7. A

8. A

9. B

10. C

11. C

12. A

13. B

14. C

15. A

16. B

17. C

18. A

19. B

20. A

APPENDIX 20 : SOAL TRY OUT

SOAL TRY OUT

Name :

Class :

Subject: Public Places

B. Choose the correct answers by crossing (X) A, B, or C!

11. What is it ?



A. Tv
B. Bioskop
C. Museum

12. What is it?



A. Mosque

B. Market

C. School

13. What is it ?



A. Restaurant
B. Bar
C. Cafe

14. What is it?



A. Bank

B. Post office

C. Zoo

15. What is it?



A. Residance
B. Hotel
C. Cottage

16. What is it?



What is it?

A. Bank

B. Swimming pool

C. Church

17.



What is it?

A. Church

B. Mosque

C. Temple

18. What isi it?



A. Bar
B. Restaurant
C. Market

19. What is it?



A. Restaurant

B. Market

C. Library

20. What is it?



A. School

B. Park

C. Library

21. What is it ?



A. Railway station
B. Bus stop
C. Bus station

22. What is it?



A. School

B. Post office

C. Library

23. What is it?



A. Temple

B. Mosque

C. Church

24. What is it?



A. Park

B. Zoo

C. Temple

25. What is it?



A. Bank

B. Park

C. Church

26. What is it ?



A. Market
B. Bookstore

C. Library

27. What is it ?



A. Lake
B. Beach
C. Island

28. What is it ?



A. Footsall
B. Hall
C. Sadium

29. What is it ?



A. Harbour
B. Terminal
C. Airport

30. What is it?



A. Courth
B. Pegoda
C. Harbour

31. Which one **"Gas Station"**?

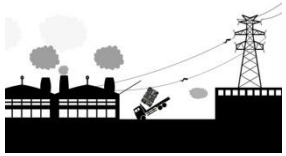
B. B. C.





32. Which one **“Factory”**?

A. B. C.





33. Which one **“Drugstore”**?

B. B. C.





34. Which one **“Courth”**?

B. B. C.






35. Which one **“ Post office”**?

B. B. C.





36. Which one **“Mosque”**?

B. B. C.





37. Which one **“ Museum”**?

B. B. C.





38. Which one **“ Police station”**?

B. B. C.





39. Which one **“ Hospital”**?

B. B. C.






40. Which one **“Jail”**

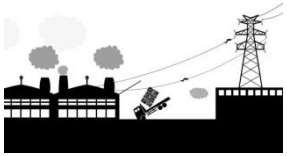
B.



B.



C.



APPENDIX 22: KUNCI SOAL TRY OUT

KUNCI SOAL TRY OUT :

1. B
2. B
3. A
4. A
5. B
6. B
7. B
8. B
9. B
10. B
11. A
12. A
13. A
14. B
15. C
16. B
17. B
18. A
19. A
20. A

21. C
22. A
23. B
24. C
25. A
26. B
27. C
28. A
29. B
30. A

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