

TIDAK DIPINJAMKAN KELUAR

THE EFFECT OF THE STUDENTS WORK SHEET TO THE
STUDENTS' LEARNING ACHIEVEMENT FOR THE SECOND
YEAR STUDENTS OF SLTP NEGERI 1 MUMBULSARI IN
THE ACADEMIC YEAR OF 1999/2000

REPORT WRITING



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Motto

Every man is the architect of his own fortune

(Wise word)



DEDICATION

This report writing is honorable dedicated to:

1. My beloved wife.
2. My beloved son and daughter
Rendy Febriyan G and Nailil Putri Ianayah
3. My beloved mother.
4. My almamater.



THE EFFECT OF THE STUDENTS WORKSHEET TO THE STUDENTS'
LEARNING ACHIEVEMENT FOR THE SECOND YEAR STUDENTS OF SLTP 1
MUMBULSARI IN ACADEMIC YEAR OF 1999/2000

REPORT WRITING

A topic proposed for being defended to examiner team as one of the requirements to get S-1 degree of English Education at The Faculty of Teacher Training and Education Jember University

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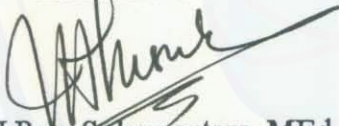
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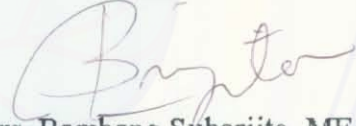
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Jember, March 3rd 2000

The Writer.

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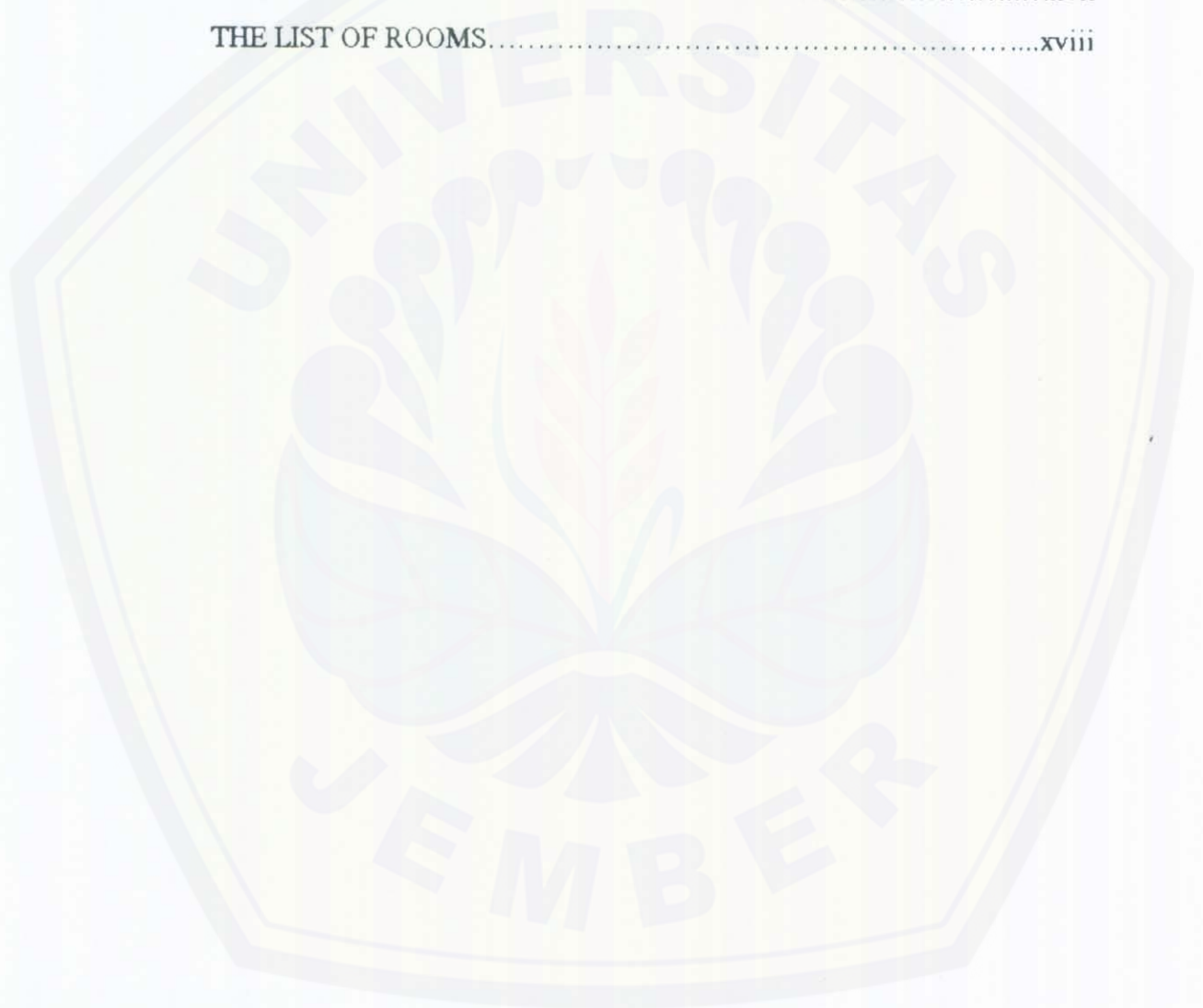
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ABSTRACT

Hasan, 1999 The Effect of The Students' Worksheet to The Students' learning Achievement for the Second Year Students of SLTP I Mumbulsari in 1999/2000.

Consultant :

Key Words : The Effect of The Students' Worksheet to The Students' learning Achievement.

In teaching learning process, a teacher should try hard to improve the Students' achievement. A teacher should try to improve his skill and knowledge to consider some aspect of learning like, selecting suitable material, and techniques in presenting the materials will avoid unpleasant interaction and also inappropriate materials.

Nowadays, the English language teaching in Indonesia is using Communicative Approach. The aims of this approach are overtly communicative and great emphasizes on training students to use language for communication. To apply this approach, the teacher should use appropriate methods and techniques. One of the methods of teaching that is appropriate applied in Communicative Approach are by using Students Worksheet.

The objective of this research is to know the effectiveness between the use of Students' Worksheet and without Using Students' Worksheet. To answer this problem, the writer formulates hypotheses that is, there is an effect of Students' Worksheet to the Students' learning Achievement for the second Year Students of SLTP 1 Mumbulsari in 1999/2000.

The data needed in this study are collected by applying the observation. Interview and documentation by record keeping. Besides that, the writer also administrates formative test and post test to know the students achievement. To analyze the data, the writer does statistical computation by using t-test. The formula is:

$$t = \frac{M_a - M_b}{\sqrt{\left\{ \frac{xa^2 + xb^2}{na + nb - 2} \right\} \left\{ \frac{na + nb}{na \cdot nb} \right\}}}$$

Based on the result of the data analysis, it can be concluded that there is an effect of the Students' learning achievement for the second year students of SLTP 1 Mumbulsari in 1999/2000.



CHAPTER I INTRODUCTION

1.1 The Background of The Study

Learning languages is very important for people mostly use them in their activities. One of the languages which is often used as a means of Communication is English. It is used by people from different countries. Nowadays, more and more people use English as an International Language. Besides most science books are written in English. Therefore learning English is very important.

English is learned either in formal or non-formal educational institution. It has been learned by the students of Junior High School until the students of University. As the subject learning in the formal educational institution, more or less it has been influenced by an educational system used in the institution concerned. But it does not mean that an educational system is the only factor that secures the success of the educational. Up to now, the Indonesian Educational System is still looking for its best form to improve the quality of the Indonesian Education.

Dealing with the efforts to improve the quality of the education, the Indonesian Government, in this case, the Department of Education and Culture, has carried out some efforts to improve the quality of the Indonesian Education the efforts concern with the revision of curriculum and the educational System.

