



THE EFFECT OF GIVING HOMEWORK ON STRUCTURE
ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF
MAN I JEMBER IN THE 2000/2001 ACADEMIC YEAR

THESIS



Presented as one of the Requirements to Obtain the Degree of S1 at the
English Education Program of the Department of Language and Arts of the
Faculty of Teacher Training and Education, Jember University

by :

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ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY

JULY, 2001

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MOTTO

Few continuous practices are better than many broken practices

(Anonym)

- ◆ Whoever wishes a proper world life, he or she should have knowledge.
- ◆ Whoever wishes to live the proper hereafter, he or she should have knowledge.
- ◆ Whoever wishes to proper world life and proper hereafter, he or she should have knowledge.

(Hadits Nabi Muhammad SAW)

DEDICATION

This thesis is honorably dedicated to:

- ❑ My beloved Dad (*Ayichanda Midjan*) and my beloved Mom (*Shunda Subaidah*), there are not enough words to describe your sacrifice. I LOVE YOU SO MUCH
- ❑ My beloved Brothers (*Mas Kamari and Mas Haris*) and my beloved Sisters (*Mbak Lestri, Mbak Hana, Mbak Fat, and Mbak Luthfi*). You make my life very wonderful. We have so many loves to pass our long days. I DO LOVE YOU
- ❑ My Brothers and Sisters in law (*Mas Bui, Mas Syukur, Mbak Nurul Wahidah and Mbak Musdahifah*). Thanks for the praying for me
- ❑ My Nieces and Nephews (*Fobi, Nanang, Fuyun, Fayzan, Rudik, Huri, Ayik, Arief, Ana, and Ani*). I LOVE YOU ALL
- ❑ My husband to be, *Riksandy TSH* (in memoriam) and my little sister, *Sis Ningsih Pulandari* (in memoriam). I feel you in every beat of my heart, in every step of my life. Hope you rest in peace
- ❑ My Dearest friend (*Moh. Nur Gunawan*), thanks for encouraging and giving a great care. May Allah give the best thing for us
- ❑ My best friends (*Ratna, Fati, Etik S.A, Hudi, Mas Bambang, Samsul Kecil, Kipti and Lukas*), Guys! our adventure is so sweet
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- ❑ My Almamater. Thanks for everything. Being a part of you, I feel like a drop of water in the sea

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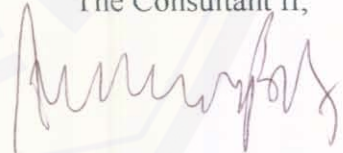
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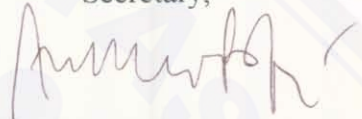
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Jember, July 2001

The Writer

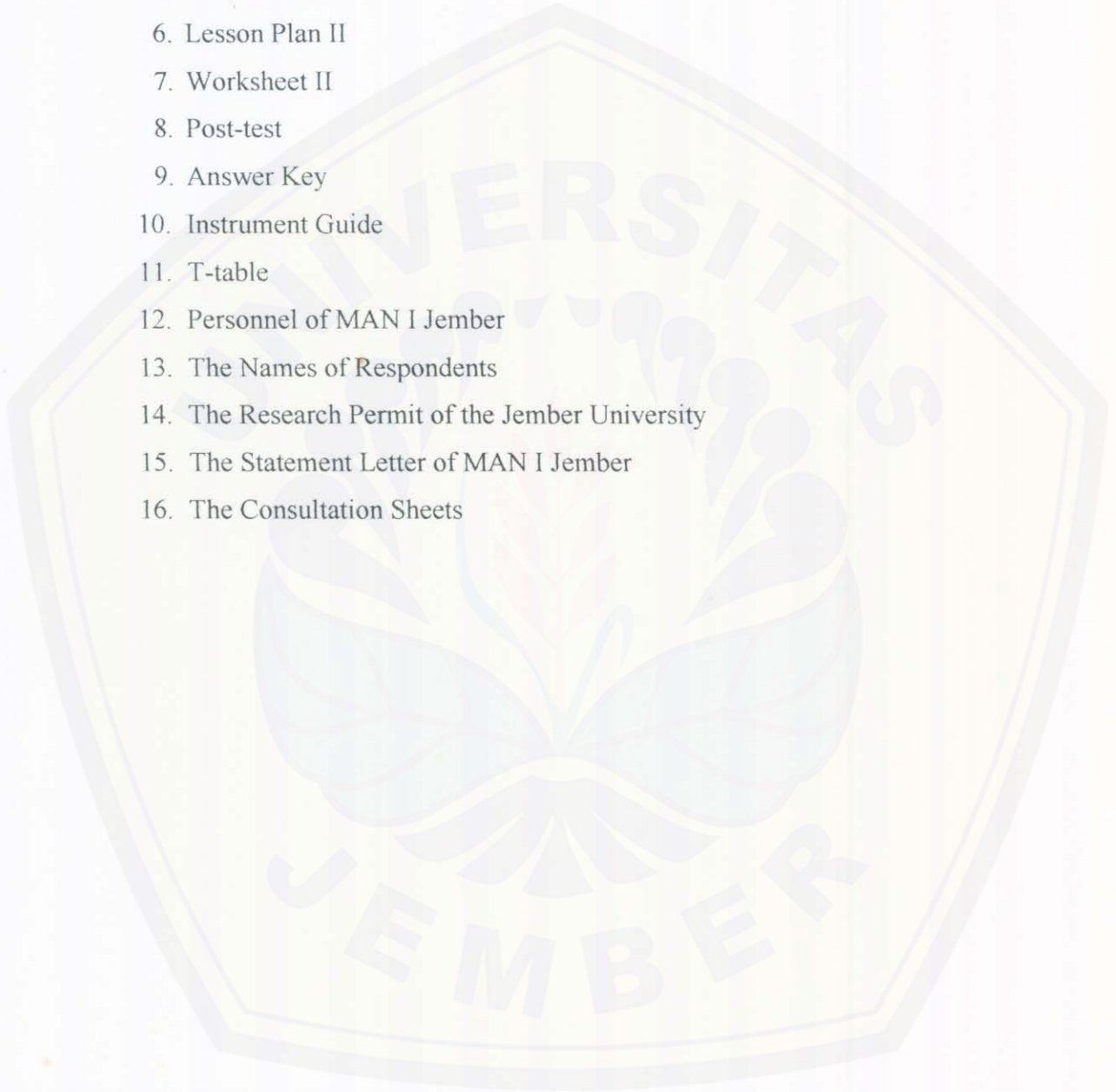
TABLE OF CONTENTS

TITLE	i
MOTTO	ii
DEDICATION	iii
CONSULTANTS APPROVAL SHEET	iv
EXAMINATION APPROVAL SHEET	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
THE MAP OF MAN I JEMBER	xi
ABSTRACT	xii
I. INTRODUCTION	1
1.1 The Background of the Research	1
1.2 The Problem Formulation	2
1.3 Operational Definition of the Terms	2
1.3.1 Giving Homework	3
1.3.2 Structure Achievement	3
1.4 Objective of the Research	4
1.5 Significances of the Research	4
II. REVIEW OF RELATED LITERATURE	5
2.1 Homework	5
2.2 Structure Teaching Learning Process at MAN I Jember	6
Cawu III in The 2000/2001 Academic Year	
2.2.1 Conditional Sentences	6
2.2.2 Noun Clauses	9
2.3 Structure Achievement	11
2.4 The Effect of Giving Homework on	12

the Students' Structure Achievement	
2.5 Hypothesis	13
III. RESEARCH METHODS	14
3.1 Research Design	14
3.2 Area Determination Method	15
3.3 Respondent determination Method	15
3.4 Data Collection Methods	16
3.4.1 Test	16
3.4.2 Observation Method	18
3.4.3 Interview Method	18
3.4.4 Documentation	19
3.5 Data Analysis Method	19
IV. RESEARCH RESULTS AND DISCUSSION	20
4.1 Research Results	20
4.1.1 Result of Tests	20
4.1.2 Result of observation	26
4.1.3 Result of interview	27
4.1.4 Result of Documentation	27
4.2 Discussion and Interpretation	28
V. CONCLUSION AND SUGGESTIONS	29
5.1 Conclusion	29
5.2 Suggestions	29
5.2.1 For the English Teacher	29
5.2.2 For the Students	29
5.2.3 For Other Researchers	29
BIBLIOGRAPHY	

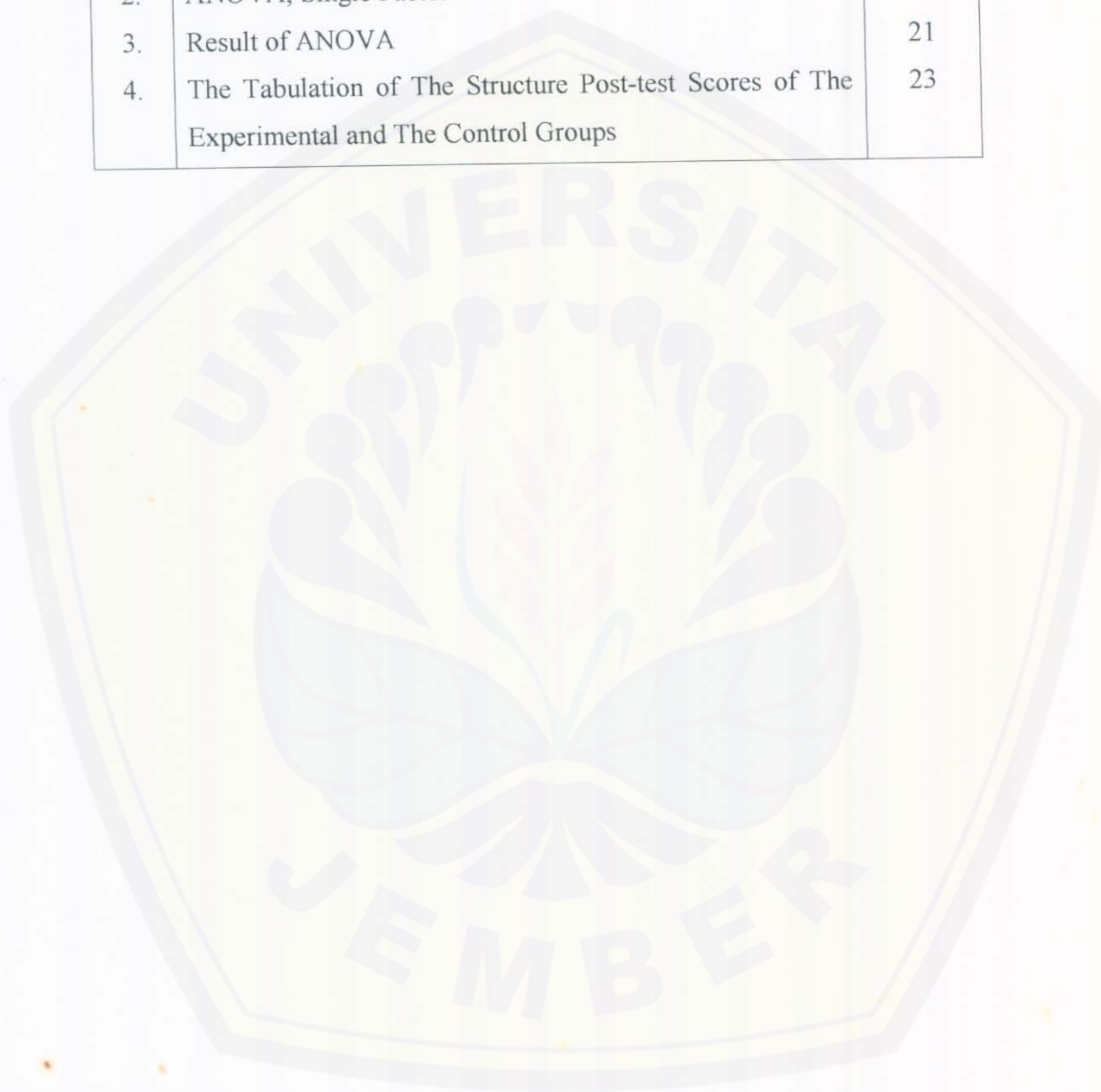
APPENDICES:

1. Research Matrix
2. Pre-test
3. Answer Key
4. Lesson Plan I
5. Worksheet I
6. Lesson Plan II
7. Worksheet II
8. Post-test
9. Answer Key
10. Instrument Guide
11. T-table
12. Personnel of MAN I Jember
13. The Names of Respondents
14. The Research Permit of the Jember University
15. The Statement Letter of MAN I Jember
16. The Consultation Sheets



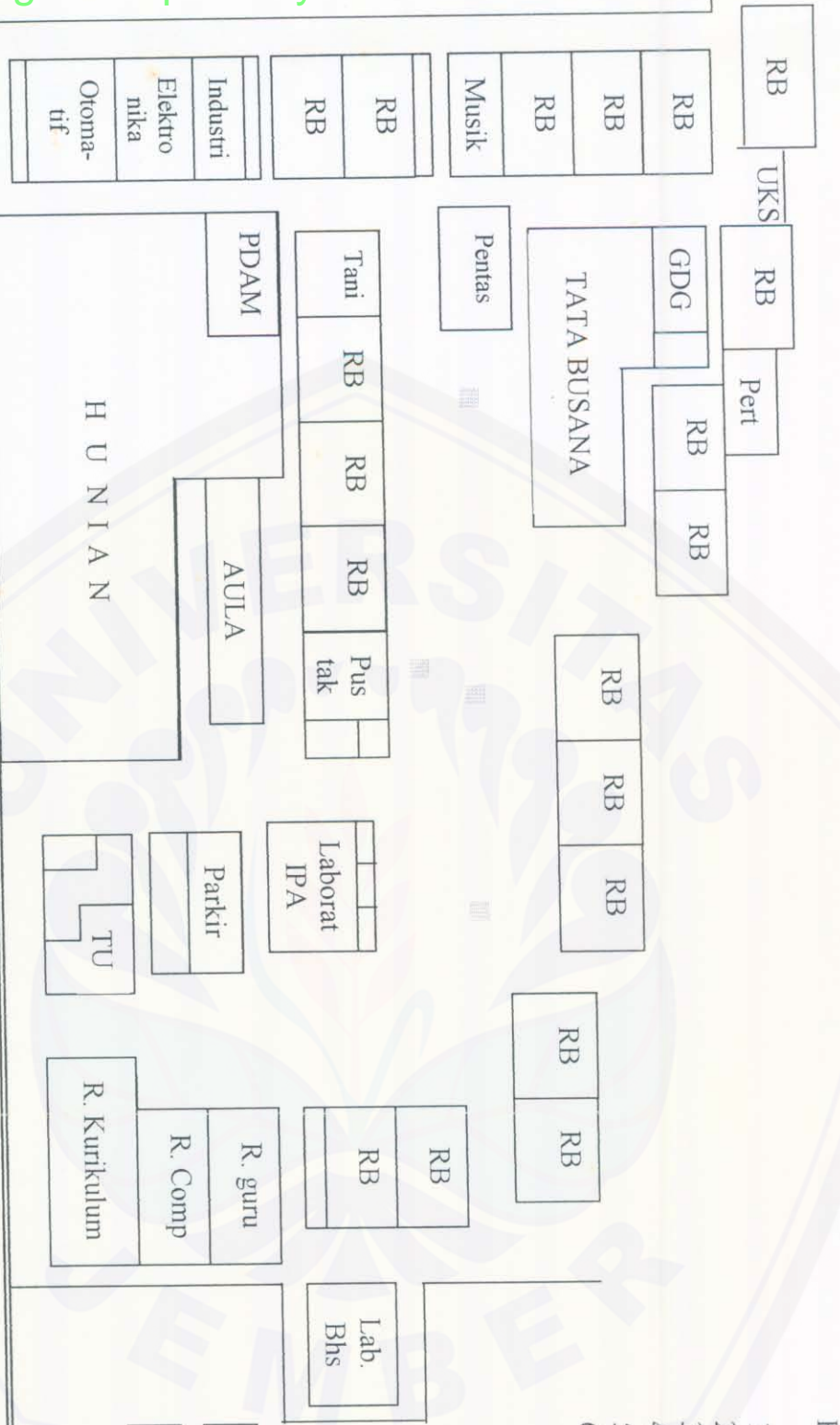
LIST OF TABLE

NO	Explanation	Page
1.	The Analysis of Structure-test Scores of The Second Year Students of MAN I Jember	19
2.	ANOVA; Single Factor	20
3.	Result of ANOVA	21
4.	The Tabulation of The Structure Post-test Scores of The Experimental and The Control Groups	23



THE MAP OF MAN I JEMBER

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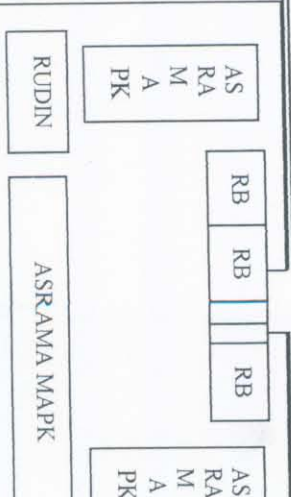


KETERANGAN :

1. Luas tanah : 11.171,5 m²
2. Jumlah Bangunan : 18 unit
3. Jumlah R. Belajar : 23 lokal
4. Jumlah WC/KM : 16 kamar
5. RB : Ruang Belajar
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ABSTRACT

Qurrotu Aini, July 2001, The Effect of Giving Homework on Structure Achievement of the Second Year Students of MAN I Jember in the 2000/2001 Academic Year

Consultants : 1. Dra. Wiwiek Eko Bindarti, M.Pd
2. Drs. Annur Rofiq, M.A

Key Words : Giving Homework
The Structure Achievement

It is important for students to get homework regularly because it will make the students have experiences in learning. Besides, homework will make the students be more motivated to get better achievement. The problem formulation of this research is: Is there any significant effect of giving homework on structure achievement of the second year students of MAN I Jember in the 2000/2001 academic year? The objective of this research is to know whether or not there is a significant effect of giving homework on structure achievement of the second year students of MAN I Jember in the 2000/2001 academic year. The area of the research is MAN I Jember which is purposively chosen. To know the homogeneity of the existing classes, structure test was given. The result showed the population was homogeneous so that two classes of eight classes of the second year students of MAN I Jember in the 2000/2001 academic year were chosen at random by lottery, that is, II-C as the Control group and II-D as the Experimental group. Thus, they were selected by using the Cluster Random Sampling. The main data of this research were the students' scores of structure taken by structure test. Observation, Interview and documentation methods were used to collect the supporting data. The collected main data were statistically analyzed by using t-test formula. The result showed that there was a significant effect of giving homework on structure achievement of the second year students of MAN I Jember in the 2000/2001 academic year. It means that giving homework about structure to the students regularly increases their structure scores. Therefore, it is suggested for the English teacher to give homework to the students after he or she explains certain materials. He or she should give homework regularly and the students should do the homework seriously and properly. Besides, the teacher should discuss result of the homework as soon as possible as a feed back so that the students know their mistakes and they do not make the same errors if they get similar problem.

I. INTRODUCTION

1.1 The Background of the Research

As an International language, which has a function as a means of communication among people all over the world, English has become more important and popular nowadays. English is the first foreign language in Indonesia because it is one of the compulsory subjects to be taught from Junior High Schools up to the Universities. Besides, English is one of the subjects which is examined in the National Final Examination (Ebtanas) both in Junior and Senior High Schools. The fact demands the students to master the English subject in order to get good scores and have English skills.

Learning English as a foreign language is not easy. Richards (1994:4) says that learning a foreign language is one of the most difficult human skills to be developed. This is because in learning a foreign language, the students have to learn all the four language skills: reading, speaking, listening, and writing, and three language components: structure, vocabulary, and phonology. Structure is one of the language components which must be given to the students, either at Junior or Senior High Schools. Therefore, it is important for the students to master structure because it is the simplest logical way of learning to reconstruct a foreign language. Mastering structure will support mastering other basic language skills because they are closely related to each other (Sarie,1996:1).

In teaching structure, teachers should try to improve their teaching skills and knowledge; and consider some aspects of teaching, such as selecting suitable materials, carrying students' motivation, and using appropriate approaches, methods and techniques. One of the techniques that may support the students' achievement is giving homework. Relevant to the idea, Roestiyah (1989:13) says that giving homework should be done regularly in order to increase students' achievement. In such an activity, students' experiences in learning can be more integrated, activated, and motivated to advance better achievement, enrich initiative and encourage students' responsibilities.

Surachmad (1990:106) states “latihan berkali-kali dan terus menerus terhadap apa yang telah dipelajari, pengetahuan tersebut dapat disempurnakan dan disiapsiagakan”. It means that “*the repeated and continual exercise of the knowledge which has been learnt will lead to perfectness and readiness*”. Following the idea, the researcher assumes that the more the students get homework the more skillful they become. Furthermore, there are some research results which showed that giving homework had a positive significant effect on the students’ achievement. One of the examples of the research result was found by Sulatifah entitled “*The Influence of Giving Homework on Writing Achievement of the First Year Students of MAN I Jember in the 1995/1996 Academic Year*” (1996). The result showed that there was a significant influence of giving homework on writing achievement of the first year students of MAN I Jember in the 1995/1996 academic year.

Referring to those points of view, a research entitled “The effect of giving homework on structure achievement of the second year students of MAN I Jember in the 2000/2001 academic year” will be conducted.

1.2 The Problem Formulation

Based on the background above, the research problem can be formulated as follows: Is there any significant effect of giving homework on structure achievement of the second year students of MAN I Jember in the 2000/2001 academic year ?

1.3 Operational Definition of the Terms

An operational definition will serve a guideline to understand concepts and variables of this study. Besides, it enables the writer as well as the readers to get mutual understanding about the terms used in the research. The terms which need clarification are “giving homework” and “structure achievement”.

1.3.1 Giving Homework

Hornby (1989:409) says that homework is a work which pupil is required to do at home. The objective of this homework is to support the students to have better understanding of the lesson. Proctar (1981:350) says that homework is exercises that must be done at home by the students.

Based on the statement above, it can be concluded that giving homework is exercises given to the students to be done at home.

The materials of the homework have relationship with the materials given in the English teaching learning process. The homework covers the following materials: conditional sentences and noun clauses.

1.3.2 Structure Achievement

Hornby (1989:1276) says that structure is the way in which parts of a sentence are formed in order that they have a correct meaning. In other words, the sentences arranged must be structurally correct.

Achievement is defined as something mastered or done successfully with effort and skill (Hornby,1989:8). Meanwhile, Savage and Mooney (1979:1) define achievement as the amount or level of learning that students have required.

Based on the definitions above, the term of structure achievement in this research indicates the level or amount of learning English structure that the second year students have already acquired during their study at MAN I Jember in the 2000/2001 academic year. The level of their achievement in learning English structure can be measured by test which is conducted by the teacher based on the teaching materials stated in the curriculum, especially the material for the second year students of MAN I Jember in the third four months of the academic year or Cawu III.

Structure achievement means the success of the students in learning conditional sentences and noun clauses. In other words, structure achievement is the desirable learning of the students in doing homework on conditional sentences and noun clauses.

1.4 Objective of the Research

Tuckman (1987:10) explains that a research is a systematic attempt to provide an answer to a problem. According to Arikunto (1986:48), the goal of a research is to find the answer or the conclusion that the writer wants to get after the research activity is conducted. In other words, a research is carried out to discover the answer of a problem.

Based on the research background and the research problem, the objective of this research is to know whether or not there is a significant effect of giving homework on the structure achievement of the second year students of MAN I Jember in the 2000/2001 academic year.

1.5 Significances of the Research

The research results are expected to give some significances to the following people :

1. The English teacher

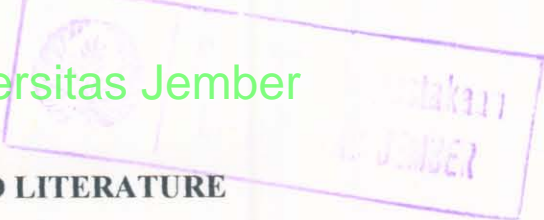
The results are useful for the English teacher as information to know the students' structure mastery and the information can be used as consideration to develop the teaching of structure, especially by giving structure homework to increase the students' structure mastery.

