



THE EFFECT OF USING THE FLANNEL BOARD ON  
GRAMMAR ABILITIES OF THE SECOND YEAR STUDENTS OF  
SLTPN 1 PAITON  
IN THE 2001/2002 ACADEMIC YEAR

THESIS



Presented as one of the Requirements to Obtain the Degree of S-1 at the English  
Education Program of the Faculty of Teacher Training and Education  
Jember University

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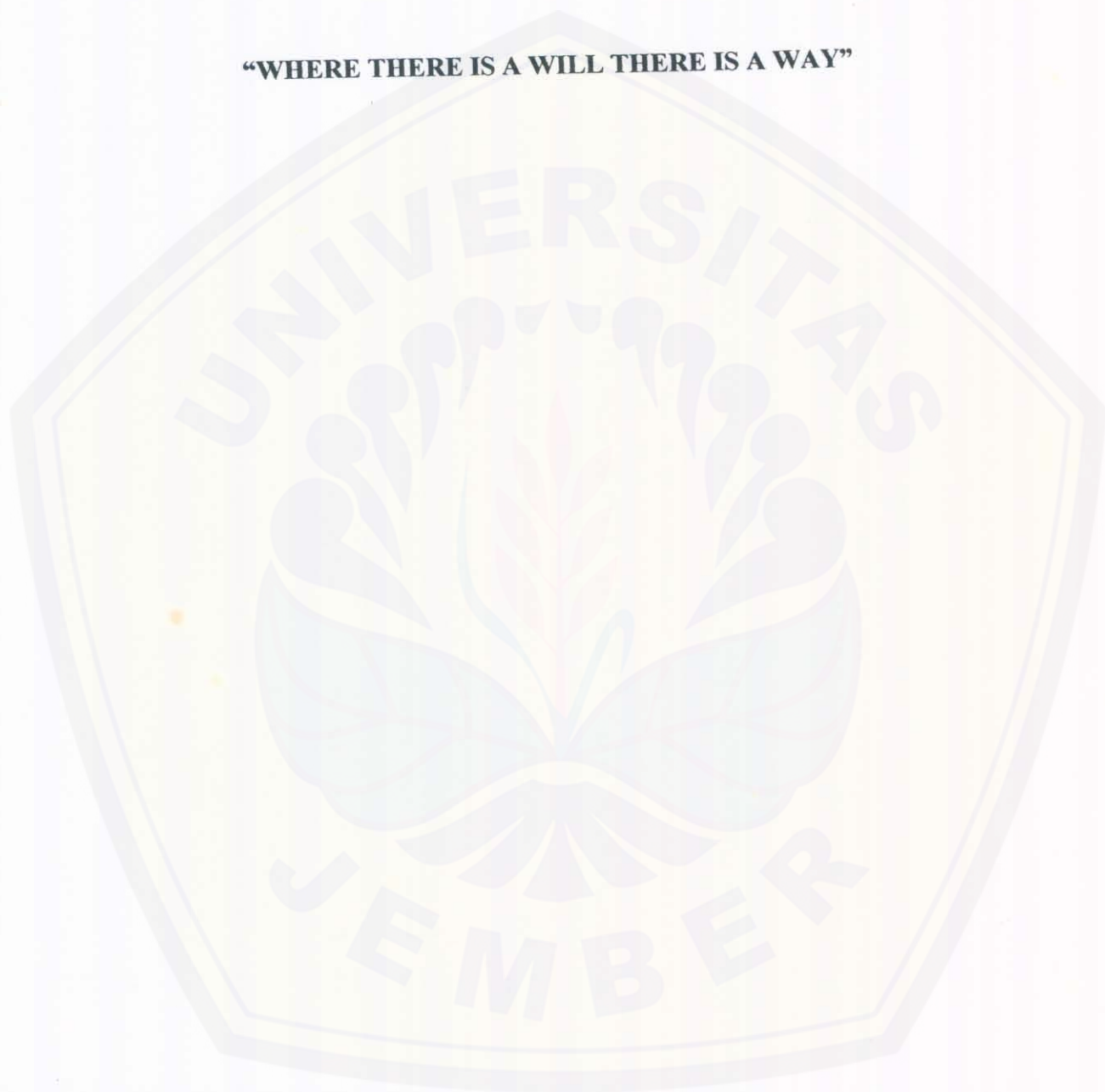
By : Nety Mery Yasmin

NIM. 970210401192

ENGLISH EDUCATION PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
JANUARY, 2002

**MOTTO**

**“WHERE THERE IS A WILL THERE IS A WAY”**



## DEDICATION

This thesis is dedicated to:

1. My beloved father : H. Buyamin Buchori and my beloved mother : Hj. Nur Syarifah. Thank you so much for your love and guidance, you mean the world to me. I will do my best to honor you.
2. My beloved husband : Muhammad Hasyim Azhary. Thank you very much for your love, your care, and your understanding, I will give my love and my life to honor you.
3. My beloved sisters : Hj. Laily, Rifka, Dina, Putri and my beloved nephew : Muhammad Reza Maulana Yasmin. Thanks for the wonderful time we have spent together. I love you all and I am lucky to have you.
4. My dearest friends : Nung, Heni, Sulikhum, Latifah, Maya, and Memil. You have all supported me, looked out for me and loved me. Thanks a milion.
5. My friends : Irfan, Umam, Romli, Bahul, and my dearest sister Titik. Thanks for your kindness.
6. My fellows on the 97 Level
7. My Almamater.

APPROVAL OF EXAMINER TEAM

This thesis was defended in front of the examiner team and received by the Teacher Training and Education Faculty, Jember University.

On : Friday


Date : January 11<sup>st</sup>, 2002

Place : The Teacher Training and Education Faculty,

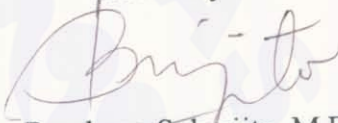
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Examiner Team

Chairperson

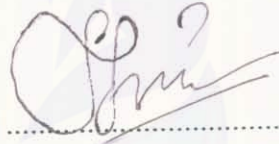
  
Dra. Wiwiek Eko B. M.Pd.  
NIP. 131 475 844

Secretary

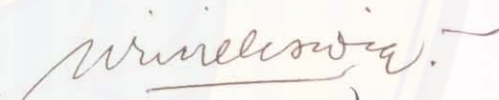
  
Drs. Bambang Suharjito, M.Ed.  
NIP. 131 832 333

Members:


Dra. Siti Sundari, MA.  
NIP. 131 759 842

  
(.....)

Dra. Wiwiek Istianah, M.Kes, M.Ed.  
NIP. 131 475 844

  
(.....)

c.q The Dean  
Teacher Training and Education Faculty  
Jember University

  
Drs. H. Misno A. Latif, M.Pd.  
NIP. 130 937 191



THE EFFECT OF USING FLANNEL BOARD ON GRAMMAR ABILITIES OF  
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THE 2001/2002 ACADEMIC YEAR

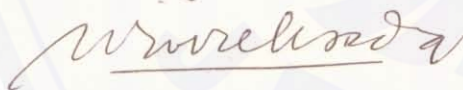
Presented as One of the Requirements to Obtain the S-1 Degree at the English  
Education Program of the Language and Art Department of the Faculty of Teacher  
Training and Education, Jember University

By:

Name : Nety Mery Yasmin  
Identification Number : 970210401192  
Level : 1997  
Department : Language and Arts Education  
Program : English Education  
Place of Birth : Probolinggo  
Date of Birth : March 17<sup>th</sup>, 1978

Approved By:

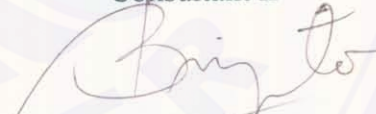
Consultant I



**Dra. Wiwiek Istianah, M.Kes, M.Ed**

NIP. 131 472 785

Consultant II



**Drs. Bambang Suharjito, M.Ed**

NIP. 131 832 333

## ACKNOWLEDGEMENT

I would like to thank Allah the Almighty who gives strength and guidance to me to accomplish this thesis in the last stage of my study. I also want to express my deep gratitude to:

1. The Dean of the Faculty of Teacher Training and Education of Jember University;
2. The Head of the Language and Arts Department of the Faculty of Teacher Training and Education of Jember University;
3. The Head of the English Program of the Language and Art Department of the Faculty of Teacher Training and Education of Jember University;
4. The Consultants who gave me valuable input in writing this thesis;
  1. Dra. Wiwiek Istianah, M.Kes, M.Ed
  2. Drs. Bambang Suharjito, M.Ed
5. The Headmaster, the second year English teacher, and the administrative staff of SLTPN I Paiton who have helped me gather the data, and
6. All of my fellows for the help and warm relationship during my study in this faculty.

Jember, January 2002

The writer

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## ABSTRACT

Nety Mery Yasmin, 2001. **The Effect of Using Flannel Board on Grammar Abilities of the Second Year Students of SLTPN I Paiton in the 2001/2002 Academic Year.**

Thesis, English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

**The Consultants: - Dra. Wiwiek Istianah, M.Kes, M.Ed**

**- Drs. Bambang Suharjito, M.Ed**

The mastery of grammar is essential in English language learning at any level from elementary to the tertiary one, Grammar is the language system by which words are combined together into larger units to convey ideas and information (Guth, 1969:1). Communication will stop when English learners are lack of grammar. So, English learners need to have the ability to understand English grammar well in order to be able to communicate in this language. In Indonesia, many upper secondary school graduates reveal unsatisfactory results of the grammar ability. One of this conditions might be caused by the inappropriateness of the teaching strategy in term of the use of media. The objective of the research was to know whether the second year students of SLTPN I Paiton in the 2001/2002 academic year who are taught using the flannel board gain better grammar abilities than those who are not. Through this quasy experimental study with Posttest-Only Control Group Design, the flannel board was used in the grammar teaching to the experimental group and the result is positively effective. The research respondents were two classes taken by using cluster random sampling from the four classes of the population. The two classes were determined as the experimental group (43 students) and the control group (43 students). To obtain the research data, an achievement of a-teacher made test was administered to get the primary data. While interview guide, observation and documentary study were used to get the supporting data. To analyze the data, the t-test formula was applied with the significance level of the t-table of 5%. The result showed that the statistical computation value of the t-test was higher than that of the critical value of the t-table ( $5,822 > 1,671$ ). It means that the second year students of SLTPN I Paiton in the 2001/2002 academic year who are taught grammar using flannel board get better grammar abilities than those who are not. Meanwhile, the degree of relative effectiveness is found to be 21,93%, which means that the grammar teaching using flannel board is 21,93% more effective than grammar teaching with the blackboard. Based on the result, it is suggested that the English teacher consider the use of flannel board in the English teaching once in while as an alternative teaching media, especially in grammar teaching.

**Key words** : Flannel Board, Grammar Ability.





## CHAPTER I INTRODUCTION

### 1.1 The Background of the Research

Nowadays, English as an international language is used as a means of communication in many parts of the world. It can be proved by Guth's (1966:6) statement that in the 1500 century English was a minor language, spoken by a few people on a small island. In 1970's English has become the greatest language of the world, spoken natively by over a quarter of a billion people and as a second language by many billion more (Guth, 1969:126).

English has a very important role and position in Indonesia. Indonesian schools have a newly revised curriculum related to teaching and learning English. As stated in the 1994 Curriculum, English is one of the compulsory subjects in secondary and high schools. The objective of teaching English is the students are required to master the four language skills, such as Speaking, Reading, Writing, and Listening. Therefore, learning English means learning the four skills of English in order to make the students be able to communicate in English. Meanwhile, in learning English as a foreign language, the learners should first master English grammar. Paulston and Mary (1976:2) say that grammar permeates all language skills and the objective of teaching grammar is the oral use of the target language in order to be able to communicate in that language. In this case it is clear that grammar is very important in mastering a language. Due to the statement above, Guth (1969:1) discusses the importance of mastering grammar for students with English background. He states that: "The Student in High School and College must learn to adapt the grammatical pattern he learned as a child to changing needs. The language that the educated adult uses in serious conversation and in writing differs to some extent from the language he uses when not on his best behavior." Best behavior refers to the language which is used in serious conversation and in writing. As it is known that before he learns language in his school, he only has acquired language without using grammar or he only has little grammar ability. So, after he learns the grammar in his school, he can

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decide when he must use formal language and informal language. In addition, Guth (1969:2) states that formal language is used in scholarly studies, books on serious subjects, articles in serious magazines. On the other hand, informal language was found in casual conversation.

In teaching English as a foreign language in Indonesian high schools, teachers usually find some difficulties when explaining about the English grammar. Teaching and learning grammar is hard work because the English grammar is not similar to the Indonesian grammar. Students sometimes feel reluctant to memorize the English grammar and become bored easily. The boredom may be due to the lack of variation of the teacher in presenting the lesson. For example, students must learn and memorize some formulas or grammar, perhaps they do not understand the rules of grammar or they do not know when to use the grammar patterns. So, to teach grammar more interestingly, the teacher need to have a great deal of knowledge about grammar patterns and be able to give interesting and sensible examples. Furthermore, the teacher needs to know how to use media or teaching aid in order to maximize the use of the limited time Sadiman, et al., (1996:6) say that media as a sender are used by the teacher, but it can also be used by students. Therefore, as a sender and an achiever of message, media can be used by the teacher to give information clearer and interesting. In this case, the use of media, like Flannel Board can support and make the teaching learning process more effective (Karim, 1986:52).

In relation to the research conducted by the researcher, preliminary observation has been done by the researcher, the preliminary observation was intended to get first-hand information about the use of media in the English teaching. The result reveals that flannel board is never used in the English teaching learning process, because she did not know the use of the flannel board yet. In this school, the teacher only uses black board in teaching English, especially grammar. So, this is one of the reasons why the researcher chooses the school as the research area.

Based on the background, the researcher attempts to investigate the effectiveness of using flannel board as the teaching aid in English class by conducting



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a research entitled “The Effect of Using the Flannel Board on Grammar Abilities of the Second Year Students of SLTPN I Paiton in the 2001/2002 Academic year”.

### 1.2 Problem of the Research

Based on the research background above, the problem to be discussed in this study is formulated as follows:

#### 1. Major Problem

Is the second year students of SLTPN I Paiton in the 2001/2002 academic year who are taught grammar using the flannel board get better grammar abilities than those are not?

#### 2. Minor Problem

How the effectiveness using of the flannel board on grammar abilities of the second year students of SLTPN I Paiton in the 2001/2002 academic year?

### 1.3 Research Objective

The objective of this research are:

1. To know whether the second year students of SLTPN I Paiton in the 2001/2002 academic year who are taught grammar using the flannel board get better grammar abilities than those are not
2. To know the effectiveness of using the flannel board on grammar abilities of the second year students of SLTPN I Paiton in the 2001/2002 academic year.

### 1.4 The Significances of the Research

#### 1.4.1 For English Teachers

The results are significant for the English teacher as the input to use flannel board as alternative media in teaching Grammar in particular and English in general so as to make it more effective.

#### 1.4.2 For Students

The result is useful for the students as motivation to lead the students more intensively to learn English grammar, in order to master English better.

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### 1.4.3 For Other Researchers.

The research results are expected to be useful for other researchers as an input especially those who will focus on the use of media other than flannel board on English grammar by using different research design.

### 1.5 Operational Definition of the Terms.

Mc Millan (1992:21) says that an operational definition indicates the operations that are performed to measure or manipulate the variable. The terms which need to be defined operationally include the use of flannel board and Grammar abilities of the student.

#### 1.5.1 The Use of Flannel Board

Based on some experts' definitions (Zainuddin, 1984:9) in this study flannel board means a board which is covered with flannel and some pictures and cards can be stuck on the surface which are made of flannel. In this research, the size of the flannel board is 1 m x 0,5 m. The background of the flannel board is green carpet, some pictures and cards as cut-outs used in this research and they are made of carton.