Based on the government efforts to improve the quality of the Indonesian Education, the Indonesian Citizens are expected to support the efforts, especially for the teachers, because the teachers are the first persons who have the responsibility in the success of the education besides parents and the students themselves. Sastra Wijaya (1999:1) says that "a school is a system that has an effort to make the Indonesian as a Pancasila's people totally and every school component must be joined to create this effort". Further he says that the developing system and the planning of studying has main duties, including:

- a. To establish the student's achievement that can be measured and monitored.
- b. To know the students characteristics.
- c. To choose and to organize the activity.



- d. To choose and establish a media.
- e. To monitor the students the students' behavior.
- f. To establish the best methods for valuing the students achievement.
- g. To conduct relearning.

Sudjana and Suwairiyah say that "Teacher's role as a guidance is to be the place for the students who have the difficulties to ask, to help the students problems, to support and to motivate in learning by giving appreciation, criticism, tasks as a follow up learning processes" (1999: 27).

The statement above means that the role of a teacher in improving the quality of the education is very important as guidance in learning, the teacher has to help the students to learn and solve their problems. Besides that, the teacher must motivate the students to improve their study by giving appreciation, criticism, and also more actives in learning. Sudjana (1989: 1) says "that Teaching learning process basically is a process to coordinate a number of components (efforts, materials, and equipment also valuing) So that there is a relationship that can enhance a learning activity for the students optimally".

Based on the explanation above, the writer is motivated and interested in conducting a research entitled: "The use of the students' worksheet to the students' achievement for the second year students of SLTP 1 Mumbulsari in the academic year 1999/2000".

The reasons why writer choose this tittle are:

1. This topic is interesting, and moreover, it still concerns with the writer's scope of learning / teaching.
2. This topic concerns with the Indonesia Government efforts to improve the quality of the Indonesian education so that it is necessary to be investigated.

1.2 Problem Formulation

It is essential to limit the problem in order to help the writer to focus on direction of the research process as well as suggest a specific answer on conclusion. Arikunto(1993:17) says, "In order the research well conduct, the researcher has to start, how to carry out the research, what instrument will be used". Besides Ali (1987:36) states

that, formulating the problem can be written in the form of question around the problem of research.

Considering the statement above, the writer formulates the problem of this thesis in the following question: Is there an effect of the students Worksheet to the Students' Learning Achievement for the second year students of SLTP 1 in the academic 1999/2000 ?

1.3 Operational Definition

An operational definition will serve as a guideline to understand the concept and indicators of the study. It enables the writer as well as readers to get mutual understanding.

Concerning with the statement above, the writer thinks that it is necessary to define operationally a number of terms involved in the title of this thesis. The terms that need to be defined are as follows:

1. Students Worksheet.
2. Learning Achievement.

1.3.1 Students Worksheet

The students' worksheet is a collection of provided to be students which has a purpose to help them develop the four language skill as well as students are able to get or mastery the skill (1997/1998: 1). In addition, Verbriyanto (1981:37) says, "Students Worksheet is a sheet that contains lesson material that must be done by and the books that to be learnt.

Related to the explanation above, it can be concluded that students worksheet is a sheet prepared for students in teaching process.

1.3.2 Learning Achievement

According to Oxford Learner's Pocket Dictionary (1992 : 259) learning is derived from the verb "to learn" or to learn something (a subject or activity) which mean gain Knowledge or skill.

Achievement is derived from the verb "to achieve which mean gain or reach by effort, get something.

Concerning the statement above, it can be concluded that learning achievement is the behavior changing that is showed in learning process knowledge achievement.

1.4 The Purpose of The Study

The writer want to know whether or not there is an effect of the students' worksheet to the students' achievement for the second year students of SLTP 1 Mumbulsari in 1999/2000.

1.5 The Significance of The Study

Arikunto (1998:24) Says that Researching is not a simple job, it need time and fee, Why is it done if it does give a benefit. In relation to this opinion, the writer expects that this research will be useful for both sides' teachers and the students and for other researchers.

1.5.1 For the English Teacher

1. Teachers are expected to be able to get scientific facts about the effect of using Students' Worksheet to the Students Learning Achievement.
2. They know how to apply Students' Worksheet.

1.5.2 For the Students

1. The students are expected to be able to improve and expend their learning achievement of English.

CHAPTER II REVIEW OF RELATED LITERATURE

2.1. Students Worksheet

2.1.1 Definition of students' worksheet

The students' Worksheet are designed to complete the textbook used by students as teacher in the teacher and learning process it is supposed to be designed in such way in order to be able to motivate the students to like English.

By doing the activities in the worksheet, the students are expected to be able to.

- a. develop their language and skills (enrichment).
- b. Help them selves to achieve the teaching target.
- c. Reinforce what they have learned.

According to the Team of PKG IPA, "Students Worksheet is sheet that is contained a guideline for students to do or learn the activities that planned". Students' Worksheet is made by dealing to transfer the knowledge and the skill that must be mastered by students.

It is clear that students worksheet dealing with the lesson materials during the teaching learning target language; because they can implement their language skill by doing the written skill by practicing the contents orally or in written form.

Students' worksheet is usually designed to motivate the students in order to be more interested in learning English. Also it is used as an equipment to keep teaching and learning process running more effectively and efficiently.

2.1.2. The Function of Students Worksheet in Teaching Learning Process.

The Instructor Team of PKG IPA, The Function of Students Worksheet are:

1. The make the students more active.
2. To help students develop the concept and reach or to find the concept according to the data that is gained from experiment activity and demonstration.
3. To help the teacher in arranging the lesson plan.

4. To give the students and teacher a guideline in doing activity.
5. To train the students to develop the skills process that is appropriate with the curriculum.
6. To help the students get the note of the materials that have been studied in learning process.
7. To help the students add the concept of the information that have been studied in learning process.

2.1.3. The Rules of Using Worksheet

When we use Worksheet in teaching. The Instructor Team of PKG IPA state.

1. The words and the sentences arrangement:
 - a. Simple and understandable.
 - b. Brief and clear
 - c. The new terms should be introduced first.
 - d. The long explanation should be made in the students note that students' worksheet is attractive and uncomplicated.
2. The illustration should be carried on in order to:
 - a. Help the students in reading the students' worksheet and they can follow sequence activity that must be done.
 - b. Show how to arrange the equipment that is used in the students' worksheet.
 - c. Help/motivate the students to think critically.
 - d. Establish the variables and problems that must be solved in this activity.
3. Lay out
 - a. The activity sequence must be logical (purpose, equipment, a guideline, data question, task).
 - b. The parts of the students' worksheet must be understandable from the beginning until the end.
 - c. The design must be shown by giving color, line, and frame.

2.1.4. The Importance of Applying Students' Worksheet.

After knowing the rules of applying students' worksheet, as a teacher we must pay attention on students' worksheet. According to instructor Team of PKG IPA:

1. We have to pay attention to the students' worksheet writing direction.
2. Every student's worksheet must have clear efforts appropriate with curriculum.
3. Every students' worksheet should be finished in 2 x 45.
4. It should be done in the formal school.
5. It should be followed with the question that can be answered well according to the observation datas and also developing concept.
6. It should be related with GBPP, AMP, Textbock that is allowed officially.
7. The skill process and the achievement should be included in students' worksheet.
8. It should be arranged according to the students' maturation thinking.

2.1.5. The Type of The Students' Worksheet.

According to Instructor Team of PKG IPA There are five type of Students' Worksheet. They are:

1. Guided Inquiry Type 1.

It is for the beginner (11-12 year old students) has just know the laboratory. The activity arrangement must contain the detailed information. This type is not suitable with CBSA because all of the activities are arranged by the teacher.

2. Guided Inquiry Type II.

It is for the 13-14 year old students a little concession to find out the conclusion that must be reached in the activity. The problem, hypotheses the efforts and a guideline are established by the teacher.

3. Guided Inquiry Type III

It is for the 15-16 year old students. The students' worksheet gives a concession to be more active in the activity. They must establish a guideline

by them selves, because the teacher established the problem, hypotheses and the efforts of it.

4. Guided Inquiry Type IV

It is for 16-17 year old students. The students' worksheet gives a freedom to the students to be active in the activity because the teacher only established the problem. The students must plan the activity by themselves.

5. Free Discovery.

The students' worksheet can not be conducted in Indonesia Because of the school situation and condition. The students' worksheet demand the students' achievement in thinking and investigation of the problem.