2. The Students

The results are useful for the students as information to know their structure achievement and motivate them to improve their structure mastery through attentive and continuous regular homework.

3. Other Researchers

The result of this research will be useful for other researchers as information to conduct a further research dealing with similar problems such as an action research to improve the students' structure achievement through homework.



II. REVIEW OF RELATED LITERATURE

2.1 Homework

It has been stated in the previous chapter that giving homework is one of the techniques used by a teacher in the teaching learning process. Realizing that teachers have limited time to explain all the problems of English lesson at school, they have to ask the students to get deeper understanding about the materials they have studied at school by giving homework.

Davies (1978:328) states that homework has become a way of life for children. It also has a role in adult education and training program. Furthermore, Davies says that certain homework has to be completed outside of class and many training programs are designed on the understanding that homework will be done at home or in one's room in the training center during the evening hours. From the statement above, it can be concluded to get deeper understanding of the materials given in class, students should study at home (outside the classroom). Therefore, more practices are needed to improve their skills they have gained in class, especially structure as one of the language components.

In addition, Davies (1978:338) says that merely it is possible for students and trainees to cover all the materials in the class. Furthermore, Siahaan (1986:315) states that another helpful activity is giving homework to the students. This activity is expected to promote the students' comprehension of the topic. From the statements above, it can be concluded that it is hard for the students to learn all the materials given in the class. Therefore, some of those should be learnt out of the class.

Davies (1978:330) states that giving homework must be carefully planned and organized. A good out of class assignment should be:

- a. a necessary part of the course;
- b. clearly designed, with clear instructions for their completion;
- c. definite and limited scope;
- d. limited in length, a definite time should be placed for their completion;

- e. planned in such a way that they can be completed without the help of colleagues, friends, and relatives;
- f. used or assessed soon after they have been completed.

Moreover, the homework paper should be returned no more than a day or two after they are given (Gage et al.,1984:184). Furthermore, a written work should be corrected as soon as possible after the written exercises have been completed (Brumfit,1983:57). Thus, good homework should be a part of the material given, clearly designed, limited in scope and length, individual learned, completed and corrected as soon as possible.

2.2 Structure Teaching Learning Process at MAN I Jember Cawu III in The 2000/2001 Academic Year

The structure materials chosen in this research are based on the 1994 English Curriculum for the second year students, especially for Cawu III. However, the research will focus on the use of conditional sentences and noun clauses.

2.2.1 Conditional Sentences

Murphy (1989:58) states that a conditional sentence is a complex sentence expressing a result which is expected from a condition. The condition is stated in a clause which generally begins with the word *if*, and the result is expressed in the main clause. The result which is expected can be real or unreal.

Conditional Sentences With If.

Affirmative Main Clause

Usage:

1. There are three important types of conditional sentences:
 - a. Future Conditional sentences,
 - b. Present Conditional sentences,
 - c. Past Conditional sentences

2. a). A future conditional sentence expresses that something mentioned in the if-clause will probably happen or is likely to happen in the present or in the future.
b). A present conditional sentence expresses that something mentioned in the if-clause is unreal or contrary to the fact of the present.
c). A past conditional sentence also states a contrary to the fact condition. It expresses that something mentioned in the if-clause did not occur in the past.
3. a). In the future conditional sentence, the main clause uses *will, can, must, may, to be going to, have to, expect to* plus *the first form of a verb*. The verb in the conditional clause is in the present tense.
For example: I will go if he gives me the money.
b). In the present conditional sentence, the main clause uses *would, could, might, was going to, expected to* plus *the first form of a verb*. The verb in the conditional clause is in the past tense.
For example: I would go if he gave me the money.
c). In the past conditional sentence, the main clause uses *would have, could have, might have* plus *the third form of a verb*. The verb in the conditional clause is in the past perfect tense.
For example: I would have gone if he had given me the money.
4. When the verb in the present conditional sentence is *be, were* is commonly used for all persons.
For example:
 - I might come if I were not ill.
 - You could go if she were here.
 - They would study if they were students.
5. The conditional clause can follow or precede the main clause.
For example:
 - He will come if he gets a car.
 - I would go if he gave me the book.
 - We could have invited her if she had been here.

or

- If he gets a car, he will come.
- If he gave me the book, I would go.
- If she had been here, we could have invited her.

When the conditional clause precedes the main clause, it is often separated from the main clause by a comma (,).

Interrogative Main Clause

Usage:

1. In conditional sentences only the main clause can be converted into question.
2. In a question-conditional sentence, *will, can, may, would, could* or *might* is placed before subject of the main clause. For example:

- Will you go if he gives you the money?

If the main clause has *would have, could have, might have* plus the *third form of a verb*, the subject is placed between *would, could* or *might* and *have*. For example:

- Would you have gone if he had given you the money?

3. The question words *where, when, why, what, who* or *how* can be used before *will, would, could*, etc. For examples:

- What will you do if he gives you the book?
- Where would you go if he came?

Negative Main Clause

Usage:

1. The main clause as well as the if-clause can be changed into negative.
2. The main clause can be made negative by adding *not* after *will, can, would*, etc. The contracted forms *won't, can't, wouldn't*, etc are often used instead of *will not, can not, would not*, etc. For examples:
 - I will not go if my mother does not give me the money
 - I won't go if my mother does not give me the money

2.2.2 Noun Clauses

Murphy (1989:20) states that a noun clause is the clause that does the work of a noun or pronoun phrase in a sentence. A noun clause is a dependent clause, it can not stand alone as a sentence but is a part of the sentence in which it occur, and performs one function in the sentence. It can function as:

- a. a subject
- b. an object
- c. a complement in the sentence.

a.) *Noun Clauses as Subject*

Usage:

1. The noun clauses generally begins with a wh-word/wh- + ever ever such as what, who, why whoever, etc or that.

Examples: - What happened made the boy cry
 - Why the dog barked puzzled the man
 - That something was wrong was clear

- a. The wh- word always functions as a sentence element in the noun clause, it may be the subject, object, modifier, etc, in the noun clause itself.
- b. The word that does not function as a sentence element in the noun clause. It is a clause marker whose function is to introduce the noun clause.

2. A noun clause introduced by *that* is not commonly used as subject. It is more common to use the word *it* in subject position, and the noun clause at the end of the sentence.

Example: - It was clear that the boy was unhappy

b.) *Noun Clauses as Objects*

Usage:

1. A noun clause can be used as an object in a complex sentence. It can function as a direct object or an indirect object.

For Example:

- Have you decided what you want to get?. (Noun clause as direct object)
- Let's ask who understand the game to explain it. (Noun clause as indirect object)

2. A noun clause as object is also introduced by either a *wh* or *that*.
3. The word *that* has no function in the noun clause. It only introduces the clause. In noun clauses used as objects, *that* can be omitted, especially in speaking.

Example:

- Rini explained that there would be some games during the party. (Formal)
- Rini explained there would be some games during the party. (Spoken)

4. A noun clause is frequently used as a direct object of a verb reporting, such as *say, tell, ask*, etc.

- a. The noun clause may be a direct quotation

Examples:

- Rini said, "There will be some games during the party".
- Anas asked, "What things do you want to get?"

- b. It may be an indirect quotation

Examples:

- Rini said that there would be some games during the party.
- Anas asked what things she wanted to get.

The indirect quotation is introduced by the word *that* unless the sentence it comes from begins with a *wh*-word, in which case the *wh*-word begins the noun clause.

5. A noun clause may also be used as direct object of verbs like *know, hope, think, decide*, etc.

Example: Have you decided what you want to get?

c.) *Noun Clauses as Complements*

Usage:

1. A noun clause may also be used as a predicate complement after linking verb *be*.

Example: The question is where we can buy the books

2. Noun clauses as predicate complements are introduced by the same words as other noun clauses, i.e. by *wh*-word or by *that*. The word *that* is often omitted, especially in speaking.

Example: The problem is (*that*) we do not have much money

3. A noun clause may also be used as an object complement. It qualifies the direct object.
4. Noun clauses as object complements are introduced by *what*.

Example: They considered the presents *what* they really needed

Other Uses of Noun Clauses:

1. A noun clause may be used after a preposition. The noun clause generally begins with a *wh*-word.

Example: We give a present to *whoever* wins the game

2. A noun clause may be used after a certain predicate adjective; to be happy, to be sorry, to be sure, etc. The noun clause is frequently introduced by *that*.

Example: Rini and Anas are happy *that* there will be some games during the party

2.3 Structure Achievement

In the previous chapter it has been explained that structure achievement means the level or amount of learning English structure that the students have already acquired during their study. The level of their achievement in learning English structure can be measured by using a test.

Structure is a grammar of language (Clark et al.,1976:8). Furthermore, grammar is a set of formal patterns in which the words of a language are arranged in order to convey larger meaning (Norton, 1985:191). Moreover, Lado says that a person knows how to use a language when he can use its structure accurately for communication at will, with attention focused on the content recalling automatically the units and patterns as needed (1979:34). Based on the opinion, it can be said that in making generalization, the meaning of terms should be known. If the terms have been known and they are structured grammatically, the meaning can be conveyed. It provides that learning the structure of language is important, so that in teaching learning process the structure subject can not be neglected.

In addition, Paulston (1976:1) says that grammar permeates all language skills and the objective of teaching grammar is the oral use of the target language

for communicative purpose. Supporting this idea, Rybowski (1986:24) states that a student must know for certain that he speaks correct and good English. Once he is sure of his structure, he will use them willingly and unhesitatingly. His language will become disciplined. It can be concluded that learning structure has an important role in learning a language because it is the foundation to make communication confidently.

After getting the structure materials, students will have a test which describes their ability in structure and the result of the test will be considered as the students' structure achievement. So, the effort of the students to their structure ability in the form of structure test score is what the research meant by the structure achievement.

2.4 The Effect of Giving Homework on The Students' Structure Achievement

Ausubel (1968:284) says that giving homework can influence the students' achievement as giving homework can make the students do them which is regarded as a kind of learning activity.

In relation to the idea, Anderson (1984:73) states that homework is usually given for some purposes, such as preparation for forthcoming lesson, practice of previously taught skills or development of good habits. Following the ideas, it can be concluded that giving homework enables the students to get better skills or development of their study, especially on structure. As we know that most students still think that structure is a difficult subject in learning English, therefore, certain homework hopefully can help them learn structure effectively.

Furthermore, Davies says that early homework provides students with an early opportunity to practice error after instruction (1978:331). Dealing with this, the researcher gives the stimuli by giving homework on structure and the students will respond by doing the homework. So, homework should be given as soon as possible after they got the instruction in class, then they will be able to have opportunity to practice at home.

The errors should be corrected in the previous learning, so they will not find the same errors in the following learning. Gage et al. (1984:751) say that the

errors in marking systems need to be reduced and the students need to see the marks given as the representative of actual achievement. It means that their grade will be better after knowing the previous errors that have been corrected through homework. In other words, by giving the homework as an opportunity to practice will enable to reduce students' errors, so they will gain better achievement.

Based on the descriptions above, it can be rephrased that giving homework is very important to bear in the teaching of structure since it can give positive effect to the students' achievement.

2.5 Hypothesis

Following the ideas and the literature review above, the alternative hypothesis of this research is formulated as follows:

“There is a significant effect of giving homework on structure achievement of the second year students of MAN I Jember in the 2000/2001 academic year”.

III. RESEARCH METHODS

3.1 Research Design

The design of this research was quasi experimental. This means that it was unlike the true experimental, this research design could not completely control or manipulate the control group of the extraneous variables, during the treatment, especially when the students in the group were out of the school routines (Selinger and Shohamy, 1989:148-149). These extraneous variables could be, for example the students' motivation, the students' IQ, the environment, etc. Cluster Random Sampling was used to take the samples of the research because it was appropriate to use and it was feasible to select a group of individuals from a defined population (Borg and Gall, 1983:249). Two classes of eight classes were selected randomly, in which one class was treated as the experimental group and the other as the control group. The experimental group was given treatment, that is, giving the structure homework. However, the control group was not given structure homework. Post-test was assigned to both the experimental and control groups to find out the mean difference. To have a clear picture of the design, the following chart is presented.