#### 1.5.2 The Students' Grammar Abilities

- Student is a person engaged in study: one devoted to learning (Webster, 1995:2268). In this study, students refer to the second year students of SLTPN I Paiton in the 2001/2002 academic year.
- Grammar is the system by which words combine together into larger units to convey ideas and information ( Guth, 1969: 1).

In this study, the grammar which will be discussed are:

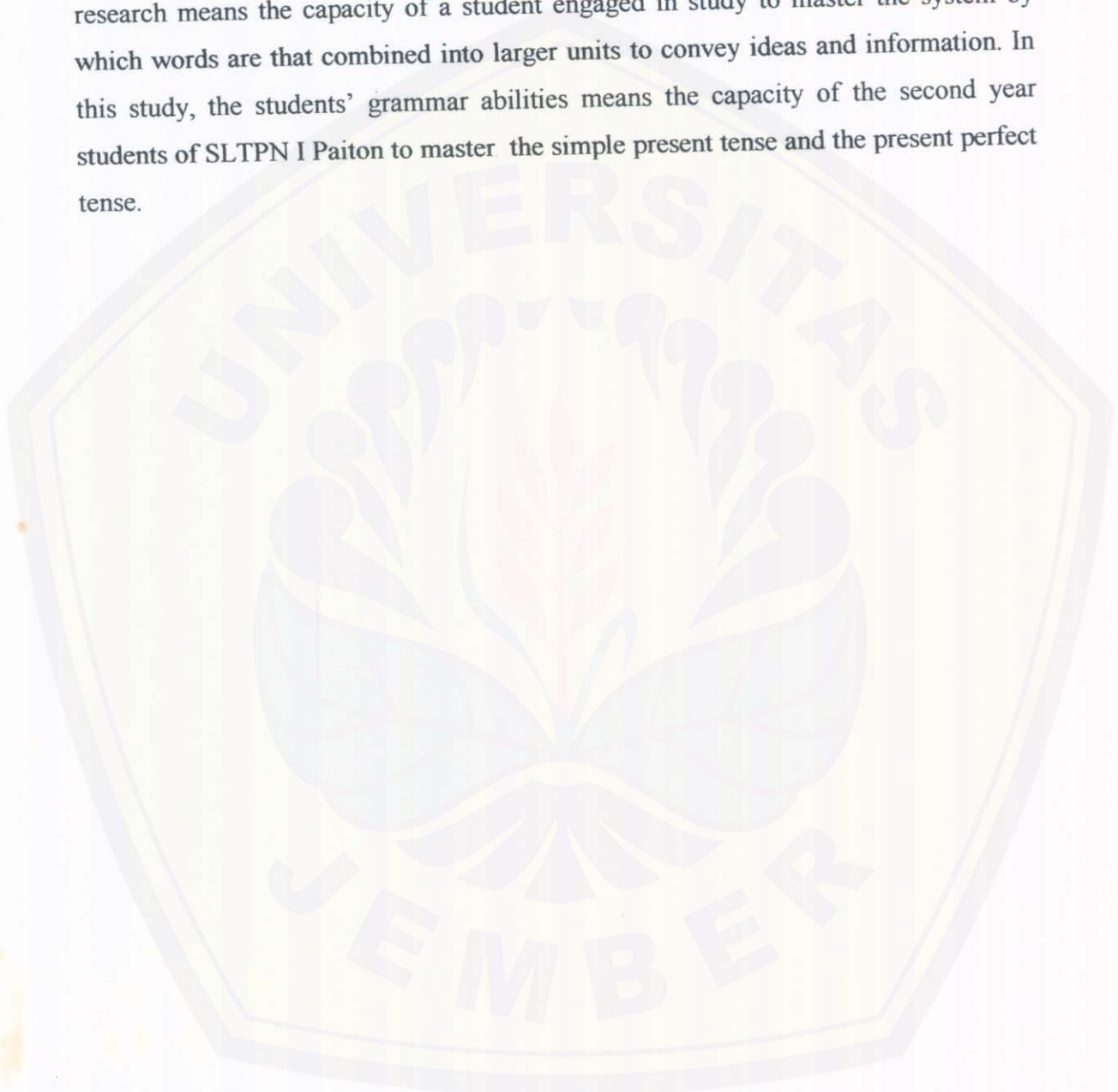
1. The simple present tense: expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future (Azar, 1989:2).

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2. The present perfect tense: expresses activities that began sometime in the past, but that are related in the mind of the speaker with the moment of speaking (Hayden, 1956:91).

➤ Ability is the capacity of a person to do something (Hornby, 1987:3).

In relation to the above description, the term students' grammar abilities in this research means the capacity of a student engaged in study to master the system by which words are that combined into larger units to convey ideas and information. In this study, the students' grammar abilities means the capacity of the second year students of SLTPN I Paiton to master the simple present tense and the present perfect tense.







## 2.1 The Study of Flannel Board

### 2.1.1 Media

Arsyad (1997:2) explains that the word "Media" comes from the word "Medios" (Latin Language) which means "Middle", "Mediator" or "Medium." Besides, Rohani (1997:3) defines media as everything which can be seen and the functions as medium or equipment in communication process (Teaching Learning Process). In addition, Sadiman, et al., (1996:6) define media as everything that can be used to transfer message from a sender to an achiever in order it can arouse thinking, feeling, attention, and talent of student, so the teaching learning process happens. Finally, Media means everything that have function to transfer message or information and it can be used in the teaching learning process as medium or equipment.

Media has great function in teaching learning process, especially in teaching learning English language. Due to the statement above, Zainuddin (1984:3) says that to get success in learning perfectly, and getting ability to speak communicatively, the teaching has to use teaching aids. Media has some functions. As Arsyad (1997:26) explains there are 4 functions of media as follows:

- 1 Media has a function to explain clearly and fluently the material such as message and information in the teaching learning process.
- 2 Media has a function to increase and arrange student's attention, in order it can create students' motivation, direct interaction between student and their environment. Besides, the students can study by themselves materials which are suitable with their ability and talent.
- 3 Media has a function to overcome the limited room, time, and
  - too big object
  - too small object
  - the unique object that happens in the past or it only happens once in many years, can be shown in video, film, photo, etc.



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- crowded object or process.
  - the dangerous event or research.
- 4 Media has a function to give similar experiences to students about some events in their own environment, and direct interaction with their teachers, people, and environment probably happens through recreation, visiting museums or the zoo.

Based on the explanations above, it is clear that the main function of media is it can help and motivate the students in the teaching learning process. Besides, through media the students can understand the material easily.

Media also have some types. Sadiman, et al., (1996:27) classify some types of media into three categories as follow:

## 1. Graphical Medium

1.1 Picture / Photo

1.2 Sketch

1.3 Diagram

1.4 Chart

1.5 Graphic

1.6 Cartoon

1.7 Poster

1.8 Flannel board

1.9 Bulletin board

## 2. Audio Medium

2.1 Radio

2.2 Magnetic tape recording

## 3. Still Projected Medium

3.1 Film Slide

3.2 Film Strip

3.3 Overhead transparency

3.4 Opaque projector

3.5 Microfiche

3.6 Loop film

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## 3.7 TV

## 3.8 Video

## 3.9 Games

As it has been mentioned above, media have the function of stimulating the teaching learning process. The use of media will be very beneficial both for the teacher and the students. Rohani (1997:9) mentions 15 kinds of advantages of media as follows:

1. To give information in teaching learning process
2. To clear the information in teaching learning process
3. To complete and to add information in teaching learning process
4. To stimulate study motivation
5. To increase the effective and efficiency
6. To add variation in giving material
7. To add real definition about knowledge
8. To give experiences that are possible to be given by teachers, and to open student's mind in order to get the education productively.
9. To make students can choose study activity which is suitable with their ability, attention, and talent.
10. To make the interaction between students and teacher, student and student, students and their environment.
11. To prevent verbalism
12. To prevent limited time and room
13. To create great motivation, in order the teaching learning process become grow.
14. It is easily and lasting to soak message
15. To overcome different habit and experience.

Based on the statements above, it can be referred that the importance of the use of media in the teaching learning process are both for the teacher and learners. Not only the teacher can transfer the subject content efficiently, but also make their learners understand easily.



In this experimental research, the media that will be used in the English teaching learning process is the flannel board. It is chosen as the medium in the teaching of grammar, because it is easily made.

### 2.1.2 Flannel Board

Flannel board is one of the graphical medium kinds. It is also one of the cloth boards kinds. Heinich, et al., (1985:10) state that: "Cloth boards are constructed of cloth stretched over a sturdy backing material such as plywood, masonite, or heavy cardboard. The cloth used for the board may be various types, including flannel, felt, or hook and loop material." Meanwhile Lelnchildren (1978:9) defines, flannel board is a piece of soft board (or any other suitable support material) which is covered with a piece of cloth which has adhesive qualities, such as flannel or felt."

Flannel board is a suitable medium used in Junior High School. It can be proved by this statement: "Contrary to the belief of many teachers, the flannel board is not just a primary school medium. It can be used to teach students of all ages and of all levels of language proficiency" (Lelnchildren, 1978:2). Students in Junior High School are children as well as adolescence. The category based on Aristoteles's statement as quoted by Suryadibrata (1984:194) who describes about child development from birth until adolescence. It is described that child development consists of three phases as follows:

- I Phases from 0;0 until 7;0 little child moment, playing moment.
- II Phases from 7;0 until 14;0 child moment, learning moment, or to go to primary school.
- III Phases from 14;0 until 21;0 adolescence or puberty; the transition moment from childhood to adulthood.

Based on the statements above, it can be deduced that the students of Junior High School still belong to adolescence/teenagers, because their ages range between 12 – 15 years. As adolescence they like interested things in the teaching learning process, because, in learning a subject like Grammar, for example, they will learn some new patterns and memorize some new formulas. So, to make the teaching

learning process interesting, the teacher can use not only black board but also flannel board. The use of the flannel board has great advantages for both the teacher and students. First, the teacher will teach sufficiently. Second, students will learn conveniently with some pictures, cards, etc. which are stuck on the flannel board.

### 2.1.2.1 The Reasons of the Use of Flannel Board

Lelnchildren (1978:9) mentions five reasons why flannel board is used in the teaching learning process. The five reasons are as follows:

1. The flannel board is both simple and inexpensive to construct and is, therefore, easily within the reach of the teacher. Moreover, it is easy to store and light to carry.
2. Imaginative use of the flannel board can bring into the often dull, passive environment of the classroom an enormous range of language practice. The flannel board can be used to present and/or practice almost any structure of the language skill.
3. Students enjoy the added response that it inspired in their mind and, altogether, the English language teaching and learning become much more effective –and fun.
4. Probably the greatest advantage of the flannel board is that it is a dynamic medium. Its usefulness as a teaching device lies in the fact that it provides a way of presenting 'mobile' situations. Changes can be shown by adding or taking away or transferring figurines and flashcards.
5. Contrary to the belief of many teachers, the flannel board is not just a primary school medium. It can be used to teach students of all ages and of all levels of language proficiency. The secret lies in choosing material appropriate to the mental maturity of students rather than using their level of language proficiency as the yardstick.

From the statement above, it can be concluded that flannel board is suitable for learners of all ages because it gives certain advantages in teaching learning process, including in teaching learning English parts like Grammar subject.



## 2.1.2.2 The Strong Point of Flannel Board

Flannel board also has some strong points as a medium that has position as an aid in the teaching learning process. The strong points have been mentioned by Karim and Hasbullah (1986:53) as follows:

- 1 Some pictures can be prepared before teacher starts to teach. And it can be kept for the next teaching.
- 2 Some pictures can be removed any time based on the structure wanted for teaching purpose.
- 3 The making of the flannel board is easy.

Having known the strong points of flannel board, it can be assumed that the weaknesses of flannel board are caused by the teacher himself. Perhaps, the teacher is not ready in making/preparing the flannel board, or in using the flannel board, or the teacher has little skill in using the flannel board so that the students' motivation is not focused on the material being taught.

## 2.1.2.3 How to Make the Flannel Board

In the following part, a discussion is about how to make a flannel board. Lelnchildren (1978:2) describes in his book how to make a flannel board as follows:

### 1. The Background Cloth

Flannel material (the type generally used for making children's Pyjamas) and felt are ideal background materials though any material with a fluffy surface can be used, for example, suede, surgical lint, old socks, or nylon stockman joined together, and old woollen-blankets. One meter of cloth is adequate to cover most mounting boards. Light colors—pale blues and green—are best. Bright colors—reds and yellows—tend to overshadow the figures.

### 2. The Mounting Board

The background cloth needs to be mounted on a support surface. This can be a piece of soft board, plywood, stiff cardboard or even an easel board. This support

surface should measure at least 80 cm x 50 cm to enable all students to view it in an average-sized classroom.

### 3. Mounting the Piece of Flannel

Spread the flannel (or other material) over the surface of the soft board (or other support surface) and pin, gum or staple around the edges behind soft board.

An advantage using staples or thumbtacks is that the material can be moved for washing, or can simply be reserved when soiled. Care must be taken when gumming material as some gums tend to saturate cloth.

Some teachers prefer the variety of two shades of cloth by attaching or to each side of the mounting board and joining them (by sticking) around the edges.

### 4. Adding Adhesive Material to the Figures

Figures should be designed so that they can be used on both the flannel board and magnet board. To use card board back of each figure, a small piece of sandpaper, felt or any other fluffy material, gummed or attached with double-sides cello tape, will provide excellent adhesion. A more economical method is to sprinkle sand on the back of figure on gummed areas more expensive, but very effective, backing, (flocking) material—STIREX—is available at most stationery shops. Teasletapi—a nylon tape covered with hundreds of tiny hooks—is also extremely effective, especially for securing bigger, heavier figures. It is available at haberdashery shops.

In this research, the researcher will make a flannel board because the school does not provide it. The teaching materials on grammar are the simple present tense and present perfect tense. The researcher will make some cards and pictures were made of carton. Both cards and pictures describe the simple present tense and present perfect tense.

#### 2.1.2.4 The Use of Flannel Board

Generally, the use the flannel board is like the use of usual medium, for example, teachers have to prepare the medium and support materials, and they have to



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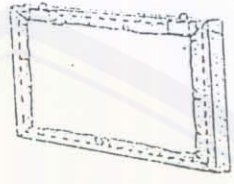
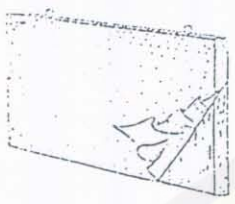
try to include their students in teaching learning process. But, teachers must know how to use the flannel board more efficient too. Here are a few suggestions that may encourage teachers to consider when and how a flannel board can be of help in the classroom as suggested by Brown, et al., (1983:105):

- Use flannel board to promote interaction among students and between students and material displayed. Drill exercise, for example, can be presented in sequence as students respond either of all or by going to the board and matching question with answer, symbol with word, or symbol with symbol according to lesson requirements.
- Reinforce learning by combining visual with verbal responses.  
Encourage students to observe and participate mentally as problems are set up on the board. The possibilities for applying cloth board techniques in mathematics, in reading and spelling, in subject identification or clarification, and in other topics will become apparent as you experiment.
- Animate stories or historical events on the cloth board. This activities captures attention, helps students retain ideas presented, and clarifies interrelationships discussed. Persons, background scenery and important physical elements can be incorporated in the visualizations.
- Don't miss opportunities to involve students in making their own visual for presentation, from simple "shown-and-tell" experiences to more elaborate research report which require statistical or other graphic data.
- Capitalize upon cloth board potentialities by posting titles or backgrounds for titles of films or slide stories or for television productions. Even simple animation techniques can be used on a cloth board.