2.2. Students' Achievement

2.2.1. Definition of Students' Achievement

Students' Achievement is something appears at the end of the teaching learning process. It is showed by the behavior changing through the knowledge achievement. And the students' learning achievement is depended on the teaching learning process. According to Sudjana (1988:25): "The assumption is based on the essence of the teaching of teaching learning process, they are:

1. Learning process happens if the students are active in interaction with the study environment conducted by the teacher.
2. The effective teaching learning process needs the educational strategy and the educational methods.
3. Learning program is planned and done as a system.
4. The process and the product of the study needs to get a balance attention in teaching learning process.
5. The forming of professional skill needs a functional integration of the theory, the practice and also the materials and methods.
6. The forming of the professional competence needs a field experience that is began from the field, the skill practice, the accomplishment and the limit competent practice, through the carrying out and comprehending.

7. The prominent criteria of success in the professional education are the demonstration of the competence skill.
8. The lessons materials the adequate system are developed.

Tabrani et al (1992:3) say: "Teaching Learning Process is a information from the teacher, but also it involves many activities that must be done, especially to gain the best products. In Kurikulum SLTP Petunjuk Pelaksanaan Process Belajar Mengajar. It is stated that: "Teaching Learning Process is an interaction between the teacher and the students or among the students in teaching learning process (1994:3)".

2.2.2. The Type of The Students' Learning Achievement.

Sudjana (1988:50-54) says: There are three goals that will be gained in education, They are:

1. The Affective Learning Achievement.

- a. **Receiving/Attending**, it is a kind of sensitive in accepting an outside stimulus that is come to the students informing of the problem, the situation and the indication.
- b. **Responding/the answer**, it is a reaction that is given by a person to the outside stimulus.
- c. **Valuing**, it is concerning with a value and the belief to the stimulus.
- d. **Organization**, it is a value developing into an organization system and included to determining a relationship between one value and another and the stability, priority that is processed.
- e. **The Characteristics of the value or the internalization of the value**, it is integrity of all the person value system that is influenced by the pattern of personality and behavior.

2. The Cognitive Learning Achievement

- a. **Knowledge**, it is a factual knowledge an abridge to comprehend the other learning achievement;
- b. **Comprehension**, it is a ability to know the meaning of concept;

- c. Application, it is a capability to apply and to abstract a concept, an idea, a formula, a law in the new situation, for example, to solve the problem by using a certain formula;
- d. Analysis, it is a capability to master an integrity as an element or part that is meaningful;
- e. Synthesis, it is a capability to join an element or part to be an integrity;
- f. Evaluation, it is a capability to give a decision of something valuable according to one's own opinion and criteria that is used;

3. The Psychomotoric learning Achievement

- a. The reflex movement is a skill of unconscious movement.
- b. A basic skill of movement.
- c. The perceptual ability included to differentiating between a visual, an additive and so on.
- d. The skill movement, it is begun with a simple ability until a complex ability.
- e. The ability that is concerned and interpretative movement.

2.2.3. The Factors Influencing The Students' Learning Achievement.

The Students' Learning Achievement in Teaching Learning Process is Influenced by Rusyan et al (1992:63) state that some factor that influenced the students learning Achievement include:

1. The Materials that must be studied.

The materials will establish the Teaching Learning Strategy, for example the way of study a skill is different from the way of study to solve a problem.

2. The environmental factors.

It is an external environment like natural, physical and social environment.

3. The internal input.

It is a learning process input, in the forming of hardware (building) and software (curriculum, program me, a guideline).

4. The individual condition of the students.

It consists of the physiological condition (the five senses, the health), the psychological condition (attention, supervision, respond, fantasy, memory, thinking, intelligence and motif).

Further Sudjana(1988:33) says: Students' Learning Achievement is influenced by factors they are from the students' selves and from the outside of the students, called environment factors.

2.3. The Use Students' Worksheet in Studying.

In teaching learning process, the students are expected to understand the lesson easily to reach the goal of studying in this case, the role of teaching methods has an important influence. Concerning achievement, Nasution (1986:42) says: "There is no expert who says that one method is considered as the most effective if it proved by the students' achievement".

After presenting the strengths and the weaknesses can be used to improve the students' achievement in teaching learning process. But if it is viewed from the activities of the students' worksheet, the writer thinks that the students' worksheet is more suitable to be used in teaching learning process, as we know that the students in one class have different capability in learning.

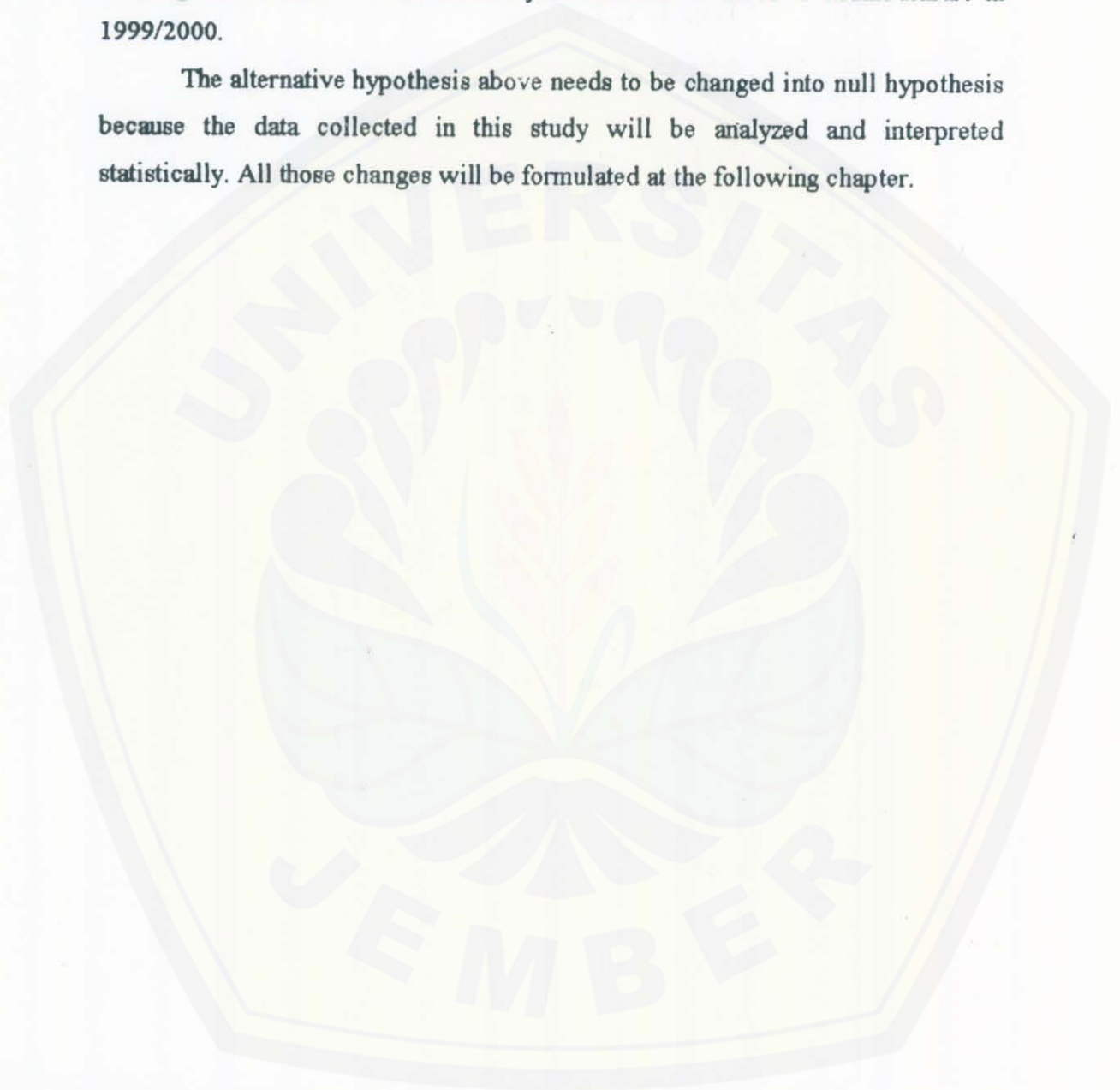
In accordance with this research, the writer wants to prove which gives an optimal achievement in teaching learning process.