Groups	Treatment	Post-test
Experimental Group	X	T2e
Control Group		T2c

Notes:

X : Treatment

T2e: Post-test of the experimental group

T2c: Post-test of the control group

(Adapted from Suryabrata, 1988:49)

The procedures of this research design were as follows:

- a. Giving structure test to eight classes. Determining two classes as the subjects (samples) randomly after knowing the population homogeneity; one class as the experimental group (E) and the other class as the control group (C).
- b. Giving the treatment (X) to the experimental group by giving homework about structure materials, whereas the control group was not given homework about structure materials.
- c. Giving post-test to the experimental group and the control group after the treatment.
- d. Measuring and comparing the mean results of the structure achievement of both groups.
- e. Applying t-test formula to know whether the mean difference was significant or not.

3.2 Area Determination Method

Actually, there is no absolute rule about determining the area to be taken as the research area. However, determining a research area is an important step for conducting a research. In order that the research can be conducted effectively and to avoid unexpected difficulty, an appropriate area that becomes the research area must be considered.

In this research, MAN I Jember was chosen as the research area by using purposive method. The selection was due to the fact that it was possible to conduct the research in the school. That is, it was quite possible to get permission to conduct the research there, and the data needed could be gained as well.

3.3 Respondent Determination Method

A respondent is one who responses or answers the questions given by the researcher either in written or oral questions. The purpose of respondent determination method is to determine the subjects that will be examined in a research (Arikunto,1986:120). The respondents of this research were the second year students of MAN I Jember in the 2000/2001 academic year which consisted

of more than 100 students. The subjects can be taken between 10% to 15% or 20% to 25% or more of the population as the sample if the number of the subjects is more than 100 (Arikunto,1986:120). On the basis of the theory, this research took two of eight classes by using Cluster Random Sampling. The first class was determined as the experimental class, and the second one was determined as the control class. They were taken after the eight classes were known homogeneous.

3.4 Data Collection Methods

Data collection methods are systematic and standardized procedures of getting the data needed. Data must be collected by using appropriate methods. Data are used to prove hypothesis. Arikunto says that collecting data is difficult. If the data obtained are not valid and reliable, the conclusion of the research is not valid either. Therefore, data must be collected by using an appropriate method (1986:18-19).

The data needed for this research were primary and secondary data. The primary data were scores of students' structure achievement either with homework treatment or without homework. The secondary data deal with the school condition, the names of respondent, the information from the English teachers about the English teaching learning process, the curriculum, and the methods applied. To gain those data, there were four data collection methods applied: test, observation, interview, and documentation. The following section will discuss the four data collection methods.

3.4.1 Test

In this research, structure test was used to get the primary data. The data were shown in the form of the students' structure test scores. The test was given after the students got all the treatments. Arikunto (1986:123) says that test is a set of questions or exercises or other instruments used to measure the skill, knowledge, intelligence, or attitude of an individual or group of individuals. In addition, Arikunto (1986: 224) states that there are two kinds of test, standardized and teacher made test. Standardized test is a test which has been proved its

effectiveness through repeatedly trying-out and revision. While a teacher made test is a test created by a teacher to measure the degree of the students' understanding about certain materials given. A teacher made test was administered to the respondents (the experimental and the control classes) as post-test. This test was constructed based on the 1994 English Curriculum.

According to Gronlund (1985:18) based on the scoring procedures test can be divided into objective and subjective tests. In the objective test; the correctness of the test taker's response is determined entirely by predetermined criteria so that no judgement is required on the part of scores. Whereas in the subjective test; the scorers must make a judgement about the correctness of the response based on one's subjective interpretation of the scoring criteria. In this research, the researcher used objective test in the form of multiple choice test as it was easy to score and the score were perfectly reliable. Besides, the scoring can be done rapidly.

Dealing with the test, there are two requirements of a good test, namely validity and reliability. The valid test measures what is intended to measure and the reliable test can give consistency result of the test. This research concentrates on content validity since the research objective is to measure the students' achievement on the materials given. Supporting this idea, Hughes (1994:22) says that a test is said to have content validity if its content constitutes a representative sample of the language skill which is to be measured.

In relation to the reliability, Hughes (1994:29) defines that reliability refers to the test result consistency. Further, a valid test must provide consistency accurate measurement (Hughes,1994:42). It means the valid test must be reliable. Based on the idea, the reliability of the test was not established because it had been valid. In line with the idea, Joni (1986:38) states that when the test is valid, it is usually reliable. However, when the test is reliable it is not always valid.

Dealing with the test items, the test consisted of 40 items, which covered the use of conditional sentences (20 items) and noun clauses (20 items). In relation to the scoring, the total scores of the items is 100, in which the point of the score is 2,5 for each item. This test was administered for 90 minutes.

3.4.2 Observation Method

Observation is a systematic viewing with the consideration of seen phenomena. The consideration must be given to the larger unit of activity in which the specific observed phenomena occur (Young,1982:161). In this research, observation was used to determine the researcher's direction towards the facts being observed.

To collect the secondary data, direct observation was used in which the researcher observed the subjects directly. It was intended to observe the English teaching learning process in the class and the school condition.

3.4.3 Interview Method

Interview is a conversation between the interviewer and the interviewee with certain purpose (Moleong,1994:135). In this research, interview was used to get the supplementary data dealing with the teaching of structure of the second year students of MAN I Jember. The interview was conducted with the English teacher.

According to Arikunto (1986:145) interview is classified into three kinds, they are as follows:

- a. Unstructured interview is an interview in which the interviewer carries out the interview freely without systematic plan of questions.
- b. Structured interview is an interview in which the interviewer carries out the interview by using a set of questions arranged in advance.
- c. Semi-structured interview is an interview in which the interviewer uses a set of questions and the questions can be developed to obtain further specific information.

In this research, semi-structured interview was applied with the reason that it was more suitable in getting the data needed. Furthermore, the interviewee was the English teacher of the second year at MAN I Jember, and the data taken were the teacher's method, the teaching aids, and the books used in the teaching English especially structure.

3.4.4 Documentation

Documents are written materials which have already existed before the research is conducted (Moleong,1994:161). Documents can be in the forms of records, transcripts, books, newspapers, and magazines. In this research, documents were used to obtain the secondary data about the personnel of MAN I Jember and the list of students' names.

3.5 Data Analysis Method

The primary data in the form of the students' scores of structure were analyzed statistically by using the following t-test formula:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

(Slavin,1992:157)

Notes :

X_1 = Mean of group 1

X_2 = Mean of group 2

S_1^2 = Variance of group 1

S_2^2 = Variance of group 2

N_1 = Number of scores of group 1

N_2 = Number of scores of group 2

After examining the test, the result of the test was consulted to the level of significance 5%. This is based on Hadi (1989:443) who defines that the social science uses the significance level of 5% for establishing the value of t-test result.

IV. RESEARCH RESULTS AND DISCUSSION

4.1 Research Results

The research results cover the following points: result of test, result of observation, result of interview, and result of documentation.

4.1.1 Result of Tests

- a. Result of Structure Test
- b. Result of Structure Post-test

a.) Result of Structure Test

The population of this research is the second year students of MAN I Jember, consisting of 352 students. It was divided into eight classes, II-A to II-H. This research needed two classes as sample. Then two classes were divided into experimental and control groups. In determining the classes as experimental and control groups, the basic considerations taken were:

- the two groups had nearly the same degree of ability in English;
- the two groups had the same situation in learning English;
- the two groups had the same time allocation of learning English;
- the two groups had the same material in learning English.

To know the homogeneous level of the populations, structure test scores was used as the basis. The scores were analyzed by applying ANOVA formula. They are presented as the following table 1:

Table 1. The Analysis of Structure-test Scores of The Second Year Students of MAN I Jember

No	Classes							
	II-A	II-B	II-C	II-D	II-E	II-F	II-G	II-H
	X ₁	X ₂	X ₃	X ₄	X ₅	X ₆	X ₇	X ₈
1.	65	52.5	62.5	62.5	62.5	57.5	60	65
2.	60	62.5	50	65	67.5	57.5	60	40
3.	60	55	65	65	62.5	60	60	60
4.	60	62.5	60	65	60	65	67.5	50
5.	65	60	50	65	60	52.5	65	60
6.	60	62.5	60	70	65	60	60	50

7.	60	62.5	65	70	60	60	62.5	47.5
8.	60	62.5	60	60	65	67.5	60	55
9.	65	57.5	65	67.5	65	57.5	60	60
10.	65	60	60	72.5	62.5	67.5	60	62,5
11.	55	65	60	70	60	50	60	67,5
12.	62.5	52.5	65	72.5	62.5	67.5	62.5	62,5
13.	65	62.5	62.5	67.5	67.5	57.5	65	50
14.	60	62.5	65	70	65	60	60	65
15.	65	67.5	62.5	70	62.5	55	67.5	57,5
16.	57.5	60	65	67.5	62.5	60	62.5	60
17.	60	57.5	67.5	67.5	65	57.5	62.5	50
18.	60	52.5	60	65	60	62.5	60	62,5
19.	65	65	60	60	67.5	60	60	67,5
20.	52.5	62.5	60	60	60	57.5	60	67,5
21.	62.5	62.5	60	67.5	60	50	60	67,5
22.	52.5	62.5	65	65	60	65	67.5	50
23.	62.5	57.5	60	62.5	60	57.5	67.5	67,5
24.	50	60	60	67.5	60	60	62.5	60
25.	62.5	65	65	65	62.5	57.5	67.5	50
26.	60	67.5	57.5	67.5	67.5	55	60	37,5
27.	60	60	60	65	62.5	55	65	60
28.	62.5	67.5	60	65	65	52.5	65	62.5
29.	57.5	67.5	60	65	60	62.5	60	52,5
30.	62.5	57.5	67.5	65	67.5	50	60	65
31.	62.5	67.5	60	67.5	62.5	65	57.5	67,5
32.	52.5	60	57.5	65	60	60	65	67,5
33.	60	65	75	62.5	67.5	60	62.5	57,5
34.	60	62.5	67.5	62.5	62.5	67.5	57.5	65
35.	60	62.5	60	67.5	60	57.5	67.5	65
36.	50	62.5	60	62.5	60	62.5	57.5	65
37.	70	62.5	65	62.5	62.5	65	57.5	65
38.	55	52.5	57.5	70	62.5	67.5	52.5	57,5
39.	65	60	65	65	65	67.5	57.5	65
40.	57.5	55	65	72.5	62.5	50	55	62,5
41.	65	55	57.5	75	60	62.5	60	65
42.	65		62.5	60	65	57.5	55	65
43.	55		57.5	67,5	65	65		65
44.			62.5	67.5	57.5	67.5		72,5
45.				65	57.5	62.5		47,5
46.					50	65		
	M= 60.29	M= 60.92	M=61.80	M=61.55	M=62.12	M=60.23	M=61.31	M=60.88

Table 2. ANOVA; Single Factor

Summary				
Groups	Count	Sum	Average	Variance
Column 1	43	2592.5	60.29	157156.3
Column 2	41	2497.5	60.91	152893.8
Column 3	44	2719.25	61.80	168031.3
Column 4	45	2770	61.56	19725
Column 5	46	2857.5	62.12	179256.3
Column 6	46	2770	60.22	166825
Column 7	42	2575	61.31	158437.5
Column 8	45	2740	60.89	161825

Notes:

Count : Number of the students

Sum : Total scores

Average : Mean of the groups

Variance : Total square of the groups

Table 3. Result of ANOVA

Source of variation	SS	df	MS	F	P-Value	F crit
Between groups	25831.47	7	21.06	0.282079	0.005	2.24648
Within groups	147.41	344	74.66			
Total	25684.06	351				

To prove whether the computation result was significant or not, it was consulted to the F-table and the level of significance 5%.

Based on the result of computation above, the value of the FO (the result of ANOVA) was 0.282079 and the value of the F-table with the significance level 5% was 2.24648. It shows that the results of computation above value of F-computation was lower than that of the critical value.