In this research, the researcher provides a flannel board under consideration that it is easy to prepare the medium and also will help the teacher in saving time in teaching the materials. As stated by Burke (1978,18) that the simplest flannel board consist of a piece of coarse, hairy material tightly spread over a thick straw board or thin plywood and either stapled or sewn on the back side. This flannel board is usually

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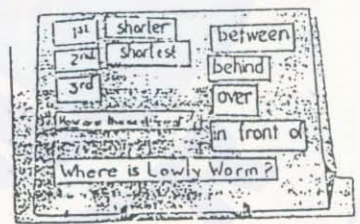
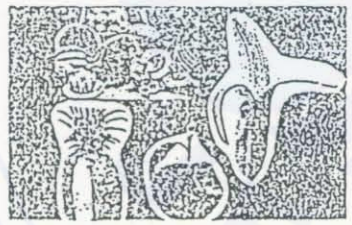
small (about 1 m x 0,5 m), light and portable with screw-eye to enable the flannel board to be hung up. If the flannel board is sufficient light to carry, it can be used with equal facility elsewhere in the classroom or out-of-doors, leaning against the back of chair.



The researcher also provides figures that can be stuck on the flannel board. Lelnchildren (1983:11) says that there are four for making figures:

- (1). Teacher-drawn figures
- (2). Pictures from magazines, etc.
- (3). Figures from other materials
- (4). Flashcards: words, captions, sentences.

Pictures from magazine, etc. and flashcards: words, captions, sentences, will be used in this research, as they are easier for the researcher to maintain. The material of the figures is thick paper (carton) and on the back of figures will cover with hairy material. So, it can be stuck on the flannel board or change position easier.



Finally, the use of flannel board makes teachers and students will be successful in teaching learning process, if teachers can use the flannel board as effectively as possible.



## 2.2 Grammar

Grammar plays an important role in the use of English language, it is not only able to convey ideas through sentences, but also to improve self confidence in making communication. Both of them are the functions of grammar. The first function is clearly enough. We know that if we want to say something to another person, we have to do something like speaking. Here, we use some sentences to convey our ideas to another person, so he/she will know what we want or the idea that we want to convey to other person. The second function means that if someone is able to use grammar perfectly (besides having good vocabulary), he will speak English clearly and fluently, so he will succeed in improving communication. Besides, he will have self-confidence in making communication. He knows that if he has good grammar, he will know how to speak English confidently. As we know that grammar is the study of how words work together in a sentence (Guth, 1969:6) which helps the user to create a good sentence and he/she can speak clearly and fluently by using the good sentence.

The grammar material chosen in this research is based on the 1994 English Curriculum for the second year students of SLTP, especially for Cawu (catur wulan) I. However, the researcher focuses only on the use of the present perfect tense and the simple present tense.

### 2.2.1 Simple Present Tense (Expressing some activities)

Azar (1989:2) says that "In general, the simple present tense expresses event always, usually, habitually they exist now, have existed in the past, and probably will exist in the future." In addition, Hayden, et al.,(1958:71) clarifies the uses of simple present tense into five parts:

1. It expresses perceptions, feelings, or states that occur *at the moment of speaking*. The perceptions, feelings, or states may, of course, extend somewhat beyond the moment of speaking, but the focal point is the immediate present.

For examples:

This medicine **tastes** bitter to me.

**I want** a cup of coffee.

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**I am hungry.**

2. It expresses activities (States, conditions, feelings, etc.) that *extend* for varying lengths of time beyond the moment of speaking. The activities have existed before, and will probably continue to exist after, the moment of speaking, but the beginning and the ending are unknown or unimportant.

For examples:

George **prefers** classical music.

They **like** Japanese poetry.

He **knows** many people in India.

3. It expresses activities which *have occurred* at intervals before, and will probably *continue* to occur at intervals after, the moment of speaking. Adverb of frequency (**every day, usually, etc.**) often help the verb in expressing intervals of activity.

For examples:

Mrs. usually **pays** her bills on time

Maria **goes** to church every Sunday

They seldom **go** to the movies

4. It expresses activities that are relatively permanent. (Some of the statements are general truths).

For examples:

The sun **rises** in the east.

The earth **revolves** around the sun.

Children **need** love and affection.

According to the explanations above, the basic form of simple present tense can be described as follows:

(+) Subject + Verb

Verb: - Singular → V<sub>1</sub> + s/es

(+) Subject + To be

- Plural → V<sub>1</sub>

(-) S + Does (singular) + Not + V + O

(-) S + Do (plural) + Not + V + O

(-) S + To be + Not + O

To be → is, am, are



(?) Do/Does + S + V + O?

(?) To be + S + O?

## 2.2.2 Present Perfect Tense

Hayden, et al.,(1958:91) state that the present perfect tense expresses activities that begin sometime in the past, but are related in the mind of the speaker in the moment of the speaking. There are four uses of present perfect tense as stated below:

1. It expresses the activities began in the past, have continued up to, and may extend beyond, the moment of speaking.

For examples:

I **have collected** coins for many years.

George **has been in** business since he finished college.

I **have worked** here since 1945.

2. It expresses the activities have existed or have occurred sometime in the past before the moment of speaking, but the exact time of the activity is either not known or not indicated. Modifiers indicating frequency may indicate that the activity has occurred one or more times.

For examples:

I **have seen** the play *Macbeth* at least seven times.

This is one of the best books that I **have ever read**.

Percy **has written** three books of poems.

3. It expresses the activities have been completed a relatively short time before the moment of speaking. The adverb just is frequently used to emphasize situations of this kind.

For examples:

I **have just had** a cup of coffee.

You **have just turned in** your paper, haven't you?

We **have just heard** the news.

4. It expresses the activities completed in the past but are closely connected with other activities that extend into the present or future.

For examples:

Janet **has bought** a car so that she will have transportation to work.

He **has studied** all day so that he can go to the dance party tonight.

I **have received** two tickets to the opera. Do you want to go with me?

Based on the statements above, it can be concluded that the basic form of present perfect tense can be described as follow:

(+) Subject + Has (singular) + V<sub>III</sub> + Object

(+) Subject + Have (plural) + V<sub>III</sub> + Object

(+) Subject + Has/Have + Been + Object

(-) Subject + Has/Have + Not + V<sub>III</sub> + Object

(?) Has/Have + Subject + V<sub>III</sub> + Object

Based on the explanations above, the researcher has chosen basic Grammar subject based on the GBPP 1994 as a subject given to the students of Junior High School, that is in SLTPN I Paiton, second year level.

### 2.3 The Use of the Flannel Board and the Students' Grammar Abilities.

Learning English means learning grammar; it can not be separated one another. Due to the meaning of grammar as the study of how words work together in sentences (Guth, 1969:6), it can be assumed that words are not important without grammar. Grammar can be used to arrange words to become a sentence which can convey our idea to another person. So, grammar is a subject that we have to learn if we want to master English.

As has been described in the chapter 1 (page 2) that learning English grammar is hard, especially for students of Junior High School. So many patterns and formulas which have to be memorized by the students, and sometimes it is considered as a boring activity. Therefore, teacher must use an alternative medium to overcome that problem instead of using merely a blackboard. The alternative medium is a flannel board, it is a medium which is believed to be suitable for students in the secondary schools by thge researcher.



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Using the flannel board may help teachers teach grammar become more interesting learning activity. Here, teachers can use some pictures and cards which are interestingly created for their students. Moreover, they can involve their students in the teaching learning process. So, not only the interaction will happen between the teacher and students, but also the students become active in the teaching learning process. As a result, the students will be able to master and to use grammar well.

### 2.4 Hypothesis

The hypothesis of this study is a directional hypothesis because the theories given are quite strong which show us the effects between two variables (Sulthon, 1997:37). Bieger and Gerlach (1996:4) also say that an alternative hypothesis which is used for research purposes states the nature of the connection between or among variables that we expect, based on the theory and/or prior research. Then the statement hypothesis is formulated as follows: "The second year students of SLTPN I Paiton in the 2001/2002 academic year who are taught grammar using flannel board get better abilities than those who are not."

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## CHAPTER III

## RESEARCH METHODS

This chapter presents the research design, research area, research respondent, data collection method, and data analysis method that will be dealt in turn.

### 3.1 Research Design

This research belongs to an experimental research, because the aim of this research is to know whether the second year students of SLTPN I Paiton in the 2001/2002 academic year who taught grammar using flannel board get better abilities than those who are not. The design of this research was a quasi experimental with posttest-only control group design. Before conducting the research experiment, the researcher administers a homogeneity test to the population. The design is presented in the following diagram:

E :	X	O
C :		O

#### Notes

E : Experimental Group

C : Control Group

X : Treatment

O : Posttest

(Arikunto, 1989:264)

The procedures of this research design are as follows:

1. Giving a grammar test to know the homogeneity of the population.
2. Determining two classes of four existing classes as the research subjects randomly after knowing the students' homogeneity. One class was determined as the experimental group (E) and the other class as the control group (C)

3. Giving the treatment to the experimental group by teaching grammar using the flannel board, whereas the control group was taught grammar using the blackboard as the media.
4. Giving post-test to both of the groups after the treatment.
5. Finding the mean difference of both groups.
6. Analyzing the results of post-test scores using the t-test formula to know the significant effect of teaching grammar by using the flannel board on students' grammar abilities.

### 3.2 Area Determination Method

The method used to determine the research area was purposive. It means that a certain place is considered (Arikunto, 1996:113). SLTPN 1 Paiton was chosen as the area in this research. The selection was due to the fact that it was possible to conduct the research at the school. First, it was possible to get permission to conduct the research. Second, the data needed can be gained as well, because English has been taught consistently as one of the compulsory subjects. Finally, the flannel board was never used by the English teacher in the English teaching process at this school, because she did not know the use of the flannel board yet.

### 3.3 Respondent Determination Method

Respondents were needed in conducting a research. In this research, the second year students of SMPN1Paiton in the 2001/2002 academic year were chosen as the respondents by sampling method. Sampling research was used since the number of the respondent was more than 100 persons (Arikunto, 1996:120). It is chosen because sampling was a choosing process of some individuals (research object) for a research, so the individuals (research object) was a representative group (Sumanto, 1995:39). On the basis of the theory, this research was taken two clusters of the four second year classes by using Cluster Random Sampling because the respondents are homogeneous. The first class was determined as the experimental group, and the second was determined as the control group.



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### 3.4 Data Collection Methods

In getting the data, the researcher applied some methods of collecting data. There were two kinds of data in this research: primary and supporting data. The primary data deal with the students' grammar scores which were gained by a grammar test, while the secondary data were collected by using interview, observation, and documentation, concerning with the English teaching learning process and personal data of the respondents.

#### 3.4.1 Test

Test was applied to obtain the primary data. The researcher used achievement test in order to know the grammar ability by using flannel board of the second year students at SLTPN 1 Paiton. The reason to choose achievement test based on the the reason to know the proficiency of a certain knowledge. Sumanto (1995:64) states that: achievement test was to measure individual status relatively with proficiency on the specific knowledge or skills.

A test should be valid and reliable. A test was said to be valid if it measured accurately what is intended to measure (Hughes, 1994:22). According to Sumanto (1995:59), the validity of the test can be classified into content validity, conception validity, concurrent validity, and predictive validity. In line with the idea, Hughes (1994:22) said that a test was said to have content validity if its content constitutes a representative sample of the language skills which are meant to be concerned. In this research, content validity was used to construct the grammar test in which the test items cover the indicators used and represent the grammar ability measured. In light with the reliability, Hughes (1994:29) defines that reliability refers to the test result consistency. Further, the test is valid if it contains proper sample of things that will be measured (Sumanto, 1995:59). Thus, it can be revealed that the test which is applied in this research is valid because the materials were chosen properly. The test is also reliable since the test results reveal consistently.

In this research, the researcher used a multiple choice because it was suitable to be applied in this research. As stated by Hughes (1994:58) the most obvious

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advantage of multiple choice is that scoring can be perfectly easy and the result reliable. Scoring should be rapid and economical and reliable. A further considerable advantage is that, since in order to respond the candidate has only to make a mark on the paper, it was possible to include more items than would otherwise be possible in a given period of time. The researcher also chose simple present tense and present perfect tense as the test materials for the respondents, because both the simple present tense and present perfect tense were stated in the English Curriculum for the second year students of SLTP, especially for catur wulan I (July – October). Thus, they have been chosen as the materials that was learned in this school.

Dealing with the test items, the test was teacher-made, and has been consulted to the English teacher. The materials were taken from the standard grammar books and it consisted of 40 items, which was constructed to assess the students' abilities in grammar. The test items covered the use of the simple present tense (20 items) and the present perfect tense (20 items). In relation to the scoring, the total score of the items was 100, so each item was scored 2,5. The time given to do the test was 60 minutes. The test material can be seen in Appendix 9.

### 3.4.2 Interview

Interview is a conversation between two persons started by the researcher to get relevant information from the interviewee (Chadwick et al., 1991:150). Interview here was used to gain supporting data about the teaching of grammar which deal with the teaching method, the teaching aids, the kinds of grammar exercises, and the English text book used by the teacher.

This research used guided interview to get the supporting data above and the interviewee is the English Teacher of SLTPN 1 Paiton who teaches English in the second year. The interviewe guide was enclosed on Appendix 2.

### 3.4.3 Observation

Chadwick et al., (1991:88) explain that observation is a basic method to get information about our environment, all of us observe, and we do it systematically,



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though, the grade of the system was different from people to people and from place to place.

To collect the supporting data, direct observation was used in which the researcher observed the subject directly. It was intended to observe the English teaching learning process in the class done by the teacher, the school facilities, and the school condition in terms of the teaching learning process..

### 3.4.4 Documentation

Documentation method was used in this research to get the supporting data about the total number of the respondents and English teaching materials. The documents needed were the names of respondents at the school. The names of respondents were enclosed on Appendix 3.

### 3.5 Data Analysis Method

The collected primary data in the form of the students' score of grammar were analyzed using the t-test formula. The t-test was used to analyze the data and to compare the mean differences of the experimental and the control group. The formula is as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[ \frac{\sum(X_1 - \bar{X}_1)^2 + \sum(X_2 - \bar{X}_2)^2}{N_1 + N_2 - 2} \right] \left[ \frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

- Note:  $\bar{x}_1$  : Mean of Group  $X_1$   
 $\bar{x}_2$  : Mean of Group  $X_2$   
 $\sum(x_1 - \bar{x}_1)^2$  : the Total Number of Individual Scores Deviation of Group  $X_1$   
 $\sum(x_2 - \bar{x}_2)^2$  : the Total Number of Individual Scores Deviation of Group  $X_2$   
 $N_1$  : the Number of Subjects in Group  $X_1$   
 $N_2$  : the Number of Subjects in Group  $X_2$   
df : the Degree of Freedom (Butler, 1995: 88)

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After analysing the data, the result was consulted to the table by using the significant level of difficulties 5% to know whether the result of the t-test value is significant or not.





This chapter presents the results of supporting data, the results of primary data, data analysis and interpretation, hypothesis verification and discussion.

#### 4.1. The Results of Supporting Data

##### 4.1.1. The Result of Interview

The interview was conducted on September 3<sup>rd</sup>, 2001 at SLTPN 1 Paiton, and this was done in informal situation with the second year English teacher at the school. Actually, there were three English teachers at the school but only one teacher who teaches the second year students. She was interviewed since the research investigated the students' grammar abilities in the second year level.