2.4 Hypothesis

A Hypothesis can be the basic for action in a research. The hypothesis is formulated to provide answer of a research. Formulating the hypothesis is the important step as soon as the problem of research has been selected. According to Hadi (1988:63), "Hypothesis is a supposition that is might be true or false. It will be expected if the facts are true". Similarly, Tuckman (1978:27) says, "Hypothesis as an expectation about event based on generalization of the assume relationship variable" from this clarification, it is also a temporary answer to a certain problem while the accuracy needs to be justified.

The main topic of this study is an experiment on the students' worksheet. In this research, the writer wants to know the effectiveness of the students' worksheet in teaching learning process. Hence, the hypothesis of this research can be formulated as "There is an effect of the students' worksheet to the students learning achievement for the second year students of SLTP 1 Mumbulasari in 1999/2000.

The alternative hypothesis above needs to be changed into null hypothesis because the data collected in this study will be analyzed and interpreted statistically. All those changes will be formulated at the following chapter.



CHAPTER III RESEARCH METHODOLOGY

It is necessary for the researcher to apply an appropriate research method in order to reduce the possible mistakes in carrying out the research. The research Methodology in this research means as a set of method that is used by the researcher in conducting the research, or as the guidance and procedures applied by a researcher to let the research runs easily and systematically. Methods that are used in this research are:

3.1. Area Determination

It is important for the researcher to know the research area in order to conduct a research easily. Actually, there are not certain criteria in determining the research area, but must be clear where the research itself will be conducted. This statement is supported by Hadi (1989:67) who states that a research can not be done everywhere, but it can be done in the exact place and the exact time or event. In other words, a research is not conducted everywhere, but it must be conducted in a certain place. Investigation is only be able to conduct based on the consideration of certain place, certain respondent, certain time and certain problem.

Related to the problem of the research, the writer determines the research area by using purposive cluster sampling methods with the consideration that the writer has known about the characteristics of the population. In this research the writer choose SLTP 1 Mumbulsari as the research area. It is based on the consideration that it provides time, facilities for the writer to conduct this research in this school.

3.2. Respondent Determination Method

A research is usually treated on either population or sample. Hadi (1986:70) says, "It is rarely a person searches all of the inhabitant, except only a few of them".

Actually, there is no fixed rule about how to determine respondent. Furthermore, Arikunto says, when the subject are less than 100, it must be taken entirely, so the research conducted is a population research, when the subject are more than 100 it must

be taken 10 – 15 or 20 – 25 percent of the subject or more. It depends on the researcher in relation to the time, personal ability and financial (1983:107).

In accordance with the concept above, the writer determines to use cluster sampling to accomplish sample as respondents of the research. The writer would not observe all the classes of the second year students. Wahya says, “The sample of cluster sampling can be formed as a school, class, village, region, etc.

In addition, Hady (1986:85) says, “In cluster sampling technique, the sample is not individually, but a group of individual or cluster. In determining the class or group, we must consider the characteristics of the students in the group, the classes must have equal quality, and the writer averages the students’ scores of English in formative test, and then chooses two of the classes that have similar average.

The writer uses experimental method to collect data. The experimental method needs two groups in which one is experimental group, and the other is the control group. Therefore, the writer determines two classes of the second year students. The two classes would be named IIA and IIB, the total students of two classes observed are approximately 88 students.

3.3. The Method of Collecting Data

To obtain the right data for solving the problem stated, a researcher has to the appropriate method of collecting data. The characteristics of the method are in accordance with the type of data that will be taken.

In this thesis, the methods on collecting data used are test, observation, and documentation.

3.3.1. Test Method

Arikunto (1989:123) states that “A test is a group of question or exercises or the other equipment that are used to measure the skill, the knowledge, the intelligence, the achievement or the talent that is had by individual or group”. Further more, Mill (1983:1145) states that “Test is a number of question, jobs etc, set to measure someone’s skill, cleverness or say that a test is a series of practices subject”. In brief, we can say that a test is a series of practices of questions that must be answered or done to measure

that ability of testes then, the testes performance is shown by number of items he is able to do correctly in the allowed time.

According to the object evaluated, Arikunto (1989:124) divides test into seven categories. They are as follows:

1. **Personal test**, is used to reveal someone's personality, either of his self concept, creativeness, discipline, or his special ability;
2. **Aptitude test**, is a test used to measure or to know someone's aptitude;
3. **Intelligence test**, a test used to estimate the degree of someone's intelligence by giving various kind of assignment to the testes;
4. **Attitude test**, is a test used to measure various attitude of someone;
5. **Projective technique**, is an example of ink method created by Ronschach;
6. **Measurement of interest**, is an instrument used to know the interest of someone about something;
7. **Achievement test** is a test used to measure the achievement of someone in learning something. In an achievement test, the testes must learn the materials before they have the test.

Besides that, based on the test items, Arikunto (1989:178-179) divides test into teacher made test and standardized test. Teacher made test is a test constructed by the teacher using a certain procedure, it has not been tried out many times, as a result it can not be know its characteristics and advantages. On the other hand standardized test is a test that has been know its validity and reliability.

In collecting the data of study, the writer employs an achievement test to obtain the data of the second year students of SLTP 1 Mumbulsari after acquired the materials given during the experiment, in this case, by using student's worksheet. The test is constructed by the writer and guidelines of the English curriculum 1994, in other word, is reflected by their achievement to their curricular objectives and the content of the teaching instrument to assess as the degree of the effectiveness between the use of the student's worksheet.

3.3.2. Interview Method

According to Koentjaraningrat, (1977:162) "Interview is the way of gaining the explanation or an idea orally from a respondent. Furthermore, Hadi (1986:193) defines that interview can be seen as a data collecting methods by questioning. And answering that is done systematically and according to the purpose of the research. From the definition above, it can be concluded that interview is the process of obtaining in formations for the research data the by question answer activity between the interviewee and the interviewer and interviewer and it is done systematically and based on the answer of the research.

According to Arikunto, (1989:183) the guide of interview is divided in two parts. They are as follows:

1. **Unstructured** interview guide, is an interview that consists of the interview outline.
2. **Structured** interview guide, is an interview guide that consists of the detail of interview.

In this thesis, the writer uses semi structured interview because the writer asks structured question, then each of the questions will be asked deeply.

3.3.3. Observation Method

According to Surachmad, (1989:162) "Observation is a technique of data collecting as where a researcher observes the indication of the research subject in the real situation or the situation of that is made is by the researcher". Furthermore, Hadi (1986:136) states, Observation is the systematic notes of observation about phenomenas that is researched.

Arikunto (1989:129) divides observation method into two parts. They are as follows:

1. **Non systematically** observation that is conducted by the researcher **without the help of any instruments;**
2. **Systematically** observation, is an observation that is conducted by a researcher by **using the some instruments.**



In this research, the writer uses a direct observation to get the information about the location and the facilities of the school concerning with the English Lesson.

3.3.4. Documentation by Record Keeping

Surachmad (1989:132) says, “ A researcher many use a term of documentation method because the sources that are used in a research is a kind of a document. Furthermore, Arikunto (1989:131) says,” Documentation is from the word document that is meant the writer things.

Based on the definition above, the writer concludes that documentation method is the method collecting data by collecting documentation method used to support secondary data. In this case, the writer does the record keeping on the document.

There are some advantages of using documentation method namely:

1. It saves time, energy, and financial.
2. It needs no special skill.
3. It can obtain so much information in a short time.

This kind of method also has weakness, because not an interview method is also used.