It means that there is no difference ability especially on English subject among the groups or classes. In other words, the second year students of MAN I Jember are homogeneous. That is why two classes were taken as the respondents randomly. Then, one class was determined as the experimental (II-D) and the other class as a control group (II-C) by lottery.

b.) Result of Structure Post-test

The data analysis using t-test formula is intended to know whether or not there is an effect of giving homework on structure achievement of the second year students of MAN I Jember in the 2000/2001 academic year. The data needed are the data of the respondents' structure post-test scores. The results of structure post-test are presented in the table below:

Table 4. The Tabulation of the Structure Post-test Scores of the Experimental and the Control Groups

NO	TOTAL SCORE OF EXPERIMENTAL GROUP		TOTAL SCORE OF CONTROL GROUP	
	Xa	Xa ²	Xb	Xb ²
1.	2	3	4	5
1.	72.5	5256.25	62.5	3906.25
2.	75	5625	82.5	6806.25
3.	70	4900	65	4225
4.	85	7225	72.5	5256.25
5.	85	7225	70	4900
6.	70	4900	82.5	6806.25
7.	80	6400	82.5	6806.25
8.	80	6400	72.5	5256.25
9.	87.5	7656.25	67.5	4556.25
10.	82.5	6806.25	80	6400
11.	70	4900	85	7225
12.	82.5	6806.25	52.5	2756.25
13.	87.5	7656.25	72.5	5256.25
14.	70	4900	72.5	5256.25
15.	80	6400	77.5	6006.25
16.	77.5	6006.25	80	6400
17.	87.5	7656.25	67.5	4556.25
18.	85	7225	52.5	2756.25
19.	75	5625	85	7225
20.	80	6400	82.5	6806.25
21.	77.5	6006.25	72.5	5256.25
22.	85	7225	72.5	5256.25
23.	82.5	6806.25	57.5	3306.25
24.	77.5	6006.25	80	6400
25.	85	7225	65	4225
26.	57.5	3306.25	77.5	6006.25
27.	75	5625	80	6400
28.	75	5625	77.5	6006.25
29.	85	7225	77.5	6006.25

30.	75	5625	57.5	3306.25
31.	87.5	7656.25	77.5	6006.25
32.	85	7225	70	4900
33.	82.5	6806.25	75	5625
34.	72.5	5256.25	72.5	5256.25
35.	77.5	6006.25	72.5	5256.25
36.	82.5	6806.25	82.5	6806.25
37.	82.5	6806.25	72.5	5256.25
38.	80	6400	52.5	2756.25
39.	85	7225	70	4900
40.	82.5	6806.25	55	3025
41.	85	7225	65	4225
42.	75	5625	70	4900
43.	87.5	7656.25	60	3600
44.	67.5	4556.25	70	4900
45.	90	8100		
	$\Sigma = 3580$	$\Sigma = 285250$	$\Sigma = 3147.5$	$\Sigma = 231743.75$

$$\Sigma X_1 = 3580$$

$$N_1 = 45$$

$$X_1 = 79.33$$

$$\Sigma X_1^2 = 285250$$

$$\Sigma X_2 = 3147.5$$

$$N_2 = 44$$

$$X_2 = 71.53$$

$$\Sigma X_2^2 = 231743.75$$

$$S_1^2 = \frac{\Sigma X_1^2 - \frac{(\Sigma X_1)^2}{N_1}}{N_1 - 1}$$

$$= \frac{285250 - \frac{(3580)^2}{45}}{45 - 1}$$

$$= \frac{285250 - 283220}{44}$$

$$= \frac{2030}{44}$$

$$= 46.14$$

$$S_2^2 = \frac{\Sigma X_2^2 - \frac{(\Sigma X_2)^2}{N_2}}{N_2 - 1}$$

$$= \frac{231743.75 - \frac{(3147.5)^2}{44}}{44 - 1}$$

$$= \frac{231743.75 - 225153.55}{43}$$

$$= \frac{6590.2}{43}$$

$$= 153.26$$

From the computation above, it is known that the mean of the Experimental group is higher than that of the Control group ($79.33 > 71.53$).

The statistical computation used for testing the hypothesis is t-test. The formula is as follows:

$$\begin{aligned}
 t &= \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}} \\
 &= \frac{79.55 - 71.53}{\sqrt{\frac{46.14}{45} + \frac{153.26}{44}}} \\
 &= \frac{8.02}{\sqrt{1.03 + 3.48}} \\
 &= \frac{8.02}{\sqrt{4.51}} \\
 &= \frac{8.02}{2.12} \\
 &= 3.783
 \end{aligned}$$

The final computation of the result shows that the statistical value of the t-test is 3.783, meanwhile, the critical value of t-test with the significance level of 5% and degree of freedom 87 is 1.980. It is proved that the null hypothesis (H_0) which is formulated: "There is no significant effect of giving homework on structure achievement of the second year students of MAN I Jember in the 2000/2001 academic year" is rejected, so that the alternative hypothesis (H_a) which is formulated: "There is a significant effect of giving homework on structure achievement of the second year students of MAN I Jember in the 2000/2001 academic year" is accepted. The statistical value of t-test is higher than that of the t-table ($3.783 > 1.980$), it means that giving homework significantly affects the students' structure achievement. In other words, there is a significant effect of giving homework on structure achievement of the second year students of MAN I Jember in the 2000/2001 academic year.

4.1.2 Result of Observation

Observation is a method of obtaining data by viewing on the phenomena that will be observed. The results of observation were in the form of data about the physical and non-physical school condition and the English teaching learning process, especially structure.

On the first of January 1976, MAN I Jember was built and administered by IAIN Sunan Ampel Jember. Formerly, the school was well known by the name of SP IAIN (Sekolah Persiapan IAIN). It was located in the center of Jember city, to be precise 50 meters along the south of Johar Plaza now. By the year of 1978, this school was officially changed into MAN I Jember.

MAN I Jember is located at Jalan Imam Bonjol 54 Jember. This school has a language laboratory that supports the English teaching learning process. Many English books are also available in the school library to help students who want to improve their English. In addition, this school has 30 computers and a science laboratory.

There are 36 classes in MAN I Jember, the first year and the third year have 14 classes and the second year has 8 classes. The first year and the third year have 630 students and the second year has 352 students. The third year students are distributed into three programs: one class for the language program, six classes for the social program and seven classes for the science program. However, the first and second year students are in the general program. MAN I Jember also offers extra lessons to the students such as automotive, electronics, sewing, computer and agriculture.

The condition of MAN I Jember is good and the facilities are complete enough so that the students are able to study well. The English teacher applies Meaning Based Approach in teaching structure, the materials given to the students are carefully chosen based on the 1994 English Curriculum. The teaching of structure was linked to the reading and writing skills. The teacher's aims were to explain the materials of structure about conditional sentences and noun clauses implicitly through reading texts, and applied the structure through the writing skill.

4.1.3 Result of Interview

The interview was conducted on April 26th, 2001 at MAN I Jember, and this was done in informal situation with the second year teacher at school. Actually there are 8 English teachers at the school but only 1 teacher teaching the second year who was interviewed as the research investigated the students' structure achievement of the second year level. Besides, she has had an experience in teaching English in that level for more than 5 years, so she is familiar with the students' problem in English, especially on structure.

The teaching learning process of the second year students of MAN I Jember is based on the 1994 English Curriculum. The compulsory book used for the second year students is English for the Senior High School written by Ali Saukah and Arwijati Wahyudi. Then, LKS (Lembar Kerja Siswa) is Kilas (Kiat Belajar Sukses) written by S. Surati used as the supplementary one.

Further the English teacher informed that Meaning Based Approach was applied in the English teaching learning process, in which the four English skills: reading, listening, speaking, and writing are taught integratively. The process of the teaching learning of English, especially in teaching structure was linked to the reading skill. Besides the teacher said that structure was taught implicitly through reading texts. Teacher often gives structure homework to the students and teacher evaluates structure homework by discussing the homework at the beginning of English lesson.

4.1.4 Result of Documentation

In this research, documents were used to obtain the secondary data about the personnel of MAN I Jember and the list of students' names (the names of respondents).

The personnel of MAN I Jember namely the headmaster, teachers, administration staff, guidance and counseling staff contribute to the completeness of information and the success of the research. The detailed information can be seen on Appendix 12.

The respondents of this research were II-D as the Experimental group and II-C as the Control group. While the names of respondents can be seen on Appendix 13.

4.2 Discussion and Interpretation

Based on the result of tests, the statistical computation value of t is higher than that of t value. It means that the result of the statistical computation of the t -test supports the working hypothesis of the research which says that there is a significant effect of giving homework on structure achievement of the second year students of MAN I Jember in the 2000/2001 academic year. It also means that the results of the statistical computation of the t -test support the theory which says that giving homework should be done regularly in order to increase students' proper achievement. As a result, students' experience in learning can be more integrated. Students learn more actively by doing homework, feel motivated to advance better achievement, enrich initiative and encourage their responsibility (Roestiyah, 1989:13). Besides, Anderson (1984:72) says that homework gives the students opportunities to practice what have been taught, as well as gives teachers opportunities to determine how well students have learned and help the students to develop proper work habits and to value academic work. There were some research results that support the theory which says that homework gives better achievement. A research conducted by Sulatifah on "The Effect of Giving Homework on Writing Achievement of The First Year Students of MAN II Jember in The 1995/1996 Academic Year" and that by Sumartini on "The Effect of Giving Homework on Writing Achievement of The Second Year Students of SMUN I Tapen Bondowoso in The 1995/1996 Academic Year" found out that homework gave positive effect on writing achievement.



V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of the tests that have been discussed and interpreted, it was found that t -empiric is 3.783 and t -critic value is 1.980. So, the t -empiric is higher than t -critic. The degree of freedom is 87 on significance level 5%. Finally, the researcher comes to the conclusion that there is a significant effect of giving homework on structure achievement of the second year students of MAN I Jember in the 2000/2001 academic year. It means that giving homework regularly to students will increase their structure score.

5.2 Suggestion

Since the result of this research will be used as a consideration to improve the English teaching learning process, suggestion about giving homework on structure achievement is made for the teacher, students, and other researchers.

5.2.1 For the English Teacher

In order to develop the students' structure achievement, it is better for the English teacher to give homework after giving a certain topic. This is because giving homework will help the students to increase their structure achievement.

5.2.2 For the Students

By getting homework about structure, the researcher suggests the students to develop their structure by doing homework given seriously and properly because by doing homework they will increase their structure mastery.

5.2.3 For Other Researchers

Other researchers can use this research result as consideration to conduct further researches in different language skill such as in writing, reading or

listening or to conduct an action research on how to improve students' structure achievement through intensive homework.



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Research Matrix

<p>work of the MAN I ar</p>	<p>Problem Is there any significant effect of giving homework on structure achievement of the second year students of MAN I Jember in the 2000/2001 academic year?</p>	<p>Variables 1. Independent Variable : - Giving Homework 2. Dependent Variable : - Structure Achievement</p>	<p>Indicators Homework on - Conditional Sentences - Noun Clauses Scores of Structure Test on: - Conditional Sentences - Noun Clauses</p>	<p>Data resources 1. Respondents : The second year students of MAN I Jember 2. Informant: - The English Teacher 3. Documents</p>	<p>Research Method 1. Research design: Quasi Experimental with Post-test only control group design 2. Area Determination Method: Purposive 3. Respondent Determination Method : Cluster Random Sampling 4. Data Collection Methods: - Test - Observation - Documentation - Interview 5. Data Analysis Method: t - test</p> $t = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$ <p>(Slavin, 1992:157) Where : X₁ = Mean of Group 1 X₂ = Mean of Group 2 S₁² = Variance of Group 1 S₂² = Variance of Group 2 N₁ = Number of Scores of Group 1 N₂ = Number of Scores of Group 2 Degree of freedom db = (na + nb) - 2</p>	<p>Hypothesis There is a significant effect of giving homework on structure achievement of the second year students of MAN I Jember in the 2000/2001 academic year.</p>
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Appendix 2

INSTRUMENT TEST

STRUCTURE TEST

Time: 90 minutes

Decide the underline sentences as that clause, wh-clause, if-clause or adjective clause by crossing a, b, c, or d!