The result of the interview showed that grammar was taught integratedly with the other skills, such as reading, listening and speaking. In class, grammar was often taught integratedly with the reading skill. The activity of grammar could be done by explaining the grammar patterns. Beside this activity, there were also some other activities, such as asking the students to make some sentences based on the grammar pattern given, changing a sentence become a correct sentence based on the grammar pattern given, completing sentences, etc. Another result of the interview showed that teaching aids were rarely used in the grammar teaching. Pictures were the only teaching aid used by the teacher in the grammar teaching.

Dealing with the English books, the teacher informed that she used the text book entitled "English for Communication for SLTP" published by Erlangga in the 2001 as the compulsory book in the English teaching and Lembar Kerja Siswa Bahasa Inggris Kelas II published in 2001 by Tiga Serangkai was used as the supplementary book.

#### 4.1.2. The Result of Documentary Study

The documentary study was held on September 5<sup>th</sup>, 2001. The data taken through documentary study were the list of respondents and the school curriculum record concerning with English teaching. The results of the documentary study are discussed in the following parts.

##### a. Respondents of the Research

The respondents were the second year students of SLTPN 1 Paiton in the 2001/2002 academic year in *cawu* I. The total number of the second year student was 172 students. However, in this research, only two of the four homogenous classes were chosen as the sample. The number of respondents of this research was 86 students, which were divided into the experimental group (II A) and control group (II D) after the classes undergone homogeneous test.

The homogeneity of the students' English capability was found out by administering grammar test which was conducted with the purpose to make the respondent balance before the treatment was given so that the research result was avoided from bias. To analyze the result of homogeneity test, ANOVA was used. The results of homogeneity test are enclosed on Appendix 10.

##### b. The School Curriculum Record

The documentary study on School Curriculum Record revealed that the English materials stated in the 1994 English Curriculum were distributed into three sessions of *Cawu*. The Curriculum states that the purpose of teaching English was to make the students able to listen, speak, read, and write. In addition, the teaching of the English language skills were taught integratiedly.

In relation to the research., the curriculum state implicitly that the teaching and learning process is to make the students feel interested and enjoy the activities. In this way the teaching and learning activities should be various, that is, accompanied by the use of the teaching aids. In line with the above statement, the curriculum suggests that one of the learning activities can be done by using the teaching aids such



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as pictures, charts, etc. In other words, the curriculum relatively suggests the use of teaching aids in the teaching of the four English language skills to students in order to make the students study with ease. Hence, this research offered the flannel board as an appropriate kind of teaching aid beside pictures and other aids because this teaching aid is never used by the English teacher at the school.

### c. **The Course Outline Used by the Second Year English Teacher at SLTPN I Paiton**

The 1994 English Curriculum was used to give flexibility to the teachers in developing the instructional materials, which might reflect their lesson plans. In this research, the second year English teacher composed her own course out lines which were in accordance with the English curriculum used at the school. The course outlines were focused on the materials of 'Cawu' I. Further information about the English course outlines can be seen on Appendix 12.

#### 4.2. **The Result of Primary Data**

In this research, a posttest as the main instrument to get the primary data about the student's grammar abilities was administered on September 4<sup>th</sup>, 2001. Posttest was given to both of the groups after the treatment was given to the experimental group. The treatment given to the experimental group was teaching grammar about Simple Present Tense and Present Perfect Tense by using the flannel board. It was conducted on August 20<sup>th</sup> and August 21<sup>st</sup>, 2001. Then, the control group was taught about Simple Present Tense and Present Perfect Tense without using the flannel board (using the blackboard) on August 27<sup>th</sup> and 28<sup>th</sup>, 2001.

The results of posttest were analyzed by using the t-test formula to know whether the result is significant or not. Then the result of t-test was consulted to the t-table to test the hypothesis. Further information about the results of posttest of each group could be seen on the following Table1.

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### 4.3. Data Analysis and Interpretation

In this research, the problem was: Is the second year students of SLTPN I Paiton in the 2001/2002 academic year who are taught grammar using the flannel board get better grammar abilities than those who are not? To answer this problem, the t-test was used as the statistical data analysis. The formula (on page 22) was applied in order to know the significance of mean difference of the experimental and control groups. The data analysis could be seen in the following table:

**Table 1: Recapitulation of Posttest Scores of the Experimental and Control Groups on Grammar Abilities.**

Experimental Group			Control Group		
The Number of Respondents	The Posttest Scores of Grammar		The Number of Respondents	The Posttest Scores of Grammar	
	X1	X1 <sup>2</sup>		X2	X2 <sup>2</sup>
1	75	5625	1	70	4900
2	64	4096	2	62	3844
3	80	6400	3	81	6561
4	86	7396	4	53	2809
5	92	8464	5	60	3600
6	81	6561	6	72	5184
7	86	7396	7	82	6724
8	60	3600	8	80	6400
9	72	5184	9	51	2601
10	77	5929	10	55	3025
11	88	7744	11	60	3600
12	94	8836	12	59	3481



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13	83	6889	13	60	3600
14	94	8836	14	72	5184
15	80	6400	15	60	3600
16	76	5776	16	69	4761
17	60	3600	17	60	3600
18	67	4489	18	57	3249
19	95	9025	19	49	2401
20	82	6724	20	58	3364
21	75	5625	21	65	4225
22	70	4900	22	81	6561
23	83	6889	23	80	7744
24	89	7921	24	60	3600
25	91	8281	25	63	3969
26	90	8100	26	79	6241
27	91	8281	27	72	5184
28	77	5929	28	81	6561
29	70	4900	29	60	3600
30	72	5184	30	38	1444
31	63	3969	31	56	3136
32	50	2500	32	70	4900
33	71	5041	33	85	7225
34	88	7744	34	69	4761
35	82	6724	35	52	2704
36	90	8100	36	60	3600
37	69	4761	37	72	5184

38	78	6084	38	57	3249
39	96	9216	39	70	4900
40	84	7056	40	56	3136
41	77	5929	41	65	4225
42	89	7921	42	69	4761
43	81	6561	43	73	5329
<b>Total</b>	3418	279586	<b>Total</b>	2803	188727

From the Table 1 above, it can be counted as follows:

$$N_1 = 43$$

$$N_2 = 43$$

$$\bar{x}_1 = \frac{\sum x_1}{N_1}$$

$$\bar{x}_2 = \frac{\sum x_2}{N_2}$$

$$= \frac{3418}{43} = 79,48$$

$$= \frac{2803}{43} = 65,18$$

$$\sum(x_1 - \bar{x}_1)^2 = \sum x_1^2 - \frac{(\sum x_1)^2}{N_1}$$

$$\sum(x_2 - \bar{x}_2)^2 = \sum x_2^2 - \frac{(\sum x_2)^2}{N_2}$$

$$= 276586 - \frac{(3418)^2}{43}$$

$$= 188727 - \frac{(2803)^2}{43}$$

$$= 276586 - 271691,25$$

$$= 4894,75$$

$$= 188727 - 182716,48$$

$$= 6010,52$$

The recapitulation of statistical computation of the t-value is as follows :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left[ \frac{\sum(x_1 - \bar{x}_1)^2 + \sum(x_2 - \bar{x}_2)^2}{N_1 + N_2 - 2} \right] \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

$$t = \frac{79,48 - 65,18}{\sqrt{\left[ \frac{4894,75 + 6010,52}{43 + 43 - 2} \right] \left( \frac{1}{43} + \frac{1}{43} \right)}}$$



$$t = \frac{14,3}{\sqrt{(129,82)(0,0465)}}$$

$$t = \frac{14,3}{\sqrt{6,036}}$$

$$t = \frac{14,3}{2,456} = 5,822$$

While the degree of freedom was:

$$df = N_1 + N_2 - 2 = 84$$

- Note:  $\bar{x}_1$  : Mean of Group  $X_1$   
 $\bar{x}_2$  : Mean of Group  $X_2$   
 $\sum(x_1 - \bar{x}_1)^2$  : the Total Number of Individual Scores Deviation of Group  $X_1$   
 $\sum(x_2 - \bar{x}_2)^2$  : the Total Number of Individual Scores Deviation of Group  $X_2$   
 $N_1$  : the Number of Subjects in Group  $X_1$   
 $N_2$  : the Number of Subjects in Group  $X_2$   
 $df$  : the Degree of Freedom (Butler, 1995: 88)

#### 4.4. Hypothesis Verification

The alternative hypothesis of this research is formulated as follows: "The second year students of SLTPN I Paiton in the 2001/2002 academic year who are taught grammar using the flannel board get better grammar abilities than those who are not. The above hypothesis is accepted whenever the result of the t-test is higher than the value of t-table. However, the hypothesis is rejected whenever t-test was lower than t-table.

From the calculation, it showed that the statistical value of the t-test was 5.822 while the critical value of the t-table with the significance level of 5% and the degree of freedom (df) of 86 was 1,671. In sum, the statistical value of the t-test was significantly higher than the critical value of the t-table. It means that the second year students of SLTPN I Paiton in the 2001/2002 academic year who are taught grammar using the flannel board get better grammar abilities than those who are not.

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Further, the following formula was used to know the percentage of the relative effectiveness between teaching grammar using the flannel board and using the black board. The formula was as follows:

$$DRE = \frac{Mx_1 - Mx_2}{Mx_2} \times 100\%$$

Notes: DRE : the Degree of Relative Effectiveness

Mx<sub>1</sub> : mean of the Experimental Group

Mx<sub>2</sub> : mean of the Control Group (Masyhud, 2000: 61)

Therefore, the calculation of DRE in this research is as follows:

$$\begin{aligned} DRE &= \frac{79,45 - 65,18}{65,18} \times 100\% \\ &= \frac{14,3}{65,18} \times 100\% \\ &= 21,93\% \end{aligned}$$

This means that the grammar teaching using the flannel board is 21,93% more effective than grammar teaching without using flannel board ( using the black board).

### 4.5. Discussion

The result of data analysis in this research proved that the use of the flannel board is positively effective on the students' grammar abilities. The relative effectiveness of this technique is 21,93% higher compared to the grammar teaching without using the flannel board. It means that if the students' score in the control group is 50, then the students' score in the experimental group is 21,93 % higher than that students in the control one, namely (50 x 21,93%) + 50 = 10,96 + 50 = 60,96.

This evidence is in line with the statement stated by Karim and Hasbullah (1986:58) that the flannel board can be used to exercise the students in improving their understanding about grammar that they are learning. In this study, this aid proved to be successful in improving the students' grammar abilities. This evidence can be seen through the results of the posttest. The results show that the students of the experimental group got higher grammar scores compared to the grammar scores of



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the students of the control group who were taught grammar without using flannel board (using the black board).

In addition, the flannel board, as most other aids, is as good as the person who is using it, and the creative teacher can make the flannel board a versatile and powerful learning tool (Burke, 1978:24). The teacher must be highly motivated and creative in order to be able to present the material using the flannel board. From the informal interview that has been done by the researcher to the respondents, it proved that grammar teaching by using the flannel board has awakened the students' interest and curiosity. It can be clearly seen by their great attention during the treatment, they give response either orally or by going to the board and matching the flannel board cut-outs based on the instruction. This situation surely will never appear if the teacher does not use the flannel board in grammar teaching, which has been proven as well to avoid the students' boredom. As stated by Brown, et al., (1983:105) by working from instructional objectives and proceeding through an orderly plan to a finished product, the teacher and the students will be able to develop display that make the classroom environment dynamic, colorful, and stimulating.

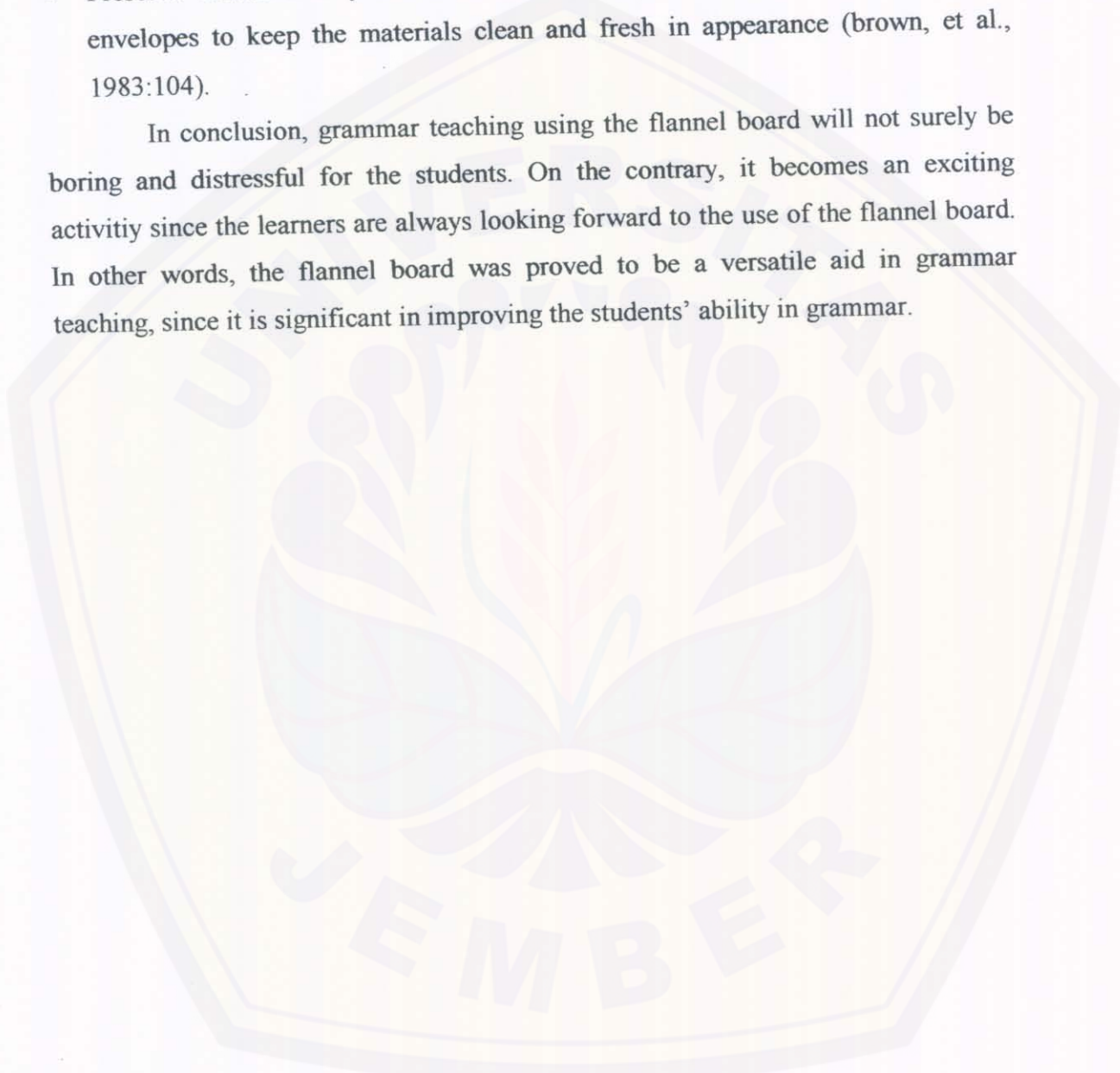
Furthermore, by applying this aid in grammar teaching, all the factors influencing grammar ability can be fulfilled without inducing boredom. The verbal capacity factor is surely fulfilled since the flannel board works with the flannel board cut-outs, either in the form of the pictures of things or word cards. Students will highly be motivated to comprehend the grammar given. The interaction between and among students happens during the activities using the flannel board. The next affecting factor to be fulfilled is ability to concentrate. The material given by using the flannel board positively captures the students' interest. Consequently, they have longer time to pay attention to the material. The factor of the purpose can also be fulfilled since the presentation using the flannel board motivates the students' desire to learn grammar more attentively.