3.4. Data Analysis Method

Data analysis method is a way employed to process and analysis the data obtained, so that researcher is able to make inference on the study. In conducting the research, a research can employ either statistical or non-statistical analysis. According to Hadi, (1990:221) says “Statistical analysis is a scientific method which is the signed for collecting, organizing, presenting, and analyzing the quantitative data. Furthermore, it is hoped a believable data to draw appropriate inference as to make a reasonable decision”. Because of that reason the study is much concerned with the quantitative data. Hence, it seems to be effective to work on statistical analysis to process the data concerning the writer the effectiveness between the use of the student’s worksheet toward the student’s learning achievement for the second year students of the SLTP 1 Mumbulsari. In this study, the first step that must be done by the writer is conducting an experimental research: experimental method is a method used to assess the data of a certain condition

Based on the above clarification, the writer applies t-test process the data obtained, the formula of t-test is as follow:

t-test =

$$t = \frac{Ma - Mb}{\sqrt{\left\{ \frac{xa^2 + xb^2}{na + nb - 2} \right\} \left\{ \frac{na + nb}{na^2 nb} \right\}}}$$

Notes :

MA : The mean scores of the experimental group (the students who taught by students worksheet).

MB : The mean scores of the control group (the students who taught without using student's worksheet).

Xa : The sum of individual scores deviation of MA.

Xb : The sum of individual scores deviation of MB.

na : The total number of students of the experimental group.

nb : The total number of students of the control group.

The significance level is 5%.

CHAPTER IV RESULT AND ANALYSIS

4.1. The Result of This Observation

As it has been stated in the previous chapter that observation method is used to get the supporting data. Here are the results.

The writer observed the location and condition of the SLTP 1 Mumbulsari. The location of this school is quiet enough to study because it is far from crowded place like market, theatre, shopping and gives positive effects in teaching learning process of the second year students.

4.2. The Results of Documentation Method by Record Keeping

Documentation method by record keeping is used to take the data about the respondent. The research area, and the informants of this research. From this method, the writer can get the information as follows:

Name : SLTP 1 Mumbulsari
Address : JL. Pahlawan No.1 Mumbulsari Telp. 973230
Regency : Jember
Province : East Java

The number of personnel's employed in this school. There is 29 persons, consisting of 24 teacher and 5 non-teachers further information can be seen in Appendices 3a and 3b.

The facilities available for teaching learning process at this school are some classroom, laboratory, library, and so on. See Appendices 3c for detail information.

The respondents of this research were the second year students of SLTP 1 Mumbulsari in 1999/2000. There were three classes of the second year students. In this case the writer did not observe all the classes, but only two them. The classes were chosen based on the result of formative test. The further explanation how to determine the two classes is discussed in the sub chapters 4.3.1 and 4.3.2

According to the headmaster, and in accordance with the document, the school was established in 1983. It is based on the decision of the Education and Culture Minister of Indonesia No. 0472/1983. The first headmaster of this school was Mr. Drs. Bambang

Sujatim, in 1993 was succeeded by Mr. Soekartono B.A., In 1995 was replaced by Mr. Drs. Soetrisno, B.A In 1996 was replaced by Mr. Soedarmo B.A. up to now.

The curriculum used in this school is the curriculum of 1994. In this curriculum stated that the aim of learning that is the students are able to comprehend and are able to interpret the contents of the passages through observation, interpretation and application.

The English teacher of the second year students prefers to use individualized instruction method than lecturing method in presenting the materials. It is done because if he uses Students' Worksheet, the students will be crowded and it needs a complete preparation.

The source of materials for the second year students is Komunikatif Aktif Bahasa Inggris II A. By Soegeng Sri – Lono Widodo. Sri Mulyono published by P.T. Tiga Serangkai, Solo. Besides that, to complete the materials Ariyanto published by Balai Pustaka.

From the documentation method, the writer can get the secondary data about the brief history of SLTP 1 Mumbulsari, the curriculum used in the school, the method of teaching used by English teacher in presenting materials, and the books used as the sources of the materials.

4.3. Data Analysis Methods

4.3.1. The Data of Formative Test

The data of formative test, as stated in the previous chapter is necessary to determine the respondents or the groups of the research. In determining the group we must consider the characteristics of the students in-group. It means that both of the group must have equal quality. Some factors that must be considered in determining the two groups are following:

- The two groups must be taught by the same teacher.
- The two groups have the same materials in learning English.
- **The two groups have almost the same situation in learning English.**
- **The two groups have almost the same capability.**

In this case, to know the students capability, especially, in reading comprehension, the writer averaged the scores formative test of the three classes of second year students.

And then, the writer chose two of the classes that have similar averages. Here are the scores of formative test of second year students at SLTP 1 Mumbulsari in the academic year 1999/2000.

Tables 1.

The Scores of Formative Test of Second Year Students of SMP 1 Mumbulsari in 1999/2000

N	Class II ₁	N	Class II ₂	N	Class II ₃
1.	65	1.	60	1.	45
2.	40	2.	40	2.	50
3.	50	3.	70	3.	80
4.	65	4.	65	4.	60
5.	50	5.	75	5.	40
6.	60	6.	45	6.	45
7.	60	7.	50	7.	60
8.	60	8.	60	8.	50
9.	50	9.	50	9.	75
10.	45	10.	70	10.	75
11.	70	11.	45	11.	80
12.	60	12.	60	12.	60
13.	60	13.	60	13.	80
14.	40	14.	50	14.	60
15.	65	15.	70	15.	50
16.	60	16.	55	16.	50
17.	60	17.	50	17.	60
18.	60	18.	70	18.	65
19.	60	19.	55	19.	50
20.	65	20.	70	20.	40
21.	75	21.	70	21.	80
22.	50	22.	75	22.	70
23.	40	23.	50	23.	50

24.	45	24.	50	24.	50
25.	60	25.	50	25.	45
26.	50	26.	65	26.	50
27.	60	27.	75	27.	60
28.	40	28.	60	28.	75
29.	60	29.	75	29.	60
30.	45	30.	55	30.	60
31.	50	31.	70	31.	50
32.	65	32.	70	32.	70
33.	55	33.	60	33.	60
34.	70	34.	70	34.	60
35.	60	35.	70	35.	55
36.	65	36.	45	36.	70
37.	70	37.	65	37.	50
38.	60	38.	45	38.	85
39.	60	39.	60	39.	40
40.	50	40.	30	40.	60
41.	40	41.	50	41.	60
42.	60	42.	90	42.	45
43.	50	43.	70	43.	60
44.	75	44.	50	44.	60
Average : 56,48		Average : 60,45		Average : 59,09	

4.3.2. Group Determination

Based on result of formative test, the writer chooses two of group of the second year students that have similar averages. From table 1, it can be seen that the two classes that have similar averages are Π_2 and Π_3 . So it can be informed that the respondents of this research are the students of Π_2 and the students of Π_3 . In this case, Π_3 will be named group A (group of teaching by using students worksheet) and Π_2 will be named group B (group of teaching without using student's worksheet). Below is the list of respondent's name.

Table 2. The List Respondent Name

GROUP A		GROUP B	
N	NAME	N	NAME
1.	Abd. Holik.	1.	Abdullah.
2.	Abd. Rosyid.	2.	Ach. Jaelani.
3.	Ahmad Heri.	3.	Ach. Rosi.
4.	Ahmad Rofiqi	4.	Ahmad Sayudi.
5.	Ahmad Samsul Arifin	5.	Anang Suprayogi.
6.	Ahmad Zaeni	6.	Alfarabi.
7.	Ahmad Efendi	7.	Ani Fadilah.
8.	Andika Kurniawan	8.	Bagus Kristian.
9.	Andrianto	9.	Bahrus Sholeh.
10.	Bankit Mega H.	10.	Baitur Rohman.
11.	Boy Hariyanto.	11.	Cicih Rinawati.
12.	Budiyanto.	12.	Dani Faisal Jefri.
13.	Duta Adi Negara.	13.	Diah Ika Ningrum.
14.	Dwi Ana Damayanti.	14.	Dina Mustikasari.
15.	Edi.	15.	Dinda Fariza.
16.	Edy Hartono	16.	Didik Sahudi Anwar.
17.	Edy Susmito	17.	Dwi Reni Puji A.
18.	Elok Sri Wijayanti.	18.	Erik Bagus.
19.	Emilda Diah Farmawati.	19.	Elok Purnawati.
20.	Hadi Suprayitno.	20.	Eli Solehan.
21.	Hadiyanto.	21.	Fawaid Fathoni.
22.	Hendri Gunawan.	22.	Hamzah Hasbullah.
23.	Heri Wahyudi.	23.	Hendro Suwito.
24.	Holifatur Rahman.	24.	Heri Supriyadi.
25.	Ifan Alfaris.	25.	Jazuli.
26.	Imam Fashil.	26.	Jamilah.
27.	Leli Widia Ningsih.	27.	Jumaldi.
28.	Lima Hermawati.	28.	Jumaiko.