1. I do not understand why Tom is absent today.
 - a. that-clause
 - b. wh-clause
 - c. if-clause
 - d. adjective clause
2. I wonder if Alice went to Chicago.
 - a. that-clause
 - b. wh-clause
 - c. if-clause
 - d. adjective clause
3. I do not know if Shinta is at home.
 - a. that-clause
 - b. wh-clause
 - c. if-clause
 - d. adjective clause
4. He wants to know how I speak English.
 - a. that-clause
 - b. wh-clause
 - c. if-clause
 - d. adjective clause
5. I do not know where she lives.
 - a. that-clause
 - b. wh-clause
 - c. if-clause
 - d. adjective clause
6. I think that English is very important.
 - a. that-clause
 - b. wh-clause
 - c. if-clause
 - d. adjective clause
7. Mary realizes that she should study hard.
 - a. that-clause
 - b. wh-clause
 - c. if-clause
 - d. adjective clause
8. Please, tell me what she said.
 - a. that-clause
 - b. wh-clause
 - c. if-clause
 - d. adjective clause

9. Do you know if there is the bus stop here?
- a. that-clause
 - b. wh-clause
 - c. if-clause
 - d. adjective clause

10. I do not know if my parents visit me.
- a. that-clause
 - b. wh-clause
 - c. if-clause
 - d. adjective clause

11. I hope that you will come to my house.
- a. that-clause
 - b. wh-clause
 - c. if-clause
 - d. adjective clause

12. Sandy does not know where Gunawan is from.
- a. that-clause
 - b. wh-clause
 - c. if-clause
 - d. adjective clause

13. I believe that you will pass your examination.
- a. that-clause
 - b. wh-clause
 - c. if-clause
 - d. adjective clause

14. I want to know how long you will be there.
- a. that-clause
 - b. wh-clause
 - c. if-clause
 - d. adjective clause

15. I hope that you come to my party.
- a. that-clause
 - b. wh-clause
 - c. if-clause
 - d. adjective clause

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

16. I don't know
- a. when I will take a holiday
 - b. when will I take a holiday
 - c. when a holiday I will take
 - d. when a holiday will I take
 - e. when I would take a holiday

17. Which of these sentences is right?
- a. I couldn't hear what does he said
 - b. I don't know who those men are
 - c. Do you know whom do they arrive?
 - d. I don't know where does she lives

- c. If he work hard enough
26. "Your drawing was very good".
"I could have done better if I more time".
- a. Will have had c. had e. have had
b. Would have d. had had
27. "I would travel around the world if I were rich".
It means:
- a. I wouldn't travel around the world because I was not rich.
b. I am not rich so I am not going to travel around the world.
c. Although I am not rich, I am going to travel around the world.
d. Because I am going to travel around the world
e. I am not rich, but I am going to travel around the world.
28. I would not accept that job if the manager it to me.
- a. Would offer c. offered e. has been offered
b. Offers d. has offered
29. Which sentence is right?
- a. If Mr. Smith calls me, I would explain everything to him.
b. I will explain everything to him if Mr. Smith calls me.
c. If Mr. Smith called me, I would have explained everything to him.
d. If Mr. Smith has called me, I would have explained everything to him.
e. I would explain everything to him if Mr. Smith had called me.
30. If he prepared his lesson, he examination.
- a. passed c. would have passed e. had passed
b. would be passed d. would pass
31. I Very happy if someone gave me a birthday card.
- a. will be c. had been e. have been
b. were d. would be
32. If she had spare time, she would join us. It means
- a. she didn't have spare time d. she doesn't have spare time
b. she has spare time e. she didn't join us
c. she join us

33. What would you do if you were a millionaire?

“..... a trip around the world”.

- a. I will take
- b. I would have taken
- c. I would take
- d. I took
- e. me took

34. If I were you, I wouldn't do that.

This sentence means:

- a. I like you
- b. I didn't do that because I weren't you
- c. I am not you, so I won't do that
- d. I wouldn't do that because I liked you
- e. You like me and so do I

35. Father will surely get wet today if he his umbrella.

- a. didn't take
- b. doesn't take
- c. hadn't taken
- d. takes
- e. took

36. We would have bought that house if the price a little lower.

- a. being
- b. is being
- c. be
- d. had been
- e. has been

37. If I got up early, I should not have come to school.

It means:

- a. I didn't sleep
- b. I didn't get up late
- c. I got up early
- d. I got up late
- e. I came to school on time

38. Find the correct sentence!

- a. Mr. John would forgive the boy if he is you
- b. Mr. John would forgive the boy if he was you
- c. Mr. John would forgive the boy if he were you
- d. If he be you, Mr. John will forgive the boy
- e. If he had been you, Mr. John would forgive the boy

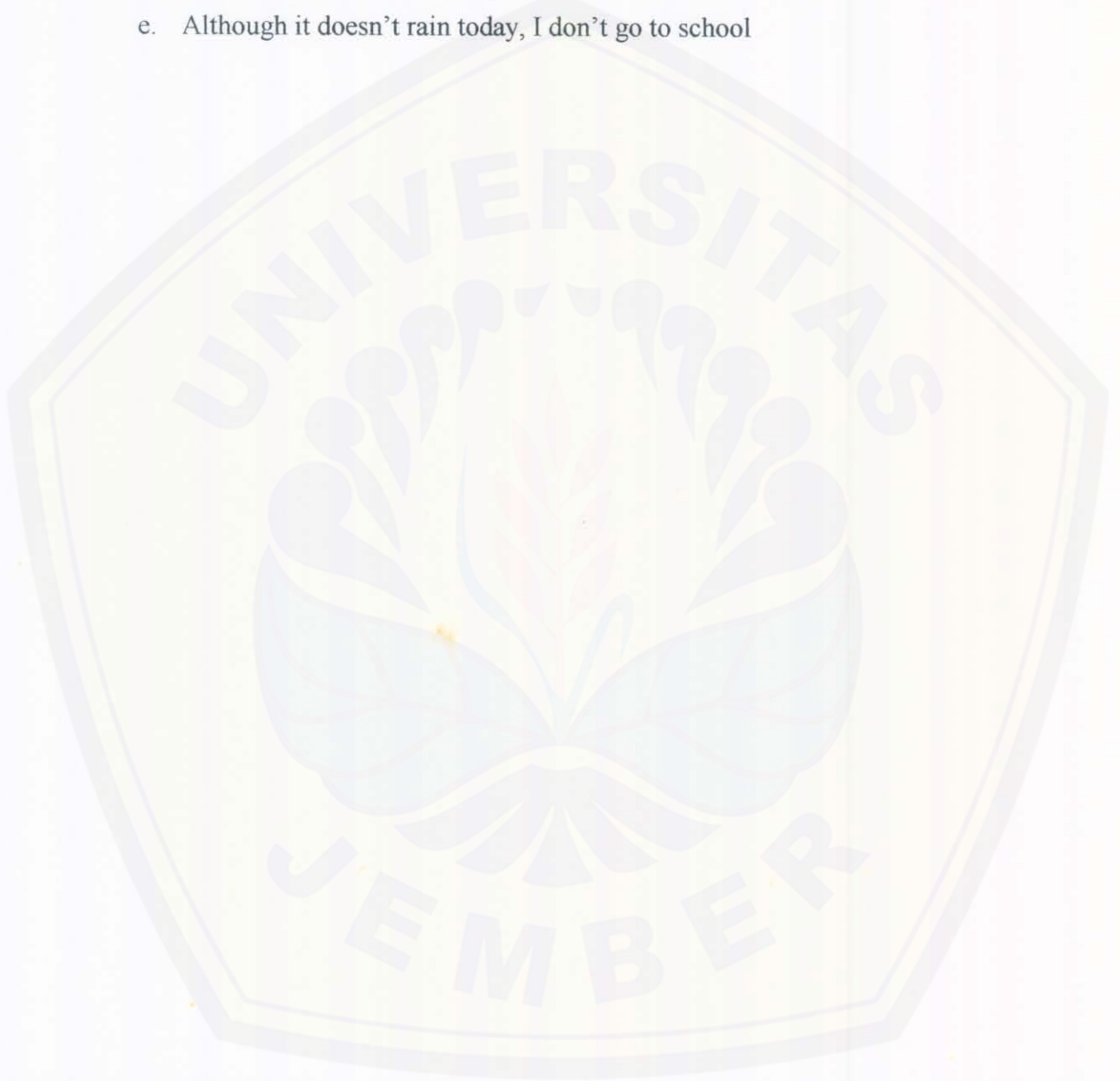
39. If you didn't come there, you into trouble.

- a. will not get
- b. wouldn't get
- c. wouldn't have got
- d. would have never got
- e. would get

40. If it rained today, I would not go to school.

This means:

- a. It rains today, but I go to school
- b. It rains today, that is why I don't go to school
- c. Yesterday it didn't rain and I went to school
- d. It doesn't rain today, and I go to school
- e. Although it doesn't rain today, I don't go to school



Appendix 3

**Answer Key
Structure-test**

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

Appendix 4

LESSON PLAN I

Subject : English

Theme : International Relation

Sub-theme : ASEAN

Skill : Speaking

Language Element : Structure

Language Focus : Talking about situations that could or could not happen (Conditional Sentences)

Class/Level : II/Cawu III MAN

Time : 2 . 45'

I. General Instructional Objective

By mastering 500 new vocabularies in the level of vocabulary about 1500 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.

II. Specific Instructional Objectives

1. The students are able to answer the questions concerning with the dialogue about "ASEAN".
2. The students are able to find the usage of conditional sentences from the dialogue.
3. The students are able to make sentences on the use of conditional sentences.
4. The students are able to make a short dialogue on the use of conditional sentences.

III. Material Description

- a. Dialogue
- b. How to use conditional sentences

IV. Teaching Learning Activity

a. Approach/Methods: Communicative Approach and Meaning Based

b. Procedures:

Time	Control	Experiment	Time
10'	<p style="text-align: center;">Introduction</p> <ul style="list-style-type: none"> - Greeting - Showing some pictures about "Conditional Sentences" - Asking leading questions - Telling the class about the material that will be discussed 	<p style="text-align: center;">Introduction</p> <ul style="list-style-type: none"> - Greeting - Showing some pictures about "Conditional Sentences" - Asking leading questions - Telling the class about the material that will be discussed 	10'
50'	<p style="text-align: center;">Main Activity</p> <ul style="list-style-type: none"> - Asking students to read dialogue about "ASEAN" - Explaining about "Conditional Sentences" - Asking students to mention "Conditional Sentences" from the dialogue - Asking students to make sentences on the use of "Conditional Sentences" 	<p style="text-align: center;">Main Activity</p> <ul style="list-style-type: none"> - Asking students to read dialogue about "ASEAN" - Explaining about "Conditional Sentences" - Asking students to mention "Conditional Sentences" from the dialogue - Asking students to make sentences on the use of "Conditional Sentences" - Giving homework about the usage of "Conditional Sentences" 	50'

30'	Closing <ul style="list-style-type: none">- Asking the students to make a short dialogue about "Conditional Sentences" in pairs and practice it in front of the class- Summarizing the material	Closing <ul style="list-style-type: none">- Asking the students to make a short dialogue about "Conditional Sentences" in pairs and practice it in front of the class- Summarizing the material	30'
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V. Source and Media of Teaching

- a. Media : Picture
- b. Source :
 1. GBPP SLTA/MAN 1994
 2. Tuntas Bahasa Inggris dengan penyempurnaan dan penyesuaian kurikulum 1994 (Suplemen GBPP) Graha Pustaka Jakarta
 3. Communicative English for SMU 2 Grafindo Media Pratama

VI. Evaluation

- a. Written Test
- b. Oral Test

Appendix 5

Worksheet 1

Task 1

Read this dialogue carefully!

Heru : What are you doing, Andy? If you are not busy, I will ask you about something.

Andy : I am reading a newspaper. What do you want to ask?

Heru : I have homework about ASEAN. If I had known about it, I would have done by myself.

Andy : O.K! I will try to help you if I know the answer.

Heru : Do you know what countries formed ASEAN?

Andy : Yes, I do. They are Indonesia, Malaysia, Philippines, Singapore and Thailand.

Heru : I would be happy if you explained about the member of ASEAN now.

Andy : The member of ASEAN has doubled now. Vietnam joined in July 1995, Burma and Laos in July 1998 and Cambodia in April 1999.

Heru : What are the aims of ASEAN?

Andy : The aim of the ASEAN is to have a close co-operation among the member countries on an equal basis. This would bring mutual benefits and stimulate solidarity which will promote peace stability and prosperity. ASEAN also aims at maintaining external relations with similar aims; we have ASEAN- Australia economic co-operation, ASEAN-US economic co-operation, etc.