In addition, The teacher must never put aside the principles of applying the aid as they have been discussed earlier. Those principles are:

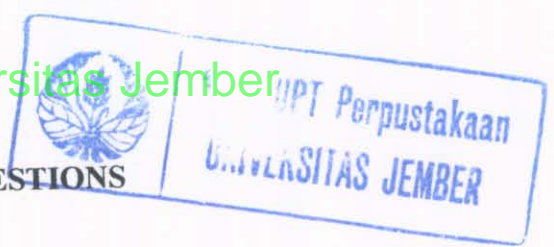
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- Flannel board must be viewed by all class participants, and the materials used must be clearly recognizable. Writing should be readable from the viewpoint of every student.
- A few strong symbols or key words are better than a complex or wordly display. In addition, careful use of color can enhance presentation.
- Preserve visuals if they are to be used in future lessons; file them in labeled envelopes to keep the materials clean and fresh in appearance (brown, et al., 1983:104).

In conclusion, grammar teaching using the flannel board will not surely be boring and distressful for the students. On the contrary, it becomes an exciting activity since the learners are always looking forward to the use of the flannel board. In other words, the flannel board was proved to be a versatile aid in grammar teaching, since it is significant in improving the students' ability in grammar.







### 5.5. Conclusion

From the results of the data analysis, it was found that the posttest results showed that the experimental group got better scores than the control group. It was supported by the calculation of the posttest scores using the t-test showed that the statistical value of the t-test was 5,822, while the critical value of the t-table with the significance level of 5% and the degree of freedom (df) of 86 was 1.671. In sum, the statistical value of the t-test was better than the critical value of the t-table. It means that the second year students of SLTPN I Paiton in the 2001/2002 academic year who were taught grammar using the flannel board get better grammar abilities than those who were taught using the blackboard.

Besides, the calculation of the Degree of Relative Effectiveness showed 21,93%. It means that the grammar teaching using the flannel board was 21,93% more effective than grammar teaching (without using the flannel board) using the blackboard.

It is suggested that the flannel board was an effective teaching aid to significantly improve the students' grammar abilities. In other words, the flannel board was proved to be a versatile aid in grammar teaching.

### 5.2. Suggestions

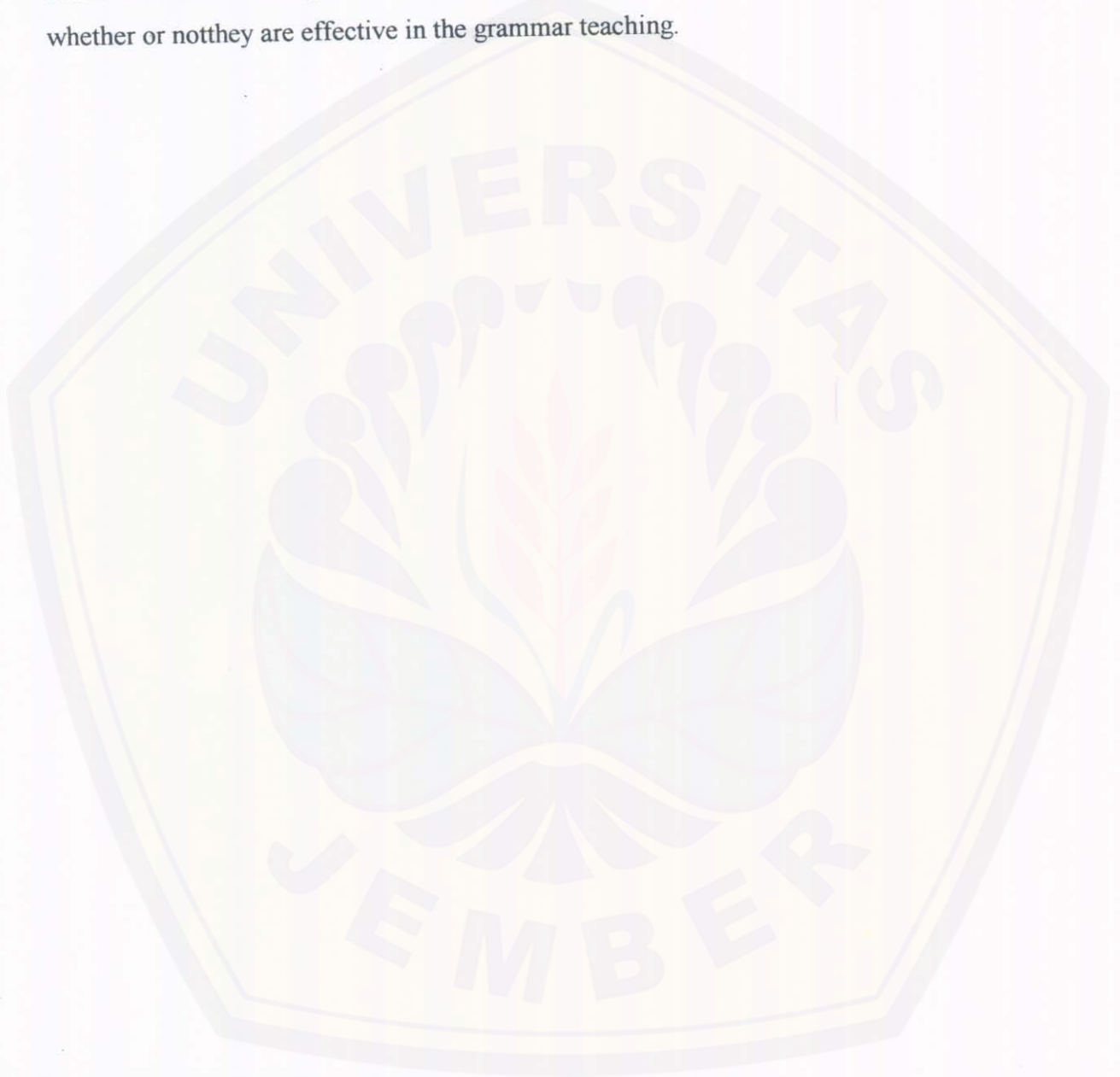
By considering the significant effect of the flannel board on grammar ability, some suggestions are given to the following people:

#### A. English Teachers

It is suggested that the English teachers should use the flannel board as the alternative teaching aid in grammar teaching in order to improve the students' grammar abilities. The flannel board could attract the students' attention so that they will not get bored during the teaching learning process.

## B. Other Researchers

Other researchers are suggested to use the research results as a reference to conduct further research with another research design such as developmental or action research for improving the students' grammar abilities through the use of the flannel board or other teaching aids such as magnetic board, cloth board, etc. to prove whether or not they are effective in the grammar teaching.





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## RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS	HYPOTHESIS
<p>The Effect of Using The Flannel Board on Grammar Abilities of The Second Year Students of SMPN I Paton in 2001/2002 academic year.</p>	<p>1. Major: Is there any significant effects of using the flannel board on grammar abilities of the second students of SMPN I in the 2001/2002 academic year</p> <p>2. Minor: How the effectiveness of using the flannel board on grammar abilities of the second year students of SLTPN I Paton in the 2001/2002 academic year?</p>	<p>a) Independent: teaching grammar by using the flannel board</p> <p>b) Dependent: the student's grammar abilities</p>	<ul style="list-style-type: none"> <li>• Grammar</li> <li>a. Simple present tense</li> <li>b. Present perfect tense</li> <li>• Students' grammar scores.</li> </ul>	<p>1 Respondent: The students of the second year of SLTPN I Paton. In the 2001/2002 academic year</p> <p>2 Informant: English teacher</p> <p>3 Documents</p>	<p>This research uses t-test formula</p> <ol style="list-style-type: none"> <li>1. Research Design : Experimental research</li> <li>2. Research area : SLTPN I Paton</li> <li>3. Respondent Determination : The Second year students of SLTPN I Paton in the 2001/2002 academic year</li> <li>4. Data Collection Primary Data : test Supporting Data : interview, observation, documentation.</li> <li>5. Data Analysis Method: <math>X_1 - X_2</math></li> </ol> $t = \frac{\frac{\sum (X_1 - \bar{X}_1)^2 + \sum (X_2 - \bar{X}_2)^2}{N_1 + N_2 - 2} \left[ \frac{1}{N_1} + \frac{1}{N_2} \right]}{\bar{X}_1 - \bar{X}_2}$ <p> <math>t</math> = the coefficient of the formula  <math>\bar{X}_1</math> = Mean of group <math>X_1</math>  <math>\bar{X}_2</math> = Mean of group <math>X_2</math>  <math>\sum (X_1 - \bar{X}_1)^2</math> = the total number of individual scores Deviation of group <math>X_1</math>  <math>\sum (X_2 - \bar{X}_2)^2</math> = the total number of individual scores Deviation of group <math>X_2</math>  <math>N_1</math> = the Number of Subjects in Group <math>X_1</math>  <math>N_2</math> = the Number of Subjects in Group <math>X_2</math>  <math>Df</math> = the Degree of freedom (Butler, 1995:87) </p>	<p>The second year students of SLTPN I Paton in the 2001/2002 academic year who are taught grammar using the flannel board get better grammar abilities than those who are not.</p>

## The Guideline of the Supporting Data Instruments

### A. The Interview Guide

No	Questions	Data Resource
1	What curriculum do you use in teaching English?	The English Teacher
2	Do you teach grammar or structure?	
3	What methods do you apply in teaching grammar ?	
4	What books do you use in teaching English ?	
5	What are the kinds of exercises of grammar given to the students ?	
6	Do you ever use any teaching aids in teaching grammar ?	
7	What kind of teaching aids do you usually use?	

### B. Observation Guide

No	The Activities	Observation Object
1	Observing the school facilities (classroom, office, library)	The school facilities
2	Observing the teaching learning process	The teacher & students
3	Observing the condition of the students during the teaching learning process	The students

### C. Documentation Guide

No	The Data Taken	Data Resources
1	The brief description of SLTPN 1 Paiton	Document
2	The total number of the second year students in the 2001/2002 academic year	Document
3	The names of the research respondents	Document



## DAFTAR NAMA SISWA

KELAS : II A			
NO.	NAMA SISWA	NO.	NAMA SISWA
1	AHMAD SABAR	22	SRI UTAMI
2	AGUNG KURNIAWAN	23	SUGENG L.
3	BEKTI WIDI ADMAJA	24	YADRI YALDI
4	BRILIAN ALAMANDA M.	25	YOSI KRISDIANA
5	DEWI NUR SARINI	26	YUDHA KURNIGRAHA
6	DIAN ANDRIYANI	27	AYU DIAH APRILIANTI
7	DIANITA	28	FITRI WULANDARI
8	DWIKA ANDRIYANI	29	IDA FARIDA
9	EKA WAHYU N.	30	LIA KHUSNUL KHOTIMAH
10	EKO RENDI S	31	NUR QOMARIYAH IRA S.
11	ENI MUDAWAMAH	32	YUSI ANDRIANI
12	EVA SULINA	33	HABIBUR RIDHO
13	EVI SULISTYOWATI	34	MEGA SILVIA
14	FENTI AMALIA	35	ANGGA FAJAR
15	FERI KURNIAWAN	36	ADMANUR M
16	GATOT WIJAYA	37	DONI WIJAYA
17	MAUDEDI FIRMANO	38	IIS SOFIATIN
18	M. FERIYANTO	39	ULIK AGUSTINA
19	NOVAN HABIBUR R.	40	NURUL KHOLIPAH
20	NURUL CANDRA	41	SAYUD
21	RISKA PERMATA	42	SITI NUR AZIZAH
		43	NURUL HIDAYATI

KELAS : II D			
NO.	NAMA SISWA	NO.	NAMA SISWA
1	ABU SYAIRI	23	MOH. FATAH YASIN
2	DODIK N.	24	MOH. ZAINI
3	NOVA MAULANA	25	RISWANDI
4	SUPANDI	26	SETIAWAN
5	AHMAD SHOHIBUL A.	27	SULAIMAN
6	AHMAD UBAIDILLAH	28	YENI NUR
7	FAISOL SUSANTO	29	ZAINAL ARIFIN
8	FAQIH ISMAIL	30	SLAMET
9	JAMALUD	31	ABDUS SALAM
10	JASULI	32	AMINATUR ROBIAH
11	MOH. YUDIANTORO	33	BUDIONO
12	MUSAIRI	34	DIAN FAISOL
13	SURURI SUPARMANTO	35	FELIANTORO
14	YOGA GUSTI AFGHA	36	HASBUL HUDA
15	ABDUL FATAH	37	INDRAWATI
16	ADI HARTONO	38	KHAIRUDDIN
17	ASYATI	39	NOFAL USMAN H
18	HANDI HARIYANTO	40	SYAMSUL ARIFIN
19	IRWAN KAMALI	41	BUDI KRISTIAWAN
20	LUKMAN HAKIM	42	DEVIS ALVIAN
21	MASKURI	43	DONI WIJAYA
22	MOH. SYUKRON H		



**I. Mark a, b, c, or d for the most suitable answer.**

1. Johnson ran very ..... Finally, he succeeded to be the number one sprinter of the world.  
a. happily                      b. correctly                      c. fast                      d. proudly
2. Jacki practises ..... He wants to be the best athlete this year.  
a. widely                      b. diligently                      c. quicly                      d. carelessly
3. Hetti and her friends are decorating the stage ..... We are happy to know that.  
a. highly                      b. deeply                      c. happily                      d. beautifully
4. The headmaster spoke ..... this morning.  
a. lately                      b. cheerfully                      c. angrily                      d. loudly
5. The audience asks the chairman to speak about the matter ..... they want to know the facts.  
a. openly                      b. hardly                      c. early                      d. closely
6. The sun is shining ..... today. So, the Australian Open can be continued.  
a. carefully                      b. highly                      c. calmly                      d. brightly
7. Mr. Hedi and his co-workers work ..... to finish renovating the stadium. They must finish it before Auguts.  
a. hard                      b. hardly                      c. lazily                      d. deeply
8. Grandmother is sleeping. We must speak ..... so we will not wake her up  
a. softly                      b. neatly                      c. quickly                      d. widely
9. As a good student. Almas does her assignments ..... No wonder, she always gets good marks  
a. quickly                      b. lazily                      c. carefully                      d. wisely
10. Please, slow down. Don't speak too ..... We can't catch your words.  
a. steeply                      b. cleanly                      c. shaply                      d. quickly

**II. Fill in each blank with suitable form of comparison.**

1. The field to play soccer is ( wide ) ..... than the field to play volleyball.
2. Ani : I think Hollifield was ( strong ) ..... than Lennox Lewis. He lost the match because he underestimated Lewis.  
Betty : You are right. But i do believe Tyson is actually ( strong ) ..... among those three boxers.
3. Kuvnovisch was able to lift the barbel 140 kilograms. Dustagar was able to lift the barbel with the same weight. It means Kuvnovisch is ( Strong ) ..... than Dustagar.
4. We need a stick to play golf. It is ( long ) ..... than the stick we need to play hockey. But the stick to play kendo is ( long ) ..... it is about 118 centimetres long.
5. Darmadi is a good athlete. He practices for nine hours a day. He is ( diligent ) ..... than Hari. He only practices for six to seven hours a day.
6. Every athlete need discipline. This is what Agus usually does. He comes to the field an hour before his team practices. He arrives at the field ( early ) ..... No one is there before him.
7. I bought a pair of sport shoes yesterday. They are ( light ) ..... than the old ones. So, I hope I can run faster than before.
8. Those two boys can't lift the table. It seems it is ( ( heavy ) ..... than they thought. Let's help them.
9. Mirna is a diligent student, but Yuni, her sister, is not ( diligent ) ..... than her. That's why, Mirna always gets (good) ..... marks than Yuni.
10. Donavan was able to jump over a bar 1,7 metres high in the the competition, donur, however, was able to jump (high) ..... than him. He jump over a bar 1,85 metres high and he gets the gold medal.