29.	Nurhalima.	29.	Ika Hariyanti.
30.	Muzayyanah.	30.	Imam Hambali.
31.	Robiyanto Anggoro.	31.	Moh. Bahtiar.
32.	Rico Fendi.	32.	Milu Sanjaya.
33.	Raudatul Jannah.	33.	Mafi'ul khotimah.
34.	Safitri Yuniati.	34.	Nanuh Puji Rahayu.
35.	Safiantoro.	35.	Revina Endinata.
36.	Siti Zubaedah.	36.	Riptatul Hasanih.
37.	Slamet Santuso.	37.	Riski Firdiansyah.
38.	Sri Fitria Ningsih.	38.	Saiful Risal.
39.	Sugik Abdul Riyah.	39.	Siti Nuraini.
40.	Sunaini Indarwati.	40.	Sondang Irawan.
41.	Subaedah.	41.	Sugiyanto.
42.	Siti Komariah.	42.	Sri Astutik.
43.	Yus Kholifatin.	43.	Suroso.
44.	Yuyun Sri Wahyuni.	44.	Tulus Dwi Andriansyah.

Note : NR = Number of Respondent.

Group A were taught by using Students' Worksheet and Group B were taught without using Students' Worksheet, in presenting the materials. Here are the materials that will be given in two different periods:

Table 3. The Periods of Teaching.

PERIODS	TIME	GROUP	TOPIC
I	Monday 07.45 – 09.15	A	Newspaper
	09.30 – 11.00	B	
II	Thursday 07.00 – 08.30	B	And
	09.30 – 11.00	A	
III	Monday 07.45 – 09.30	A	Magazine
	09.30 – 11.00	B	
IV	Thursday 07.00 – 08.30	B	
	09.30 – 11.00	A	
V	Monday 07.45 – 09.15	A	Radio
	09.30 – 11.00	B	
VI	Thursday 07.00 – 08.30	B	
	09.30 – 11.00	A	
VII	Monday 07.45 – 09.15	A	Television set.
	09.30 – 11.00	B	
VIII	Thursday 07.00 – 08.30	B	And
	09.30 – 11.00	A	
	Monday 07.45 – 09.15	A	Television Station
	09.30 – 11.00	B	

4.3.3 The Data Of The Post Test.

Here are the results of the post test

Table 4. The Scores of Post Test.

GROUP A		GROUP B	
NR	SCORES	NR	SCORES
1.	60	1.	60
2.	60	2.	50
3.	80	3.	70
4.	70	4.	65
5.	60	5.	75
6.	60	6.	50
7.	70	7.	50
8.	70	8.	60
9.	75	9.	45
10.	70	10.	70
11.	70	11.	50
12.	80	12.	60
13.	80	13.	80
14.	65	14.	60
15.	70	15.	60
16.	70	16.	60
17.	65	17.	55
18.	70	18.	70
19.	50	19.	60
20.	65	20.	75
21.	80	21.	65
22.	75	22.	50
23.	60	23.	55
24.	65	24.	60
25.	50	25.	70
26.	70	26.	60

27.	75	27.	60
28.	75	28.	80
29.	70	29.	75
30.	60	30.	65
31.	70	31.	60
32.	70	32.	70
33.	75	33.	70
34.	70	34.	75
35.	60	35.	70
36.	75	36.	50
37.	60	37.	60
38.	90	38.	40
39.	50	39.	60
40.	75	40.	40
41.	60	41.	60
42.	70	42.	70
43.	50	43.	60
44.	70	44.	55

Table 5.

The Simplification of the Analysis between the Group A (By Using Students' Worksheet) and Group B (Without using students' Worksheet)

NR	X_A	X_a	X_a^2	NR	X_B	X_b	X_b^2
1.	60	-7,61	57,91	1.	60	-1,93	3,72
2.	60	-7,61	57,91	2.	50	-11,93	142,32
3.	80	12,39	153,51	3.	70	8,07	65,12
4.	70	2,39	5,71	4.	65	3,07	9,42
5.	60	-7,61	57,91	5.	75	13,07	170,82
6.	60	2,39	5,71	6.	50	-11,93	172,32
7.	70	2,39	5,71	7.	50	-11,93	142,32
8.	70	7,39	54,61	8.	60	-1,93	3,72

9.	75	2,39	5,71	9.	45	-16,93	286,62
10.	70	2,39	5,71	10.	70	8,07	65,12
11.	70	12,39	153,51	11.	50	-11,93	142,32
12.	80	12,39	153,51	12.	60	-1,93	3,72
13.	80	2,39	5,71	13.	80	18,07	326,52
14.	65	-12,61	159,01	14.	60	-1,93	3,72
15.	70	2,39	5,71	15.	60	-1,93	3,72
16.	70	-2,61	6,81	16.	60	-1,93	3,72
17.	65	2,39	5,71	17.	55	-6,93	48,02
18.	70	-17,61	310,11	18.	70	8,07	65,12
19.	50	-2,61	6,81	19.	60	-1,93	3,72
20.	65	12,39	153,51	20.	75	13,07	170,82
21.	80	7,39	54,61	21.	65	3,07	9,42
22.	75	-7,61	57,91	22.	50	-11,93	142,32
23.	60	-2,81	6,81	23.	55	-6,93	48,02
24.	65	17,61	310,11	24.	60	-1,93	3,72
25.	50	-17,61	310,11	25.	70	8,07	65,12
26.	70	2,39	5,71	26.	60	-1,93	3,72
27.	75	7,39	54,61	27.	60	-1,93	3,72
28.	75	7,39	54,61	28.	80	18,07	326,52
29.	70	2,39	5,71	29.	75	13,07	170,82
30.	60	-7,61	57,91	30.	65	3,07	9,42
31.	70	2,39	5,71	31.	60	-1,93	3,72
32.	70	2,39	5,71	32.	70	8,07	65,12
33.	75	7,39	54,61	33.	70	8,07	65,82
34.	70	2,39	5,71	34.	75	13,07	170,12
35.	60	-7,61	57,91	35.	70	8,07	65,32
36.	75	7,39	57,61	36.	50	-11,93	142,32
37.	60	-7,61	57,91	37.	60	-1,93	3,72
38.	90	22,39	510,31	38.	40	-21,93	480,92
39.	50	-17,61	310,11	39.	60	-1,93	3,72



40.	75	7,39	54,61	40.	40	-21,93	480,92
41.	60	-7,61	57,91	41.	60	-1,93	3,72
42.	70	-17,61	310,91	42.	70	18,07	326,52
43.	50	2,39	5,71	43.	60	8,07	65,12
44.	70	239	5,71	44.	55	-6,93	48,02
	2975	0	3510,72		2725	0	3369,89

$$MA = \frac{2975}{44}$$

$$= 67,61$$

$$MB = \frac{2725}{44}$$

$$= 61,93$$

$$t = \frac{M_a - M_b}{\sqrt{\left\{ \frac{xa^2 + xb^2}{na + nb - 2} \right\} \left\{ \frac{na + nb}{na \cdot nb} \right\}}}$$

$$t = \frac{67,61 - 61,93}{\sqrt{\left\{ \frac{6880,61}{86} \right\} \left\{ \frac{88}{1936} \right\}}}$$

$$t = \frac{5,91}{\sqrt{(80) (0,05)}}$$

$$t = \frac{5,91}{\sqrt{4}}$$

$$= 2,995$$

$$bd = na + nb - 2$$

$$= 44 + 44 - 2$$

$$= 88 - 2$$

$$= 86$$

The critical value of t-test without the significance of 5% db 86 is 2.00. It can be seen that the statistical computing value (2,955) is higher than its critical value, as a result, the null hypothesis is rejected. It means that by using Students' Worksheet method and without using students' worksheet have significant different levels of effectiveness in developing the achievement of the second year students of SLTP 1 Mumbulsari. The mean score of by using Students Worksheet method is higher that without using student's worksheet method in developing students' achievement.