Heru : Thank you very much, Andy. You are very clever and diligent to read newspaper, so you know about everything. If I were you, I would know about everything.

Andy : You would have known about everything if you had read newspaper. Just do it, O.K!

Heru : O.K!

Task II

Answer these questions based on the dialogue!

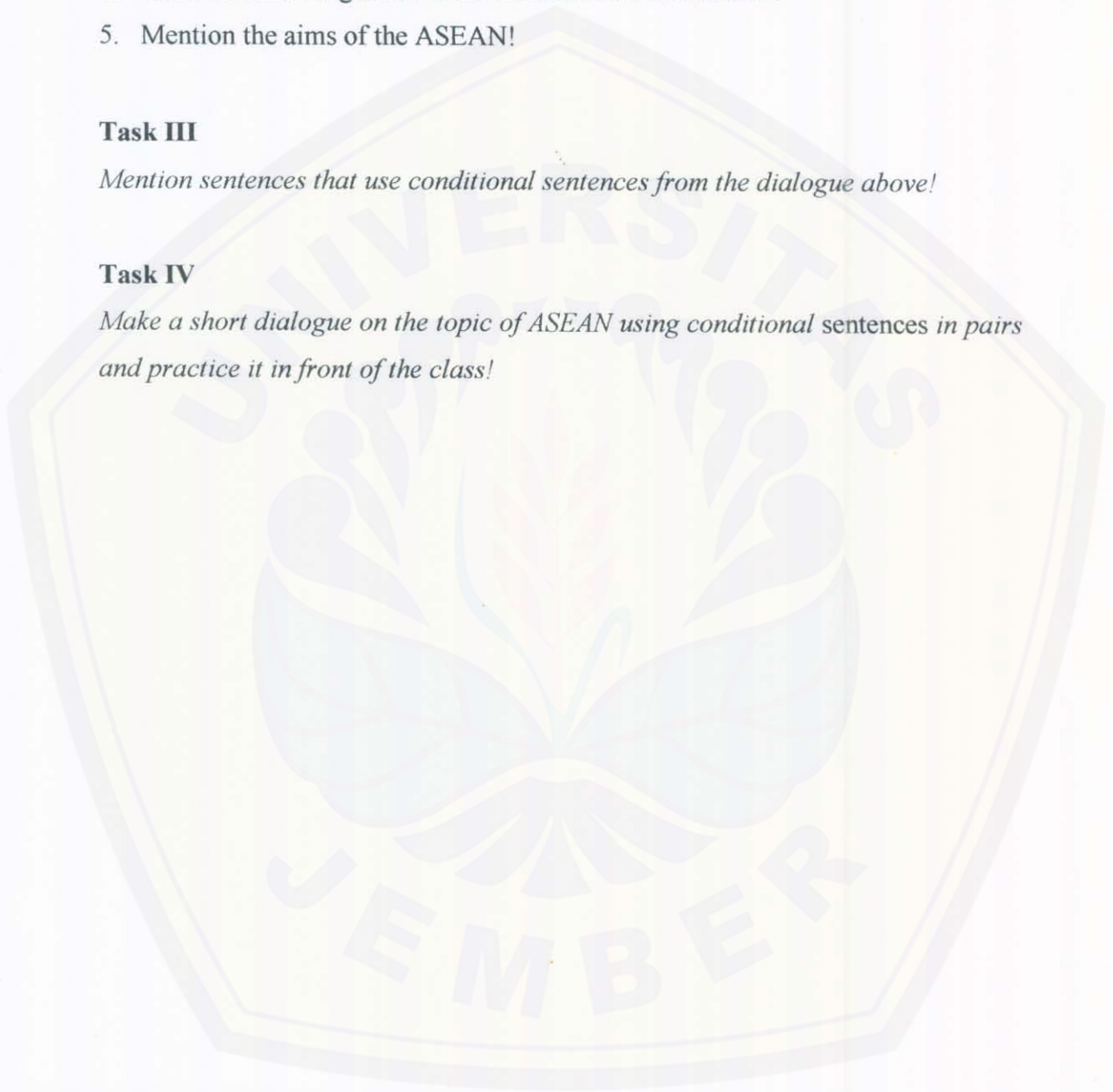
1. What does the dialogue talk about?
2. What countries does ASEAN consist of?
3. Is Cambodia one of ASEAN?
4. What countries regarded as the last members of ASEAN?
5. Mention the aims of the ASEAN!

Task III

Mention sentences that use conditional sentences from the dialogue above!

Task IV

Make a short dialogue on the topic of ASEAN using conditional sentences in pairs and practice it in front of the class!



Appendix 6

LESSON PLAN II

Subject : English
Theme : Livelihood
Sub-theme : Profession
Skill : Speaking
Language Element : Structure
Language Focus : Noun Clauses
Class/Level : II/Cawu III MAN
Time : 2 . 45'

I. General Instructional Objective

By mastering 500 new vocabularies in the level of vocabulary about 1500 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.

II. Specific Instructional Objectives

1. The students are able to answer the questions concerning with the dialogue about "Profession".
2. The students are able to find the usage of noun clauses from the dialogue.
3. The students are able to make sentences on the use of noun clauses.
4. The students are able to make a short dialogue on the use of noun clauses.

III. Material Description

- a. Dialogue
- b. How to use noun clauses

IV. Teaching Learning Activity

a. Approach/Methods: Communicative Approach and Meaning Based

b. Procedures:

Time	Control	Experiment	Time
10'	<p style="text-align: center;">Introduction</p> <ul style="list-style-type: none"> - Greeting - Showing some pictures about "Noun Clauses" - Asking leading questions - Telling the class about the material that will be discussed 	<p style="text-align: center;">Introduction</p> <ul style="list-style-type: none"> - Greeting - Discussing homework about "Conditional Sentences" - Showing some pictures about "Noun Clauses" - Asking leading questions - Telling the class about the material that will be discussed 	30'
50'	<p style="text-align: center;">Main Activity</p> <ul style="list-style-type: none"> - Asking students to read dialogue about "Profession" - Explaining about "Noun Clauses" - Asking students to mention "Noun Clauses" from the dialogue - Asking students to make sentences on the use "Noun Clauses" 	<p style="text-align: center;">Main Activity</p> <ul style="list-style-type: none"> - Asking students to read dialogue about "Profession" - Explaining about "Noun Clauses" - Asking students to mention "Noun Clauses" from the dialogue - Asking students to make sentences on the use of "Noun Clauses" - Giving homework about the usage of "Noun Clauses" 	40'

30'	Closing <ul style="list-style-type: none">- Asking the students to make a short dialogue about "Noun Clauses" in pairs and practice it in front of the class- Summarizing the material	Closing <ul style="list-style-type: none">- Asking the students to make a short dialogue about "Noun Clauses" in pairs and practice it in front of the class- Summarizing the material	20'
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V. Source and Media of Teaching

- a. Media : Chart
- b. Source :
 1. GBPP SLTA/MAN 1994
 2. Tuntas Bahasa Inggris dengan penyempurnaan dan penyesuaian kurikulum 1994 (Suplemen GBPP) Graha Pustaka Jakarta
 3. Communicative English for SMU 2 Grafindo Media Pratama

VI. Evaluation

- a. Written Test
- b. Oral Test

Appendix 7

Worksheet 2

Task I

Read this dialogue carefully!

Rudy : How are you, Sandy?

Sandy : I am fine, thanks.

Rudy : I miss you, Sandy. I haven't seen you for a long time.

Sandy : So do I. I have been staying in Jakarta for 6 months. Do you know why I stay in Jakarta?

Rudy : I don't know if you are in Jakarta. By the way, what are you doing there?

Sandy : I am a doctor in Jakarta.

Rudy : I have enjoyed listening to your story. I hope that you will become a good doctor. Do you want to live in Jakarta?

Sandy : Yes, I do. My plan is to buy a house and I will ask my wife to live there. What are you, Rudy?

Rudy : I am an English teacher in SMU Surabaya.

Sandy : I want to know how long you will be there.

Rudy : I don't know. Maybe I will stay there until I am retired.

Sandy : Do you want to go back to your hometown if you are retired?

Rudy : Yes, I do.

Sandy : Sorry, Rudy. I must accompany my wife to go to supermarket. See you tomorrow and good bye.

Rudy : Good bye !

Task II

Answer these questions based on the dialogue above!

1. What is Rudy and Sandy talking about?
2. What is Rudy?
3. What is Andy?
4. Will Rudy live in Surabaya until he is retired?

5. What is Sandy's plan?

Task III

Mention sentences that use noun clauses from the dialogue above!

Task IV

Make a short dialogue on the topic of profession using noun clauses in pairs and practice it in front of the class!



Appendix 8

INSTRUMENT TEST

POST-TEST

Time: 90 minutes

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

1. I believe
 - a. that my parents will visit me
 - b. if my parents will visit me
 - c. that will my parents visit me
 - d. that will visit me my parents
 - e. if will my parents visit me
2. Do you know?
 - a. if is there an examination now
 - b. if an examination there is now
 - c. if there is an examination now
 - d. if there is now examination now
 - e. if is an examination now
3. The Friday is
 - a. when I was born
 - b. when did I born
 - c. when was I born
 - d. when does I born
 - e. when I born
4. They are listening to
 - a. what does she say
 - b. what did she say
 - c. what she said
 - d. what is she say
 - e. what do she say
5. Do you know
 - a. if is there the bus stop here?
 - b. if the bus is there stop here?
 - c. if there is the bus stop here?
 - d. if the bus stop here there is?
 - e. if stop the bus here is there?
6. I do not know
 - a. where she live does
 - b. where she lives
 - c. where does she live
 - d. where she lived
 - e. where did she live

7. The teacher tells
- a. who does joint the class a story
 - b. who would joint the class a story
 - c. who joint the class a story
 - d. who jointed the class a story
 - e. who did joint the class a story
8. I do not know
- a. if does Sinta at home
 - b. if did Sinta at home
 - c. if does Sinta at home
 - d. if Sinta is at home
 - e. if Sinta at home does
9. I tell him
- a. when does she get married
 - b. when she gets married
 - c. when she get married does
 - d. when did she get married
 - e. when she got married
10. I want to know
- a. how long will you be there
 - b. how long you will be there
 - c. how long you be will there
 - d. how long there will you be
 - e. how long be will you there
11. I am not certain
- a. which book he borrowed
 - b. which he borrowed a book
 - c. which book did he borrow
 - d. which did he borrow a book
 - e. which one did he borrow
12. We are talking about
- a. what is she a clever student
 - b. what she is a clever student
 - c. What she a clever student does
 - d. what she a clever student did
 - e. what a clever student she is!
13. I can't remember
- a. what does film we saw last week
 - b. what film we saw last week
 - c. what did film we saw last week
 - d. what film we saw last week did
 - e. what film we see last week
14. We know Bali is the most beautiful place.
- a. when
 - b. to
 - c. what
 - d. that
 - e. if

31. If you , I would have borrowed your money.
- a. have some money c. has some money e. had has some money
b. had had some money d. had money
32. "How was the party?"
"Great. You yourself if you had come".
- a. would be enjoying c. would have enjoyed e. will be enjoying
b. would have enjoyed d. were enjoying
33. "Why did you leave the job?"
"I if the pay had been better".
- a. will stay c. may stay e. would have stayed
b. have stayed d. would stay
34. He didn't pass his exam. If he had studied hard, he
- a. can pass it c. could have passed it e. will pass it
b. could pass it d. can passed it
35. He is not rich and he can't buy the house.
This means:
- a. If he were rich, he could buy the house
b. Were he rich, he could buy the house
c. If only he were rich, he could buy the house
d. If he had been rich, he could buy the house
e. If he had been rich, he could have bought the house
36. "Please tell John to come here at once".
"I will, if I him".
- a. have seen c. had seen e. seeing
b. see d. will
37. He if I had not reminded him.
- a. may forget c. might have forgotten e. must forget
b. should forget d. may forget
38. If someone had taken her book, she the teacher.
- a. would have told to c. will have told it to e. would tell it to
b. would have told d. had told it