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I.

1. C
2. B
3. D
4. D
5. A
6. D
7. A
8. A
9. C
10. D

II.

1. Wider
2. Stronger, Strongest
3. Stronger
4. Longer, Longest
5. More diligent
6. Earlier
7. Lighter
8. Heavier
9. More diligent, Better
10. Higher

## LESSON PLAN I

Subject	: English
Level / Cawu	: II/I
Theme	: Sports
Sub-Theme	: Kinds of Sports
Skill	: Reading and Writing
Language Focus	: Grammar about Simple Present Tense
Time	: 2 x 45'

### I. General Instructional Objectives

By mastering 250 new vocabularies and grammar which is suitable with the theme and sub-theme that has been chosen. The students are able to read, to listen, to speak, and to write.  
 Writing: Make a short paragraph by using Simple Present Tense.

### II. Specific Instructional Objectives

1. Students are able to answer some questions based on the text.
2. Students are able to find the usage of Simple Present Tense.
3. Students are able to rearrange the jumble words into good sentences.
4. Students are able to complete the sentences by using the simple present tense.

### III. Material Description

- a. Reading text, the title is "Sports equipment"
- b. How to use Simple Present Tense.

### IV. Teaching Learning Activity

- a. Approach: Communicative Approach
- b. Procedure

Time	Control	Experimental	Time
	<b>Introduction</b>	<b>Introduction</b>	
1'	- Greeting	- Greeting	1'
4'	- Showing some pictures about sports equipment.	- Showing some pictures about kinds of sports on the flannel board.	4'
5'	- Asking leading question	- Asking leading question	5'
	<b>Main Activity</b>	<b>Main Activity</b>	
10'	- Give the text to the students and ask them to read it	- Give the text to the students and ask them to read it	10'
20'	- Ask students to do the task	- Ask students to do the task	20'
20'	- Explain about Simple Present Tense using the black board.	- Explain about Simple Present Tense using the flannel board.	20'
20'	- Ask students to rearrange the jumble words into good sentences on the blackboard.	- Ask students to rearrange the jumble words in the cards into good sentences on the flannel board.	20'
5'	- Ask students to complete the sentences by using the Simple Present Tense (as homework).	- Ask students to complete the sentences by using the Simple Present Tense (as homework).	5'
	<b>Closing</b>	<b>Closing</b>	
4'	- Summarizing	- Summarizing	4'
1'	- Parting	- Parting	1'

### V. Sources and Media

- a. Media : Pictures, cards and flannel board for the experimental class  
 Blackboard for the control class
- b. Sources :
  - GBBP SLTP 1994
  - PR Bahasa Inggris Kelas II Cawu I SLTP. 2000. PT Intan Pariwara.

### VI. Evaluation

- a. Written test
- b. Oral test



Read the text below carefully.

## Sports equipment

Practising a sport is very important for our health. It makes us healthy. When we are healthy, we are able to do many things. There are many kinds of sports we can do. We can find all sports equipment in the shops, especially in those that sell them exclusively.

If you want to play badminton, you should buy rackets, shuttle-cocks, and a net. You can't play badminton by yourself. You need someone to be your opponent. You need a ball if you want to play football. It's not necessary to wear special shoes if you play it just for fun. But if you play it in a competition, it would be better to wear them.

Swimming is a relatively cheap sport. You don't have to use any equipment. But if you want to swim more comfortable, you can wear a swimming-suit and special goggles.

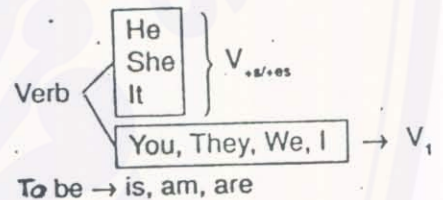
Perhaps, golf is the most expensive sport. The clubs, the balls, and the pins are very expensive. And, golfers should pay for the person who helps them carry the equipment. Golfers also have to pay for the range they use. That's why only rich people can afford to play golf, usually business people. They use it as a means of meeting each other.

## I. Answer the questions based on the text.

1. Is practising a sport important for us?
2. Why is it important?
3. What can we do when we are healthy?
4. Where can we buy sports equipment?
5. What equipment do we need if we want to play badminton?
6. Can we play badminton alone?

## II. Find some simple present tense sentences in the text above.

(+) S + V (s/es) + O (Adv of time)
(-) S + do/does + Not + V1 + O (Adv of time)
(?) Do/does + S + V1 + O (Adv of time)
(+) S + be (is/am/are) + Noun/ Adj/Adv
(-) S + be (is/am/are) + Not + Noun/Adj/Adv
(?) Be (is/am/are) + S + Noun/Adj/Adv ?
Simple Present Tense digunakan untuk mengungkapkan rutinitas.



## III. Rearrange the words provided into good sentences

1. Exercises the students Friday have on Physical
2. Monday exercises they have on usually
3. Makes a sport us healthy practising
4. Love does swimming? everyone
5. Eats she not does the apple?

IV. Give the simple present tense of the verbs in parantheses to complete the sentences correctly

1. He (play) football in the square.
2. They (not study) on Sunday.
3. Mike Tyson (be) a famous in boxing sport.
4. (Aux. Verb) they (understand) about this lesson?
5. They (be) vollyball team.

Read the text below carefully.

## Sports equipment

Practising a sport is very important for our health. It makes us healthy. When we are healthy, we are able to do many things. There are many kinds of sports we can do. We can find all sports equipment in the shops, especially in those that sell them exclusively.

If you want to play badminton, you should buy rackets, shuttle-cocks, and a net. You can't play badminton by yourself. You need someone to be your opponent. You need a ball if you want to play football. It's not necessary to wear special shoes if you play it just for fun. But if you play it in a competition, it would be better to wear them.

Swimming is a relatively cheap sport. You don't have to use any equipment. But if you want to swim more comfortable, you can wear a swimming-suit and special goggles.

Perhaps, golf is the most expensive sport. The clubs, the balls, and the pins are very expensive. And, golfers should pay for the person who helps them carry the equipment. Golfers also have to pay for the range they use. That's why only rich people can afford to play golf, usually business people. They use it as a means of meeting each other.

## I. Answer the questions based on the text.

1. Is practising a sport important for us?
2. Why is it important?
3. What can we do when we are healthy?
4. Where can we buy sports equipment?
5. What equipment do we need if we want to play badminton?
6. Can we play badminton alone?

## II. Find some simple present tense sentences in the text above.

(+) S +	V (s/es) +	O (Adv of time)
(-) S +	do/does +	Not + V1 + O (Adv of time)
(?) Do/does +	S +	V1 + O (Adv of time) ?
(+) S +	be (is/am/are) +	Noun/ Adj/Adv
(-) S +	be (is/am/are) +	Not + Noun/Adj/Adv
(?) Be (is/am/are) +	S +	Noun/Adj/Adv ?

## III. Rearrange the jumbled words in the cards on the flannel board.

1. Exercises	the students	Friday	have	on	Physical
2. Monday	exercises	they	have	on	usually
3. Makes	a sport	us	healthy	practising	
4. Love	does	swimming ?	everyone		
5. Eats	she	not	does	the apple ?	

## IV. Give the simple present tense of the verbs in parantheses to complete the sentences correctly

1. He (play) football in the square.
2. They (not study) on Sunday.
3. Mike Tyson (be ) a famous in boxing sport.
4. (Aux. Verb) they (understand) about this lesson?
5. They (be) vollyball team

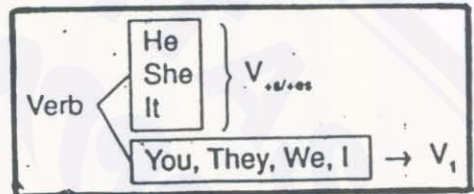


Some pictures and cards as cut-outs on the flannel board used in the treatment to the experimental group.

## Simple present tense



Simple Present Tense digunakan untuk mengungkapkan rutinitas.



To be → is, am, are

(+) S+ V (s/es) + O (Adv of time)  
 (-) S+ do/does + Not + VI + O (Adv of time)  
 (?) Do/does + S+ VI+ O (Adv of time) ?

(+) S+ be (is/am/are) + Noun/ Adj/Adv  
 (-) S+ be (is/am/are) + Not + Noun/Adj/Adv  
 (?) Be (is/am/are) + S+ Noun/Adj/Adv ?

Rearrange the jumbled words in the cards on the flannel board.

1. Exercises the students Friday have on Physical
2. Monday exercises they have on usually
3. Makes a sport us healthy practising
4. Love does swimming? everyone
5. Eats she not does the apple?

## LESSON PLAN II

Subject	: English
Level / Cawu	: II / I
Theme	: Clothes
Sub-Theme	: Kinds of Clothes
Skill	: Reading and Writing
Language Focus	: Grammar about Present Perfect Tense
Time	: 2 x 45'

### I. General Instructional Objectives

By mastering 250 new vocabularies and grammar which is suitable with the theme and sub-theme that has been chosen, the students are able to read, to listen, to speak, and to write.  
 Writing: Make a short paragraph by using Present perfect Tense.

### II. Specific Instructional Objectives

1. Students are able to answer some questions based on the text.
2. Students are able to find the usage of Present Perfect Tense.
3. Students are able to rearrange the words into good sentences.
4. Students are able to complete the sentences by using the present perfect tense.

### III. Material Description

- a. Reading text, the title is "Making clothes"
- b. How to use Present Perfect Tense.

### IV. Teaching Learning Activity

- a. Approach: Communicative Approach
- b. Procedure

Time	Control	Experimental	Time
	<b>Introduction</b>	<b>Introduction</b>	
1'	- Greeting	- Greeting	1'
4'	- Showing some pictures about kinds of clothes.	- Showing some pictures about kinds of clothes on the flannel board.	4'
5'	- Asking leading question	- Asking leading question	5'
	<b>Main Activity</b>	<b>Main Activity</b>	
10'	- Give the text to the students and ask them to read it	- Give the text to the students and ask them to read it	10'
20'	- Ask students to do the task	- Ask students to do the task	20'
20'	- Explain about Present Perfect Tense on the black board.	- Explain about Present Perfect Tense using the flannel board.	20'
20'	- Ask students to rearrange the jumble words into good sentences on the blackboard.	- Ask students to rearrange the jumble words in the cards into good sentences on the flannel board.	20'
5'	- Ask students to complete the sentences by using the Present Perfect Tense. (as homework)	- Ask students to complete the sentences by using the Present Perfect Tense. (as homework)	5'
	<b>Closing</b>	<b>Closing</b>	
4'	- Summarizing	- Summarizing	4'
1'	- Parting	- Parting	1'

### V. Sources and Media

- c. Media : Pictures, cards and flannel board for the experimental class  
 Blackboard for the control class
- d. Sources :
  - GBBP SLTP 1994
  - PR Bahasa Inggris kelas II Cawu I SLTP. 2000. PT Intan Pariwara.

### VI. Evaluation

- Written test and oral test



A. Read the following text carefully

**Making clothes**

Mr Abraham is a clever tailor. He lives next to my house. He is a hard worker. His children Taufik and Hasan often help their father to buy all things he needs to make clothes. Mrs Abraham is a housewife. She often helps her husband too. Mr Abraham is very kind. He has many customers. Mr Abraham has three employees. Two of them are sewers and the other is their assistant. He helps them collect the things they need such as needles, buttons, zippers, thread and material. All the sewers are men. They can work fast. They work overtime if Mr Abraham has many orders. They like to do it because Mr Abraham pays them well. Now they are busy in the room. That room is very large. There are four sewing machines in this room. Mr Abraham is making the pattern for the trousers. The sewers are sewing shirts; the assistant is sewing shorts. They look very busy because they have to finish a large number of clothes.

B. Answer the questions based on the text.

1. What does Mr Abraham do?
2. Where does he live?
3. How does he work?
4. How many children does Mr Abraham have?
5. Do they seldom help their father?
6. How many workers does Mr Abraham have?
7. How do the workers work?
8. How does Mr Abraham treat his employees if they work overtime?
9. How many sewing machines are there in his room?
10. Does Mr Abraham have many customers?

C. Find some present perfect tense sentences on the dialogue below.

Lina: **Mirna has bought a new dress for the party.**

What about you?

(Mirna sudah membeli baju baru untuk pesta. Bagaimana dengan kamu?)

Umi: No, I haven't. I think I won't buy a new dress for the party.

(Belum. Saya rasa saya tidak akan membeli baju baru untuk pesta.)

Present Perfect Tense digunakan untuk mengungkapkan kejadian yang telah berlangsung.

(+)	S + <u>have</u> + V <sub>3</sub> + O + Ket. waktu has
(-)	S + <u>have</u> + not + V <sub>3</sub> + O + Ket. waktu has
(?)	<u>Have</u> + S + V <sub>3</sub> + O + Ket. waktu + ? Has

(+)	S + have/has + been + O + Adv of time
(-)	S + have/has + not + been + O + Adv of time
(?)	Have/has + S + been + O + Adv of time

D. Rearrange the words provided into good sentences.

1. Repaired – you – the sewing-machine - have
2. Haven't – it – sorry – I – repaired
3. Uniforms – have – their – they – got
4. The pattern – the cloth – drawn – she – on – has
5. To – we – learned – make – have – how – clothes

E. Give the present perfect tense of the verbs in parentheses to complete the sentences correctly.

1. They (move) into a new apartment.
2. We (not have) some tests for this semester.
3. I (not know) him for many years.
4. John (be) here since seven o'clock.
5. I (flown) on an airplane many times.

# Digital Repository Universitas Jember

## A Read the following text carefully Making clothes

Mr Abraham is a clever tailor. He lives next to my house. He is a hard worker. His children Taufik and Hasan often help their father to buy all things he needs to make clothes. Mrs Abraham is a housewife. She often helps her husband too. Mr Abraham is very kind. He has many customers.

Mr Abraham has three employees. Two of them are sewers and the other is their assistant. He helps them collect the things they need such as needles, buttons, zippers, thread and material. All the sewers are men. They can work fast. They work overtime if Mr Abraham has many orders. They like to do it because Mr Abraham pays them well.

Now they are busy in the room. That room is very large. There are four sewing machines in this room. Mr Abraham is making the pattern for the trousers. The sewers are sewing shirts; the assistant is sewing shorts. They look very busy because they have to finish a large number of clothes.

### B Answer the questions based on the text.

- |  |   |
|--|---|
| 1. What does Mr Abraham do?                | 6. How many workers does Mr Abraham have?                         |
| 2. Where does he live?                     | 7. How do the workers work?                                       |
| 3. How does he work?                       | 8. How does Mr Abraham treat his employees if they work overtime? |
| 4. How many children does Mr Abraham have? | 9. How many sewing machines are there in his room?                |
| 5. Do they seldom help their father?       | 10. Does Mr Abraham have many customers?                          |

### C. Find some present perfect tense sentences on the dialogue below.

Lina: Mirna has bought a new dress for the party.  
What about you?

(Mirna sudah membeli baju baru untuk pesta.  
Bagaimana dengan kamu?)

Umi: No, I haven't. I think I won't buy a new dress for the party.

(Belum. Saya rasa saya tidak akan membeli baju baru untuk pesta.)

Present Perfect Tense digunakan untuk mengungkapkan kejadian yang telah berlangsung.

(+) S + have + V<sub>1</sub> + O + Ket. waktu  
has

(+) S + have/has + been + O + Adv of time

(-) S + have + not + V<sub>1</sub> + O + Ket. waktu  
has

(-) S + have/has + not + been + O + Adv of time

(?) Have + S + V<sub>1</sub> + O + Ket. waktu + ?  
Has

(?) Have/has + S + been + O + Adv of time?