There are some possible factors that can influence those conditions. The students that are taught without using Students' Worksheet method tend to be passive. If they have difficulties in learning, they are afraid to ask question to the teacher or to the other friends. The passive students will be more passive. Besides that, if the teacher is not active in giving explanations the students will not know to solve the problems. On the other hand by using Students Worksheet, the students will be more active. They will discuss the materials with the members of the group to get the best solution.

In teaching learning process, the students of the second year still have difficulties. Each student has different ideas so, it needs teacher as manager, as an observer, as an advisor, and as an evaluator in carrying out this method is really needed.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the data analysis and hypothesis verification, it can be concluded that there is a difference significant difference of effectiveness between the use of the Students' Worksheet to the Students' Learning Achievement for the second year students of SLTP 1 Mumbulsari in 1999/2000.

The Students' Worksheet is more effective than the ordinary explanation at SLTP 1 Mumbulsari. It has been painted out by their mean score in which the mean score of the students who are taught by the Students' Worksheet is higher than the mean score of the students who are taught without using the Students' Worksheet.

5.2. Suggestion

By considering that the Students' Worksheet is more effective that without the Students' learning achievement for the second year students of SLTP 1 Mumbulsari in 1999/2000, the writer suggest that, as for as possible, the teacher gives more the Students' Worksheet.

Finally, the writer greatly hopes that the result of this study is worth white for both the writer and the readers as one of the consideration in teaching learning process.

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AUTOBIOGRAPHY OF THE RESEARCHER

HASAN, born in Jember, December 27th 1966, is the youngest of two daughters. He got married in 1992 and has two children. He was graduated from Madrasah Ibtidaiyah in Puger 1979. SMP "Sultan Agung" in 1983. Madrasah Aliyah "Baitul Arqom Balung 1986, and from Diploma II English Program of Faculty of Teacher Training and Education Jember University in 1988. And then, he followed Equivalence Diploma III English Program of Faculty of Teacher Training Jember University and graduated in 1996.

He has teaching experience at Junior High School from 1989 up to now. He once taught at SMP Sultan Agung from 1988 up to 1989 as a volunteer teacher. And then she became a permanent teacher at SLTP 1 Mumbulsari from 1989 up to now.

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATOR	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
The Effect of The student's Worksheet to the student's learning Achievement for the second year students of SLTP 1 Mumbulsari in Jember in 1999/2000.	Is there an effect of the student's worksheet to the student's learning Achievement for the second year students of SLTP 1 Mumbulsari in 1999/2000	1. The student's worksheet 2. The student's learning Achievement	The score of students who are taught 1. By using students worksheet 1. Without using students worksheet	1. Respondents the second year students of SLTP 1. Mumbulsari 2. Informant - the headmaster - the teachers - the administration staff 3. Documentation 4 Test	1. Area Determination : Purpose. 2. Respondent Determination : - Population - Sample 3. Data Collection Method : - Observation - Interview - Test - Documentation 4. Data Analysis Method using t-test with formula : $t = \frac{Ma - Mb}{\sqrt{\frac{na^2 + xb^2}{na + nb - 2} \left\{ \frac{na + nb}{na^2 nb} \right\}}}$ The level significance is 5%.	The is an effect of the students worksheet to the students learning achievement for the second year students of SLTP 1. Mumbulsari in 1999/2000.

Appendix 2

GUIDED RESEARCH INSTRUMENT

A. THE GUIDE OF OBSERVATION

NO	THE ACTIVITION
1.	The school facilities
2.	Observing the teaching learning process conducted by the English teaching of the second year students.
3.	Observing the students' activities of learning English, especially, by using Students worksheet.

B. THE GUIDE OF INTERVIEW

NO	THE ACTIVITIES
1.	Interviewing the headmaster on the general description of school.
2.	Interviewing the English Teacher about: <ul style="list-style-type: none"> a. Participation of the students in joining the English subject. b. Book and the material used in a class. c. The students' achievement in teaching learning process.

C. THE GUIDE OF DOCUMENTATION

NO	THE ACTIVITIES
1.	The data of respondents including the total number and their name.
2.	The name of respondents.
3.	The respondents scare.
4.	The name of the personnel's and non-personnel's at SLTP 1 Mumbulsari.

DAILY TEST

SUBJECT : ENGLISH
THEMA : MASS MEDIA
CLASS/CAWU : II / 2
TIME : 2 x 45 MINUTES

The price of a magazine is often low. Therefore, magazine publishers not make much money from sales to readers. Most magazine make a profit selling advertising space. In fact, most magazine could not survive without advertising.

The magazine editors are the men and women who put together each issue. The editor in chief and his staff decide what kinds of articles an issue show contain. The editor in chief may ask freelance writers for some articles. He may also assign articles to editors and writers. In a large magazine, each editor is responsible for a different subject such as politics, fashion, fiction, etc. After the articles are written, they must be checked by the editors. The editors must arrange with photographers for pictures to illustrate the articles.

Adapted from : Young Student's Learning Library, Vol.1

Choose the correct answer !

1. to provide entertainment and information on a wide variety of subject
- a. people
b. magazines
c. publisher
d. music

2. He in paragraph 2 line 4, refers to
- a. newspaper
 - b. countries
 - c. the editor
 - d. the first magazines
3. Where do magazines set profit from
- a. fashion show
 - b. photographer
 - c. selling advertising
 - d. the magazines editor
4. His in paragraph 2 line 2, refers to
- a. the editor
 - b. newspaper
 - c. writer
 - d. publisher
5. The duty of the editor is
- a. to sell and publish
 - b. to order the staff
 - c. to check an arrange the picture
 - d. to distribute magazines
6. They in paragraph 2 line 7, refers to
- a. editor
 - b. articles
 - c. magazines
 - d. writers
7. Magazines which are for the readers with special interest are of many kinds
- a. planned
 - b. signed
 - c. marked
 - d. published
8. A person whose job is to select articles to be edited is
- a. a journalist
 - b. an editor
 - c. a columnist
 - d. an illustrator
9. In general newspapers are published everyday. We call them
- a. monthly
 - b. weekly
 - c. daily
 - d. yearly

10. A : ?

B : I read sports, horoscopes and short story

- a. What's on the front page
- b. Do you read all session
- c. What session do you read ?
- d. Which session do you hate most ?

11. Headlines are usually printed in bold letters and even large letters. The italicized word means

- a. someone who writes articles newspapers
- b. a title to a story in a newspaper
- c. a small newspaper with many pictures and sensational news
- d. a magazine that gives article on current events

12. Ratih works the of her friends

- a. careful
- b. carefully
- c. more carefully
- d. most carefully

13. Robert is that Tono

- a. lazy
- b. as lazy as
- c. lazier
- d. laziest

14. Yuli has a novel, Ninik has 3 novels and Sonya has 9 novels

- a. Yuli has more novels than Ninik
- b. Sonya has less novels than Ninik
- c. Ninik has the least novels of them
- d. Sonya has the most novels of them

15. Mr. Hamid has the money of his friends

- a. least
- b. less
- c. more
- d. a little

Read this text.

Ajeng is a disc jockey. The program now is records and music. It is called 'Hallo, Morning Sun'. Tono's mother has turned on the radio for him. He sent a postcard to the radio yesterday. The disc jockey is playing the first song for Tono and Tini. The program always starts at seven on Sundays and finishes at eight o'clock. Tono turns off the radio after listening to the program.

16. What is Ajeng's job?

- a. she plays the radio
- b. she listens to the radio
- c. she plays the record
- d. she sends post cards

17. What does Tono do on Sunday morning at seven o'clock?

- a. He turns off the radio
- b. He plays the record
- c. He enjoys listening to the radio
- d. He sends post cards

18. The 'Hallo, Morning Sun', lasts

- a. eight hours
- b. several hours
- c. seven hours
- d. an hour

19. Tono turns off the radio after listening to the program. The opposite of the italicized words is

- a. switches
- b. turns down
- c. switches on
- d. turns up

20. Every time we want to information with other people

- a. watch
- b. exchange
- c. read
- d. lose

Read this text

There are six television channels in Indonesia ; TVRI, TPI, RCTI, ANTV and INDOSIAR. The six stations serve different programs. You can read the program on the program schedule on newspapers. Most of the programs are suspended programs. Sometimes the televisions also present live programs.

That means we can watch the events that happen in other places through television at the same time. For example, there is an event in Jakarta at seven o'clock. The television camera takes the picture of the event on the scene and broadcasts the event directly to the audience at home at seven o'clock, too.

28. The best title for the paragraph is

- a. Televisions
- b. Televisions stations
- c. Television programs
- d. Indonesian TV channels

29. TVRI and RCTI have different

- a. channels
- b. events
- c. television
- d. displayed

30. Most of the TV programs are programs

- a. direct
- b. dismayed
- c. private
- d. displayed

31. Very often we watch Mike Tyson fighting against his opponent through TV at the same time.

This kind of programs is called program.

- a. suspended
- b. live
- c. delayed
- d. dismayed

21. To give information to a great number of people in different places we use like radio, television and newspaper

- a. messages
- b. language
- c. mass media
- d. telegraph

22. He - too - young - watch - is - to - program - the
1 2 3 4 5 6 7 8

Arrange the above words :

- a. 1-2-4-5-6-7-3-8
- b. 1-5-2-3-6-4-8-7
- c. 3-5-1-6-7-2-8-4
- d. 2-4-6-8-1-3-5-7

23. I had to eat

- a. somebody
- b. something
- c. anything
- d. somewhere

24. I am new in this town. I know, please help me. I want to go to the market.

- a. nowhere
- b. nobody
- c. nothing
- d. somewhere

25. I didn't meet in the room last night

- a. something
- b. anywhere
- c. anyone
- d. someone

26. Where is Tono ? Where is Lia ? Where are the boys and the girls.

- a. ~~everything~~
- b. ~~everybody~~
- c. ~~everywhere~~
- d. ~~somebody~~

27. If you want to buy you can buy at the supermarket.

- a. everything
- b. everybody
- c. everywhere
- d. somebody

92. A : ?

B : There is a music show on channel one

- a. where is channel one ?
- b. Is channel one music show ?
- c. what is on channel one ?
- d. what music show is on channel one

93. A : How do you find the comedy last night ?

B : I found it I went to sleep few minutes after it started

- a. frightening
- b. boring
- c. interesting
- d. exciting

94. To use the radio, you must put the to give the electric power

- a. buttons
- b. controls
- c. batteries
- d. switches

95. Plug the power cord into the wall on let.

The underlined words mean :

- a. put of
- b. connect with
- c. put out off
- d. switch off

96. In order to have a good voice or sound you have to ... the tuning control.

- a. adapt
- b. switch on
- c. put into
- d. adjust

97. You can stop the radio by the power

- a. switching off
- b. plugging into
- c. switching on
- d. adjusting

98. the TV channel you want to watch by pressing the channel button.

- a. Adjust
- b. Select
- c. Switch
- d. Press

9. The picture appears on the television ..

- a. set
- b. sail
- c. screen
- d. board

10. Press power to the TV on

- a. select
- b. switch
- c. brightness
- d. move

11. I am interested in the moved news at nine. The underlined word means ..

- a. need
- b. dislike
- c. like
- d. boring

12. The reporter of TVRI covered the airlaks accident. The underlined word means

- a. reported
- b. selected
- c. enjoyed
- d. attractived

Look at the TVRI Programmes to day !

07.00 p.m. -- evening news

07.30 ' -- Dinamika

08.05 ' -- music "Bintang Nusantara"

09.00 ' -- world news

09.30 ' -- "Berpacu Dalam Melody"

13. What is the programs on 07.30 ? It is

- a. music
- b. Dinamik a
- c. world news
- d. evening news

14. How long is the music programme ?

- a. twenty five minutes
- b. fifty five minutes
- c. a quarter
- d. a half

45. What time will the evening news programme start ?

- a. at nine p.m.
- b. at half past seven p.m.
- c. at seven p.m.
- d. 07.00 a.m.

II. ANSWER THE QUESTION CORRECTLY

46. Rina has Rp.77.500. Santi has Rp.27.500 and Diana has Rp.50.000,-

- a. Who has the least money ?
- b. Who has the most money ?

47. Tina : Our classmate Santi will have a birthday party tomorrow. Some of our friends want to collect money to buy a gift.

Rita : (Rita agree with Tina/agreement)

48. Didik : Mother, I'm very hungry.

Do you have to eat ?

Mother : of course, there are cakes, rice, sop on the table.

49. Toni : Do you know my novel ?

I have looked for but I can't find it.

Diah : Yesterday I saw it in but I don't remember the exactly place.

50. Do the sentences below use 'Comparative' and 'Superlative'.

Mr.Toha is 172 cm

Mr.Ali is 165 cm

Johan is 175 cm

a. Comparative :

b. Superlative :

THE KEY OF THE TEST

1. B	10. C	19. D	28. D	37. A
2. C	11. B	20. B	29. A	38. D
3. C	12. D	21. C	30. A	39. C
A	13. C	22. B	31. B	40. B
5. C	14. D	23. B	32. C	41. C
6. B	15. A	24. A	33. B	42. A
7. D	16. C	25. C	34. C	43. B
8. B	17. C	26. B	35. B	44. B
9. C	18. D	27. A	36. D	45. C

46. a. Santi has the least money of all.

b. Rina has the most money of all.

47. I agree with you.

48. something

49. everything ; somewhere

50. a. Mr. Ali is shorter than Mr. Toha. Mr. Toha is taller than Mr. Ali. Johan is taller than Mr. Toha.

b. Johan is the tallest of all. Mr. Ali is the shortest of all.

The Scores :

$$\text{No. 1 - 45} \times 1 = 45$$

$$46 \times 5 = 10$$

$$47 \times 5 = 5$$

$$48 \times 5 = 5$$

$$49 \times 5 = 10$$

$$50 \times 5 = 25$$

$$\text{Total} = 100$$

Appendix 3a

The list of teachers at SMP 1 Mumbulsari

NO	NAME	SUBJECT
1.	Soedarmo	Headmaster.
2.	Drs. Sudiro	PPKN.
3.	Drs. Pudjo Wijoko	Consellor.
4.	Drs. Ifraid	History.
5.	Drs. Syahril	Consellor.
6.	Drs. Supriyadi	Accountant.
7.	Drs. Syaiful Bahri	Indonesian.
8.	Bambang Wahyu. P.	Geography.
9.	Ali Jaimur Ridlo, spd.	English.
10.	Imam Syafe'I, BA.	Religion.
11.	Yodiyanto.	Mathematics.
12.	Drs. Dudik Prasanto.	Indonesian.
13.	Ach. Pujiyanto.	Sports and Skill.
14.	Anang Sulistiono, spd.	History.
15.	Aris Iwan S. spd.	Indonesian.
16.	Arifah Gunawati, spd.	Mathematics.
17.	Suryadi, spd.	Physics.
18.	Surtikanti.	Biology.
19.	Supardi.	PPKN.
20.	Hasan	English.
21.	Mustlika.	Mathematics.
22.	Drs. Sumaryono.	Sports.
23.	Ery Agustina.	Arts and Skill.
24.	Dra. Dewi Karyaning.	Arts.
25.	Abu Saman.	Madurist.

Appendix 3b

The list personnel non-teacher at SMP 1 Mumbulsari

NO	NAME	SUBJECT
1.	Bambang Prayitno.	The head of administrative staff
2.	Hariyama.	Administrator
3.	M. Syakur.	Administrator
4.	M. Ajis.	School guard
5.	M. Taufik.	Gardener

Appendix 3c

The list of the room at SMP 1 Mumbulsari

NO	NAME OF THE ROOM	NUMBER
1.	Claassroom	9
2.	Laboratory	1
3.	Guidance and Concelling Room	1
4.	Osis room	1
5.	Library	1
6.	Head master room	1
7.	Teacher's room	1
8.	Administration's room	1
9.	Teacher's Toilet	1
10.	Student's Toilet	2
11.	UKS room	1
12.	Kopsis room	1
13.	Parking Are	2