### D. Rearrange the jumbled words in the cards on the flannel board.

1. Repaired	you	the sewing-machine	have			
2. Haven't	it	sorry	I	repaired		
3. Uniforms	have	their	they	got		
4. The pattern	the cloth	drawn	she	on	has	
5. To	we	learned	make	have	how	clothes

### E. Give the present perfect tense of the verbs in parantheses to complete the sentences correctly.

1. They (move) into a new apartment.
2. We (not have) some tests for this semester.
3. I (not know) him for many years.
4. John (be) here since seven o'clock.
5. I (flown) on an airplane many times.



# Present perfect tense

## Digital Repository Universitas Jember



Present Perfect Tense digunakan untuk mengungkapkan kejadian yang telah berlangsung.

Ket. waktu: since, for, already, yet.

(+) S + have + V<sub>3</sub> + O + Ket. waktu  
has

(+) S + have/has + been + O + Adv of time

(-) S + have + not + V<sub>3</sub> + O + Ket. waktu  
has

(-) S + have/has + not + been + O + Adv of time

(?) Have + S + V<sub>3</sub> + O + Ket. waktu + ?  
Has

(?) Have/has + S + been + O + Adv of time?

Rearrange the jumbled words in the cards on the flannel board.

1. Repaired    you    the sewing-machine    have
2. Haven't    it    sorry    I    repaired
3. Uniforms    have    their    they    got
4. The pattern    the cloth    drawn    she    on    has
5. To    we    learned    make    have    how    clothes

Choose the correct answer by crossing a, b, c, or d.

1. She ... the soup.
 

a. Was eaten	b. has ate
c. has eaten	d. did eats
2. My little brother ..... slept on the carpet
 

a. has	c. had
b. have	d. having
3. One of the elephant ..... died.
 

a. has	c. having
b. had	d. have
4. Has he ... a letter for you?
 

a. writes	c. wrote
b. written	d. write
5. We ..... the charge of the safe deposit yet
 

a. have paid	c. have not paid
b. do not paid	d. paid
6. The bank has been ..... for three months
 

a. renovated	c. renovate
b. renovates	d. renovating
7. Oh, I have not ... my mother. Is it too late?
 

a. phones	c. phoning
b. phone	d. phoned
8. Have they ..... the suitcase?yes, they have
 

a. pack	c. packed
b. packing	d. packs
9. .... you sent the letter to your parent?
 

a. do	c. have
b. did	d. are
10. ... your students checked their health?
 

a. Was	c. did
b. Has	d. Have
11. People ... closed their account in the bank
 

a. was	c. does
b. have	d. is
12. We have ... cowboy movies since we were a child.
 

a. watches	c. watch
b. watched	d. did watch
13. ... you ever visited Tokyo?
 

a. Have	c. did
b. Has	d. Are
14. Tuty : have you read the letter? How is Rudy?  
Anton : .....
 

a. Yes, he has	c. Yes, he is over there
b. No, he has not	d. Yes, I have, He is Okay
15. I have ... coins for many years.
 

a. collect	b. collects
------------	-------------



16. Lana has eaten the food.  
The interrogative form (?) is ...  
a. Have Lana eaten the food?  
b. Has Lana eaten the food?  
c. Is Lana has eaten the food?  
d. Was Lana eat the food?
17. Several people have swum the English channel.  
The interrogative form (?) is ...  
a. Have several people swims the English channel?  
b. Has several people swam the English channel?  
c. Have several people swim the English channel?  
d. Have several people swum the English channel?
18. I have known Mr. Parlin for many years.  
The negative form (-) is ...  
a. I have known not Mr. Parlin for many years  
b. I did not known Mr. Parlin for many years.  
c. I have not known Mr. Parlin for many years.  
d. I have known Mr. Parlin not for many years.
19. So far this week, he has two tests and a quiz.  
The present perfect tense form is ...  
a. So far this week, he have had two tests and a quiz  
b. So far this week, he has had two tests and a quiz  
c. So far this week, he has has two tests and a quiz  
d. So far this week, he has have two tests and a quiz
20. Bill has arrived here since three days ago.  
The negative form (-) is ...  
a. Bill has not arrived here since three days ago  
b. Bill has arrived here not since three days ago  
c. Bill had not arrives here since three days ago  
d. Bill did not arrived here since three days ago
21. Choose the correct sentence below.  
a. Diana usually wake up in the morning  
b. Diana wake up usually in the morning  
c. Diana wakes up usually in the morning  
d. Diana usually wakes up in the morning
22. Choose the correct sentence below.  
a. Lana does a pilot  
b. Lana do a pilot  
c. Lana is a pilot  
d. Lana are a pilot
23. Choose the correct sentence below.  
a. Putri do not goes to school  
b. Putri does not go to school  
c. Putri do not go to school  
d. Putri does not goes to school
24. Choose the correct sentence below.  
a. Is my father a farmer?  
b. Does my father a farmer?  
c. Are my father a farmer?  
d. A farmer is my father?
25. My mother ... a red dress to the party.  
a. wear  
b. weared  
c. wears  
d. wearing
26. Choose the correct sentence below.  
a. Does Lana reads the book?  
b. Do Lana read the book?  
c. Is Lana reads the book?  
d. Does Lana read the book?
27. I ... ice-juice.  
a. often drinks  
b. often drink  
c. oftens drinks  
d. oftens drink
28. My sister ... at five o'clock.  
a. usually sleeping  
c. usually sleep

29. He takes my bag in the class.  
The negative form (-) is ...  
a. He does not take my bag in the class  
b. He do not take my bag in the class  
c. He is not take my bag in the class  
d. He are not take my bag in the class
30. They always come to school on time.  
The negative form (-) is ...  
a. They always do not come to school on time  
b. They always does not come to school on time  
c. They do not always come to school on time  
d. They does not always come to school on time
31. Mr. Lana ... swims in the beach, he ... swims in the swimming pool.  
a. very-usually  
b. usually-very  
c. never-usually  
d. very-never
32. Miss Erlina ... us English four times a week.  
a. is teaching  
b. taught  
c. teach  
d. teaches
33. Rini and her sister always ... English conversation at home.  
a. are practising  
b. practised  
c. practise  
d. practises
34. Tina has geography on Friday.  
The negative form (-) is ...  
a. Tina is not having geography on Friday.  
b. Tina does not have geography on Friday.  
c. Tina do not have geography on Friday.  
d. Tina did not have geography on Friday
35. ... ? Yes, he does.  
a. Does your friends have a good time the whole day  
b. What does Tono do everyday  
c. Does your father have an appointment with the doctor  
d. How does Mr. Hasan earn his living
36. The children jog every morning.  
a. Where do the children?  
b. How do the children jog?  
c. What do the children do every morning?  
d. How many children jog every morning?
37. .... ? Mr. Hasan usually takes a nap after lunch.  
a. When does Mr. Hasan usually takes a nap  
b. Where does Mr. Hasan usually take a nap  
c. How does Mr. Hasan take a nap after lunch  
d. How many times does Mr. Hasan take a nap after lunch
38. Rini always helps her mother after school.  
a. How does Rini help her mother  
b. Does Rini always help her mother after school?  
c. Where does Rini always help her mother?  
d. What does Rini always do after school?
39. A lazy student ... his homework.  
a. always does  
b. usually does  
c. never does  
d. frequently does
40. My mother ... gets up early in the morning.  
All of the sentences are correct, except ...  
a. always  
b. very  
c. usually  
d. often



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

21. D
22. C
23. A
24. A
25. C
26. C
27. B
28. D
29. A
30. A
31. C
32. D
33. D
34. C
35. C
36. C
37. A
38. D
39. C
40. B



## APPENDIX 10

THE RESULT AND DATA ANALYSIS OF THE HOMOGENEITY OF  
THE STUDENTS' GRAMMAR ABILITY

NO	II A		II B		II C		II D	
	XA	XA <sup>2</sup>	XB	XB <sup>2</sup>	XC	XC <sup>2</sup>	XD	XD <sup>2</sup>
1	84	7056	86	7396	72	5184	76	5776
2	74	5476	66	4356	80	6400	72	5184
3	72	5184	74	5476	78	6084	72	5184
4	68	4624	58	3364	66	4356	82	6724
5	66	4356	66	4356	80	6400	84	7056
6	58	3364	74	5476	62	3844	46	2116
7	84	7056	60	3600	80	6400	58	3364
8	66	4356	74	5476	74	5476	38	1444
9	62	3844	-	-	68	4624	44	1936
10	80	6400	58	3364	48	2304	82	6724
11	46	2116	42	1764	46	2116	84	7056
12	50	2500	70	4900	78	6084	80	6400
13	54	2916	62	3844	72	5184	62	3844
14	54	2916	56	3136	72	5184	66	4356
15	68	4624	96	9216	56	3136	60	3600
16	78	6084	68	4624	64	4096	70	4900
17	62	3844	80	6400	52	2704	50	2500
18	50	2500	66	4356	70	4900	58	3364
19	74	5476	76	5776	50	2500	74	5476
20	66	4356	58	3364	78	6084	60	3600
21	68	4624	68	4624	58	3364	52	2704
22	66	4356	70	4900	60	3600	54	2916
23	88	7744	56	3136	86	7396	76	5776
24	70	4900	56	3136	46	2116	82	6724
25	80	6400	62	3844	56	3136	72	5184
26	66	4356	82	6724	80	6400	84	7056
27	70	4900	48	2309	70	4900	60	3600
28	84	7056	58	3364	62	3844	84	7056
29	42	1764	74	5475	40	1600	64	4094
30	62	3844	74	5184	42	1764	80	6400
31	80	6400	72	-	48	2304	50	2500
32	62	3844	-	1769	62	3844	66	4356
33	-	-	42	6400	80	6400	74	5476
34	54	2916	80	3644	72	5184	78	6084
35	68	4624	62	4900	74	5476	76	5776
36	70	4900	70	4624	74	5476	62	3844
37	58	3364	68	5184	44	1936	70	4900
38	54	2916	72	2704	62	3844	46	2116
39	76	5776	52	4356	64	4096	82	6724
40	74	5476	66	2500	76	5776	66	4356
41	58	3364	50	2116	74	5476	74	5476
42	70	4900	46	3136	62	3844	52	2709
43	58	3364	56	4096	76	5776	70	4900

## NOTES :

XA : The homogeneity test score of II A

XB : The homogeneity test score of II B

XC : The homogeneity test score of II C

XD : The homogeneity test score of II D



Table : The Analysis Variant Computation

	II A	II B	II C	II D	Σ (Total)
N	42	41	43	43	169
Σ X	2794	2664	2814	2892	11164
Σ X <sup>2</sup>	190836	178560	190612	201328	761336
x	66.52	64.97	65.44	67.25	-

Notes :

N : Number of respondent

ΣX : The homogeneity scores

x : Mean of group

The students' score of grammar test were analyzed by applying ANOVA formula to know the homogeneity of the population. In addition, the following was the formula of ANOVA:

$$F = \frac{S_b^2}{S_w^2}$$

Groups where:

F : Total Variance Estimate

SS<sub>t</sub> : Total Sum of SquaresSS<sub>b</sub> : Sum of Squares Between Two GroupsSS<sub>w</sub> : Sum of Squares Within GroupsS<sub>b</sub><sup>2</sup> : Variance Estimate Between GroupsS<sub>w</sub><sup>2</sup> : Variance Estimate Within Two Groups

dfb : Degree of Freedom Between Groups

dfw : Degree of Freedom Within Groups (Butler, 1995: 129)

Thus, the computation of the score in ANOVA was as follows:

$$1) \quad SS_t = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$SS_t = 761336 - \frac{(11164)^2}{169}$$

$$SS_t = 761336 - 737484,59$$

$$SS_t = 23851,41$$

$$2) \quad SS_b = \left[ \frac{(\sum xA)^2}{NA} + \frac{(\sum xB)^2}{NB} + \frac{(\sum xC)^2}{NC} + \frac{(\sum xD)^2}{ND} \right] - \frac{(\sum x)^2}{N}$$

$$SS_b = \left[ \frac{(2794)^2}{42} + \frac{(2664)^2}{41} + \frac{(2814)^2}{43} + \frac{(2892)^2}{43} \right] - \frac{(11164)^2}{169}$$

$$SS_b = (185867,52 + 173095,02 + 184153,39 + 194503,81) - 736956,21$$

$$SS_b = 737619,74 - 736956,21$$

$$SS_b = 663,53$$

$$3) SS_w = SS_t = 23851,41 - 663,53 = 23187,88$$

$$4) S_b^1 = \frac{SS_w}{K-1} = \frac{663,53}{4-1} = 221,17$$

$$S_b^2 = \frac{SS_w}{N-K} = \frac{23187,88}{169-4} = \frac{23187,88}{165} = 140,53$$

$$5) dfb = K - 1 = 4 - 1 = 3$$

$$6) dfw = N - K = 169 - 4 = 165$$

7) So:

$$F = \frac{S_b^2}{S_w^2} = \frac{221,17}{140,53} = 1,573$$

The analysis showed that F-test was 1,573 whereas the F-table with significance level of 5 % and dfb of 3 and dfw of 165 showed 2,60. Therefore, F-test was less than F-table. This means that there was no significant difference of the English capability among the four classes of the second year students of SLTPN 1 Paiton in the 2001 / 2002 academic year.

In other words, the two classes could be taken as the research sample randomly by lottery. One class was the experimental (IIA) and the control group (IID).



## B. Kelas II (136 Jam pelajaran)

## 1. Tujuan

Dengan kemampuan lebih kurang 250 kosakata baru pada tingkatan kosakata lebih kurang 750 dan tata bahasa yang sesuai dengan tema dan pokok bahasan yang telah ditentukan, siswa dapat memiliki keterampilan berbahasa sebagai berikut.

## a. Membaca

Siswa dapat membaca teks yang berbentuk narasi, deskripsi dan percakapan, dan berbentuk khusus seperti menu, tiket, dan catatan harian yang panjangnya sampai kira-kira 150 kata untuk:

- 1) menemukan informasi tertentu;
- 2) mendapatkan gambaran umum tentang isi bacaan;
- 3) menemukan pikiran utama yang tersurat;
- 4) menemukan pikiran utama yang tersirat;
- 5) menemukan semua informasi rinci yang tersurat;
- 6) mendapatkan informasi yang tersirat;
- 7) menafsirkan makna kata, frasa, dan kalimat berdasarkan konteks;
- 8) mendapatkan rasa senang.

## b. Menyimak

Siswa dapat:

- 1) melakukan perintah dan petunjuk yang diberikan secara lisan;
- 2) melengkapi suatu formulir atau bagan yang belum lengkap berdasarkan informasi tentang beberapa hal dari teks lisan (percakapan, narasi, dan deskripsi);
- 3) menemukan informasi yang tersirat dari percakapan pendek dan sederhana (3 pertukaran peran, 6 baris).

## c. Berbicara

Siswa dapat:

- 1) memberikan perintah sederhana;
- 2) melakukan percakapan pendek dan sederhana dengan lancar;
- 3) secara sederhana menyampaikan rincian tentang benda, orang dan tempat serta rangkaian peristiwa;
- 4) secara sederhana mengungkapkan pikiran, pendapat, dan perasaan.

## d. Menulis

Siswa dapat

- 1) menyusun kata-kata (lebih kurang 6 kata) yang diberikan secara acak menjadi kalimat sederhana yang bermakna;
- 2) melengkapi percakapan sederhana dan singkat (3 pertukaran peran, 6 baris);
- 3) menyusun kalimat (paling banyak 6) yang diberikan secara acak menjadi paragraf yang padu (koheren)

## Catatan:

- a) Guru harus selalu membaca dan memahami tujuan di atas secara keseluruhan. Di samping itu, guru harus selalu ingat bahwa tema, pokok bahasan, dan tingkat kosakata serta ungkapan komunikatif yang disajikan harus sesuai dengan tujuan tersebut.
- b) Yang dimaksud dengan kosakata baru termasuk kata yang pernah diperkenalkan tetapi akan diperluas maknanya. Misalnya, kata *interest* berarti "minat" pada waktu kata ini pertama kali diperkenalkan lewat teks. Tetapi kata ini dapat dianggap kata baru bila diberi arti lain, misalnya "suku bunga".

## 2. Daftar Tema

Berikut ini adalah tema-tema (dicetak miring) yang wajib disajikan dalam proses belajar mengajar dan contoh-contoh pokok bahasan (disajikan setelah tema) yang dapat dipilih. Bila dipandang perlu, guru dapat menambahkan pokok bahasan yang merupakan rincian dari tema yang ada.

### *o Olahraga*

Fasilitas olahraga  
Alat olahraga  
Jenis olahraga  
Pertandingan olahraga  
Olahragawan

### *o Kesehatan*

Tubuh kita  
Dokter dan Paramedik  
Di Rumah Sakit  
Obat-obatan  
Penyakit

### *o Pakaian*

Jenis pakaian  
Membuat pakaian  
Bahan pakaian

### *Keterampilan Fungsional*

### *Contoh Ungkapan Komunikatif*

Memahami dan atau mengungkapkan permintaan/pemberian/penolakan izin.

- "Could I go camping with my friends?"  
"Yes certainly."  
"I'm afraid not."

Memahami dan atau mengungkapkan harapan.

- "Can I go to the cinema this evening?"  
"Of course."  
"I'm afraid you can't."  
- "I hope you're OK."  
"Don't worry."  
Let's hope for the best.

Memahami dan atau mengungkapkan cara melakukan sesuatu.

- Rani drives very carefully.
- The horse runs very quickly.

Memahami dan atau mengungkapkan perbandingan antara dua benda/orang atau lebih.

- Classical music is as popular as modern music.
- This cow is fatter than that one.
- Tini is the tallest girl in the team.

Memahami dan atau mengungkapkan frekuensi peristiwa atau kegiatan

- The farmer feeds the cattle twice a day.
- My brothers usually go to the beach on holiday.
- My father always tells the truth.

Memahami dan atau mengungkapkan kejadian yang telah berlangsung

- Indri has been to Bali.
- Budi has gone out to lunch.
- There has been a fire.
- My sister has bought a new dress.

Memahami dan atau mengungkapkan peristiwa yang telah terjadi dan peristiwa yang terjadi pada waktu lampau.

- Budi has written a book.
- He wrote it last year.



Table 5 The  $F$  distribution

The table gives the critical values of  $F$  for different numbers of degrees of freedom (df) in the numerator and in the denominator of the expression for  $F$ . For each entry, two values are given. The upper value is the critical value for the  $p < 0.05$  level in a one-tailed/directional test, and for the  $p < 0.10$  level in a two-tailed/non-directional test. The lower value is the critical value for the  $p < 0.01$  level in a one-tailed/directional test and for the  $p < 0.02$  level in a two-tailed/non-directional test.

Df in denominator	Df in numerator															
	1	2	3	4	5	6	7	8	9	10	12	15	20	30	50	$\infty$
1	161 4.052	200 5.000	216 5.403	225 5.625	230 5.764	234 5.859	237 5.928	239 5.981	241 6.022	242 6.056	244 6.106	246 6.157	248 6.209	250 6.261	252 6.303	254 6.368
2	18.5 98.5	19.0 99.0	19.2 99.2	19.2 99.2	19.3 99.3	19.3 99.3	19.4 99.4	19.4 99.4	19.4 99.4	19.4 99.4	19.4 99.4	19.4 99.4	19.4 99.4	19.5 99.5	19.5 99.5	19.5 99.5
3	10.1 34.1	9.55 30.8	9.28 29.5	9.12 28.7	9.01 28.2	8.94 27.9	8.89 27.7	8.85 27.5	8.81 27.3	8.79 27.2	8.74 27.1	8.70 26.9	8.66 26.7	8.62 26.5	8.58 26.4	8.53 26.1
4	7.71 21.2	6.94 18.0	6.59 16.7	6.39 16.0	6.26 15.5	6.16 15.2	6.09 15.0	6.04 14.8	6.00 14.7	5.96 14.5	5.91 14.4	5.86 14.2	5.80 14.0	5.75 13.8	5.70 13.7	5.63 13.5
5	6.61 15.3	5.79 13.3	5.41 12.1	5.19 11.4	5.05 11.0	4.95 10.7	4.88 10.5	4.82 10.3	4.77 10.2	4.74 10.1	4.68 9.89	4.62 9.72	4.56 9.55	4.50 9.38	4.44 9.24	4.38 9.02
6	5.99 13.7	5.14 10.9	4.76 9.78	4.53 9.15	4.39 8.75	4.28 8.47	4.21 8.26	4.15 8.10	4.10 7.98	4.06 7.87	4.00 7.72	3.94 7.56	3.87 7.40	3.81 7.23	3.75 7.09	3.67 6.86
7	5.59 12.2	4.74 9.55	4.35 8.45	4.12 7.85	3.97 7.46	3.87 7.19	3.79 6.99	3.73 6.84	3.68 6.72	3.64 6.62	3.57 6.47	3.51 6.31	3.44 6.16	3.38 5.99	3.32 5.86	3.23 5.65
8	5.32 11.3	4.46 8.65	4.07 7.59	3.84 7.01	3.69 6.63	3.58 6.37	3.50 6.18	3.44 6.03	3.39 5.91	3.35 5.81	3.28 5.67	3.22 5.52	3.15 5.36	3.06 5.20	3.02 5.07	2.93 4.86
9	5.12 10.6	4.26 8.02	3.86 6.99	3.63 6.42	3.48 6.06	3.37 5.80	3.29 5.61	3.23 5.47	3.18 5.35	3.14 5.26	3.07 5.11	3.01 4.96	2.94 4.81	2.86 4.65	2.80 4.52	2.71 4.31
10	4.96 10.0	4.10 7.56	3.71 6.55	3.48 5.99	3.33 5.64	3.22 5.39	3.14 5.20	3.07 5.06	3.02 4.94	2.98 4.85	2.91 4.71	2.85 4.56	2.77 4.41	2.70 4.25	2.64 4.12	2.54 3.91
11	4.84 9.65	3.98 7.21	3.59 6.22	3.36 5.67	3.20 5.32	3.09 5.07	3.01 4.89	2.95 4.74	2.90 4.63	2.85 4.54	2.79 4.40	2.72 4.25	2.65 4.10	2.57 3.94	2.51 3.81	2.40 3.60
12	4.75 9.33	3.89 6.93	3.49 5.95	3.26 5.41	3.11 5.06	3.00 4.82	2.91 4.64	2.85 4.50	2.80 4.39	2.75 4.30	2.69 4.16	2.62 4.01	2.54 3.86	2.47 3.70	2.40 3.57	2.30 3.36
13	4.67 9.07	3.81 6.70	3.41 5.74	3.18 5.21	3.03 4.86	2.92 4.62	2.83 4.44	2.77 4.30	2.71 4.19	2.67 4.10	2.60 3.96	2.53 3.82	2.46 3.66	2.38 3.51	2.31 3.38	2.21 3.17
14	4.60 8.86	3.74 6.51	3.34 5.56	3.11 5.04	2.96 4.69	2.85 4.46	2.76 4.28	2.70 4.14	2.65 4.03	2.60 3.94	2.53 3.80	2.46 3.66	2.39 3.51	2.31 3.35	2.24 3.22	2.13 3.00
15	4.54 8.68	3.68 6.36	3.29 5.42	3.06 4.89	2.90 4.56	2.79 4.32	2.71 4.14	2.64 4.00	2.59 3.89	2.54 3.80	2.48 3.67	2.40 3.52	2.33 3.37	2.25 3.21	2.18 3.08	2.07 2.87
16	4.49 8.53	3.63 6.23	3.24 5.29	3.01 4.77	2.85 4.44	2.74 4.20	2.66 4.03	2.59 3.89	2.54 3.78	2.49 3.69	2.42 3.55	2.35 3.41	2.28 3.26	2.19 3.10	2.12 2.97	2.01 2.75
17	4.45 8.40	3.59 6.11	3.20 5.18	2.96 4.67	2.81 4.34	2.70 4.10	2.61 3.93	2.55 3.79	2.49 3.68	2.45 3.59	2.38 3.46	2.31 3.31	2.23 3.16	2.15 3.00	2.08 2.87	1.96 2.65
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.34	2.27	2.19	2.11	2.04	1.92

Table 6 The *t*-distribution

The table gives critical values of *t* for significance at various levels, in a two-tailed/non-directional or a one-tailed/directional test, for different numbers of degrees of freedom. These critical values are the values beyond which lies that proportion of the area under the curve which corresponds to the significance level.

Degrees of freedom	Significance level: two-tailed/non-directional				
	0.20	0.10	0.05	0.02	0.01
	Significance level: one-tailed/directional				
	0.10	0.05	0.025	0.01	0.005
1	3.078	6.314	12.71	31.82	63.66
2	1.886	2.920	4.303	6.965	9.925
3	1.638	2.353	3.182	4.541	5.841
4	1.533	2.132	2.776	3.747	4.604
5	1.476	2.015	2.571	3.365	4.032
6	1.440	1.943	2.447	3.143	3.707
7	1.415	1.895	2.365	2.998	3.499
8	1.397	1.860	2.306	2.896	3.355
9	1.383	1.833	2.262	2.821	3.250
10	1.372	1.812	2.228	2.764	3.169
11	1.363	1.796	2.201	2.718	3.106
12	1.356	1.782	2.179	2.681	3.055
13	1.350	1.771	2.160	2.650	3.012
14	1.345	1.761	2.145	2.624	2.977
15	1.341	1.753	2.131	2.602	2.947
16	1.337	1.746	2.120	2.583	2.921
17	1.333	1.740	2.110	2.567	2.896
18	1.330	1.734	2.101	2.552	2.878
19	1.328	1.729	2.093	2.539	2.861
20	1.325	1.725	2.086	2.528	2.845
21	1.323	1.721	2.080	2.518	2.831
22	1.321	1.717	2.074	2.508	2.819
23	1.319	1.714	2.069	2.500	2.807
24	1.318	1.711	2.064	2.492	2.797
25	1.316	1.708	2.060	2.485	2.787
26	1.315	1.706	2.056	2.479	2.779
27	1.314	1.703	2.052	2.473	2.771
28	1.313	1.701	2.048	2.467	2.763
29	1.311	1.699	2.045	2.462	2.756
30	1.310	1.697	2.042	2.457	2.750
40	1.303	1.684	2.021	2.423	2.704
60	1.290	1.671	2.000	2.390	2.660
120	1.280	1.658	1.980	2.358	2.617
∞	1.282	1.645	1.960	2.326	2.576





DEPARTEMEN PENDIDIKAN NASIONAL  
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 69121

Nomor : /J25.1.5/PL5/2001 Jember, 31 Oktober.....,2001  
Lampiran : Proposal  
Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala SLTPN I  
Paiton  
di -  
Paiton

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

Nama : Nety Mery Yasmin

Nim : 97021 0401192

Jurusan/Program : Pendidikan Bahasa dan Seni/Bhs. Inggris.

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

THE EFFECT OF USING FLANNEL BOARD ON STUDENTS' GRAMMAR ABILITIES OF THE SECOND YEAR STUDENTS OF SLTPN I PAITON IN THE 2001/2002 ACADEMIC YEAR

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

a.n. Dekan  
Pembantu Dekan I,

Drs. H.MISNO AL, M.Pd  
NIP. 130 937 191



PEMERINTAH KABUPATEN PROBOLINGGO  
DINAS PENDIDIKAN NASIONAL  
SLTP NEGERI 1 PAITON

Jalan Pakuniran ☎ (0335) 771106  
PROBOLINGGO 67291

SURAT - KETERANGAN  
Nomor: 860/089/433.505.22.SLTP.1/ 2001

Yang bertanda tangan dibawah ini, Kepala SLTP Negeri 1  
Paiton Kabupaten Probolinggo menerangkan :

N a m a : NETY MERY YASMİN  
N I S : 970210401192

bahwa Mahasiswa tersebut telah melakukan penelitian di SLTP  
Negeri 1 Paiton Kabupaten Probolinggo dalam bulan: Agustus  
dan September 2001.

Demikian surat keterangan ini dibuat, untuk diketahui se-  
bagaimana mestinya.



Paiton, 28 Nopember 2001  
Kepala SLTP Negeri 1 Paiton

MUSUL ANWAR, BA  
NIP: 130261089.



**LEMBAR KONSULTASI PENYUSUNAN SKRIPSI**

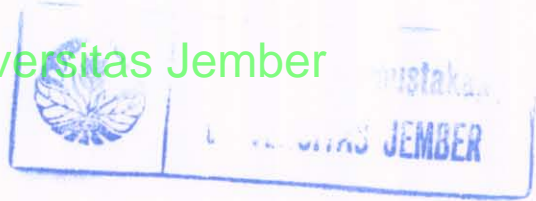
Nama : **NETY MERY YASMIN**  
 NIM/Angkatan : **9702104101192**  
 Jurusan/Program Studi : **PBS / BAHASA INGGRIS**  
 Judul Skripsi : **The effect of using flannel board on students Grammar ability of the second year students of SMPN 1 Paton in the academic year 2001/2002.**  
 Pembimbing I : **Dra Wiwiek Istianah, M Kes, Med.**  
 Pembimbing II : **Drs Bambang Scharjito, Med.**

**KEGIATAN KONSULTASI**

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Selasa / 13 Maret 2001	Judul + Matrix + Outline	<i>[Signature]</i>
2.	Selasa / 24-4-2001	Bab I	<i>[Signature]</i>
3.	Selasa / 29-5-2001	Bab II	<i>[Signature]</i>
4.	Jum'at / 1-6-2001	Bab I, II, III	<i>[Signature]</i>
5.	Rabu / 20-6-2001	Bab I + II + III (revisi)	<i>[Signature]</i>
6.	Senin / 9-7-2001	Chap I + II + III + instruments	<i>[Signature]</i>
7.	Selasa / 20-10-2001	Bab I + II + III	<i>[Signature]</i>
8.	Rabu / 07-11-2001	Bab I + II + III + IV + V	<i>[Signature]</i>
9.	Kamis / 29-11-2001	Bab I + II + III + IV + V	<i>[Signature]</i>
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi  
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi





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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

**LEMBAR KONSULTASI PENYUSUNAN SKRIPSI**

Nama : Nety Mary Tasman  
 NIM/Angkatan : 970210401192  
 Jurusan/Program Studi : PBS/ BHS. INGGIS  
 Judul Skripsi : THE EFFECT OF USING FLANNEL BOARD ON GRAMMAR ABILITIES OF THE SECOND YEAR STUDENTS OF SLTPN 1 PATON IN THE 2001/2002 ACADEMIC YEAR  
 Pembimbing I : Dra. Wiwik Istiana, M.Kes, M.Ed  
 Pembimbing II : Drs. Bambang Suharjito, M.Ed

**KEGIATAN KONSULTASI**

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Rabu/14-3-2001	Judul + Matrix + Outline	
2.	Rabu/25-4-2001	Bab I	
3.	Rabu/30-5-2001	Bab II	
4.	Sabtu/2-6-2001	Bab I + II + III	
5.	Rabu/20-6-2001	Bab I + II + III (revision)	
6.	Senin/9-7-2001	Bab I + II + III + Instruments	
7.	Rabu/7-11-2001	Bab I + II + III + IV + V	
8.	Kamis/29-11-2001	Bab I + II + III + IV + V	
9.			
10.			
11.			
12.			
13.			
14.			
15.			

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