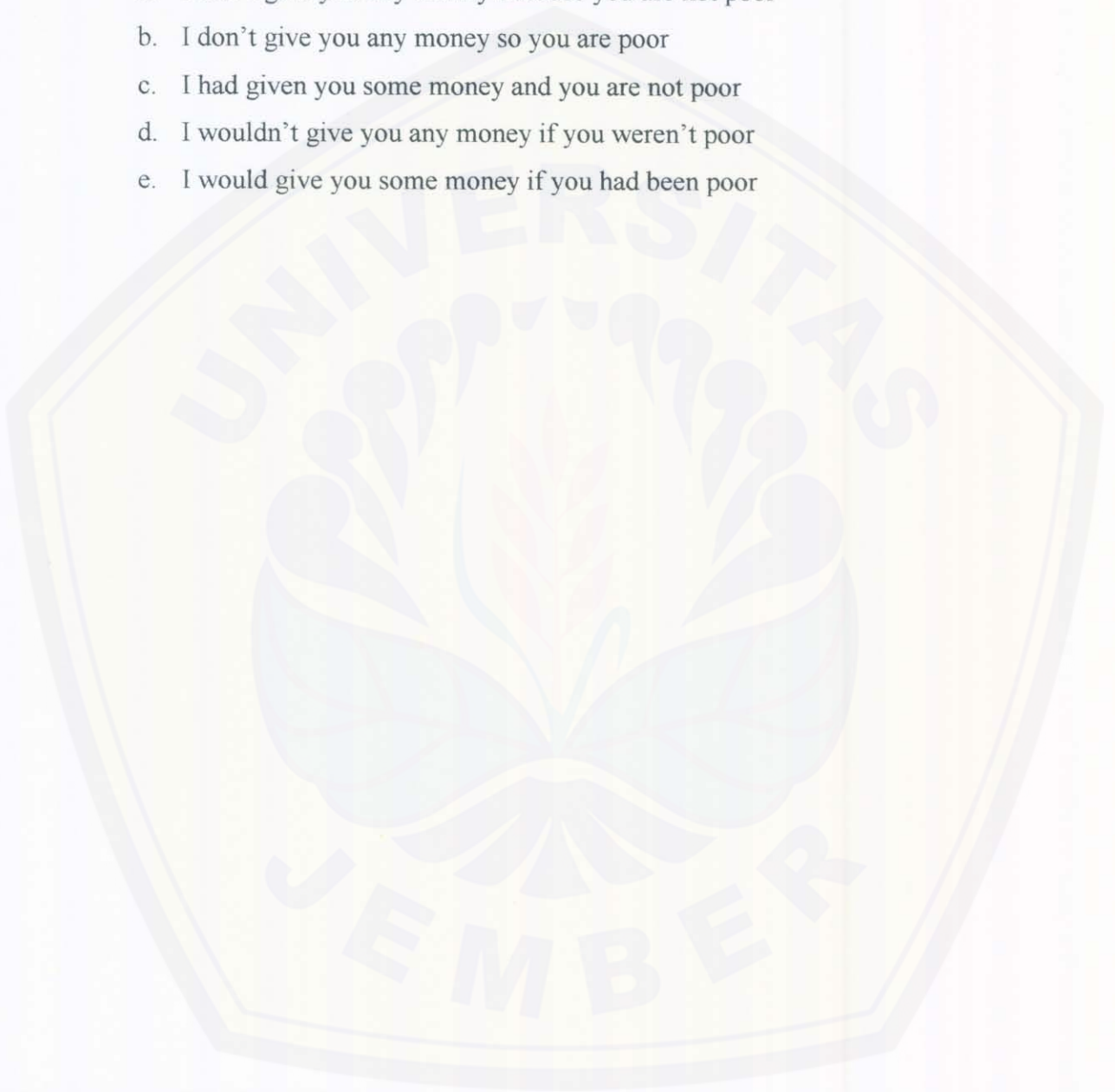
39. If you took the clothes to the laundry know, they

- a. had washed c. will be washed e. would be washed
b. had been washed d. will wash

40. I would give you some money if you were poor.

It means:

- a. I don't give you any money because you are not poor
b. I don't give you any money so you are poor
c. I had given you some money and you are not poor
d. I wouldn't give you any money if you weren't poor
e. I would give you some money if you had been poor



Appendix 10

THE INSTRUMENT GUIDE

Observation Guide

No.	Supporting Data Taken
1.	The physical and non physical condition of MAN I Jember
2.	The English teaching learning process

Interview Guide

No.	Questions	Interviewee
1.	Could you tell me the approach you used in teaching English?	English teacher
2.	Do you teach structure in isolation or Integrated with other skills?	English teacher
3.	Could you tell me the techniques you used in teaching structure?	English teacher
4.	What kind of English books do you used in teaching English?	English teacher
5.	How do you evaluate the students' structure achievement?	English teacher
6.	Do you often give structure as homework to your students?	English teacher

Document Analysis Guide

No.	Supporting Data Taken	Data Resources
1.	The map of MAN I Jember	Document
2.	The total number and the names of respondents at MAN I Jember	Document
3.	The list of personnel of MAN I Jember	Document



TABEL NILAI - NILAI t DENGAN
 TARAF SIGNIFIKANSI 5% DAN 1%.

db.	T a r a f S i g n i k a n s i	
	5%	1%
1	12,706	63,657
2	4,304	9,925
3	3,182	5,841
4	2,776	4,604
5	2,571	4,032
6	2,447	3,707
7	2,365	3,499
8	2,306	3,355
9	2,262	3,250
10	2,228	3,169
11	2,201	3,106
12	2,179	3,055
13	2,160	3,012
14	2,145	2,977
15	2,131	2,947
16	2,120	2,921
17	2,110	2,898
18	2,101	2,878
19	2,093	2,861
20	2,086	2,845
21	2,080	2,831
22	2,074	2,819
23	2,069	2,807
24	2,064	2,797
25	2,060	2,787
26	2,056	2,779
27	2,052	2,771
28	2,048	2,763
29	2,045	2,756
30	2,042	2,750
40	2,021	2,704
60	2,000	2,660
120	1,980	2,617
	1,960	2,576

3). Prof. Drs. Sutrisno Hadi MA. ; Statistik, Jilid II,
 Cetakan kedua, Yayasan Penerbitan Fakultas Psikologi UGM, -
 Yogyakarta, 1975, p. 272.

Appendix 12

The personnel of MAN I Jember

No	Name	Occupation	Subject
1	2	3	4
1.	Drs. H. Dulhalim	The Principal	Aqidah Akhlak
2.	Drs. Dardiri	VPF. Curriculum	Indonesian
3.	Drs. A. Fauzan	VPF. Cooperation	Arabic
4.	M. Halimi Firdausi, B.A	Teacher	Fiqih
5.	Drs. Sukarjo	Teacher	Arabic
6.	Lukman Hakim	Teacher	Qur'an Hadits
7.	Mamik Suparmi	Teacher	PPKN & Geografi
8.	Drs. Abdul Wahid	Teacher	Mathematics
9.	Drs. Anwari	Teacher	English & Arabic
10.	Drs. A. Muchid	Teacher	Qur'an Hadits
11.	Drs. Syamsul H	Teacher	PPKN
12.	M. Rojjudin, B.A	Teacher	Ushul Fiqih
13.	Drs. Muhayyan	Teacher	Arabic
14.	Drs. Agus N	Teacher	Economics
15.	Drs. M. Yusuf	Teacher	Indonesian
16.	Ir. Hariyanto	Teacher	Mathematics
17.	Syaiful Amri	Teacher	Automotive
18.	A. Rifa'I	Teacher	Electronics
19.	A. Hidayat	Teacher	Electronics
20.	Drs. Matheus A	Teacher	Sewing
21.	Drs. Ridwan	Teacher	Automotive
22.	Ainul F, B.A	Teacher	Mathematics
23.	Dra. Qomariyah	Teacher	Biology

Continued

Continuation

24.	Drs. Rico A	Teacher	Biology
25.	Dra. Ida Erni	Teacher	Mathematics
26.	Drs. M. Rifai	Teacher	National History
27.	Drs. Muttahid	Teacher	Chemistry
28.	Edi Purwanto	Teacher	Sport & Health
29.	Drs. Ali M	Teacher	Chemistry
30.	Drs. P. Hartono	Teacher	Physics
31.	Suparno, S.Pd	Teacher	English
32.	Agus Suyatno	Teacher	Indonesian
33.	Drs. Husein M	Teacher	Aqidah Akhlak
34.	Vivit N, S.Pd	Teacher	Physics
35.	Febri Hidayati, S.Pd	Teacher	English
36.	Drs. Sugeng R	Teacher	English
37.	Heriyanto, S.Pd	Teacher	Physics
38.	Drs. Rofi'ul	Teacher	Mathematics
39.	Drs. Sutiman	Teacher	Physics
40.	Drs. Mahmudi	Teacher	Physics
41.	M. Nasir, S.Pd	Teacher	Arts
42.	Dra. Ani Hofsa	Teacher	German
43.	Samidjo, B.Sc	Teacher	Chemistry
44.	Eko Sutoyo, B.A	Teacher	Economics
45.	Drs. A. Rahman	Teacher	Indonesian
46.	Ruchiyat T	Teacher	History
47.	Drs. Husnan J	Teacher	Arts
48.	Drs. Agus Joko	Teacher	English

Continued

Continuation

49.	Drs. Farhan Z	Teacher	Health
50.	Heni S, B.A	Teacher	English
51.	M. Zaini, B.A	Teacher	Indonesian
52.	I. Mujiono	Teacher	Agriculture
53.	Joko P	Teacher	Agriculture
54.	Refi P	Teacher	Dress Making
55.	Dra. Asturi	Teacher	Sewing
56.	Bekti W	Teacher	Computer
57.	Abdul Mu'is	Teacher	Computer
58.	Subariyanto	Teacher	Computer
59.	Murjadi	Teacher	Sports
60.	M. Safi'I	Teacher	Music
61.	Dede Y, S.Pd	Teacher	Chemistry
62.	Indarto BS	Teacher	Sports
63.	Sri W, S.Pd	Teacher	Geografi
64.	Siti Rodiyah, S.Pd	Teacher	English
65.	Bogie Agus	Teacher	Chemistry
66.	Roby S	Teacher	Ilmu Tafsir
67.	Drs. Sugeng	Teacher	Anthropology
68.	Hariyono, S.H	Teacher	Sociology
69.	Sri R, S.Pd	Teacher	English
70.	Dra. Marhendrati	Teacher	Biology
71.	Dra. Nurul	Teacher	Economics
72.	Dra. Lilia	Teacher	Mathematics
73.	Drs. Amir M	Teacher	Biology
74.	Drs. Adnan	Teacher	PPKN

Continued

Continuation

75.	Surono, S.Pd	Teacher	English
76.	Is W Untoro	Teacher	PPKN & History
77.	Dra. Eka W	Teacher	Indonesian
78.	A. Azis, S.Pd	Teacher	Physics
79.	Giman, S.Pd	Teacher	Economics
80.	Drs. N. Linda	Teacher	Sports & Health
81.	Drs. Jamaluddin Malik	Teacher	Mathematics
82.	Drs. M. Jahir	The chief of Adm. Staff	
83.	Abd. Gofur	Administration Staff	
84.	Indrawati	Administration Staff	
85.	Ibnu Malik	Administration Staff	
86.	Chalid Usman	Administration Staff	
87.	Shohibul Hadi	Administration Staff	
88.	Mahfudz	Administration Staff	
89.	Waqiah	Administration Staff	
90.	Sudar	Administration Staff	
91.	Eni Fitriati	Administration Staff	
92.	Mariatul Kiptiyah	Administration Staff	
93.	Susiana	Administration Staff	
94.	M. Sauki	Administration Staff	
95.	Rifa'I	Administration Staff	
96.	Aryono	Administration Staff	
97.	Abdul Muin	Administration Staff	
98.	Sulhan	Administration Staff	
99.	M. Tabrani	Administration Staff	
100.	Sugianto	Administration Staff	

Continued

Continuation

101.	Siti Azizah	Administration Staff	
102.	Sunarto	Administration Staff	
103.	Abd. Halim	Administration Staff	
104.	Abd. Azis	Gardener	
105.	Suradi	Gardener	
106.	Sulas	Gardener	

Resources: Documentation of Administration Staff



Appendix 13

The Students' Name of the Experimental Class

No	Name	No	Name
1.	Ahmad Naufal	24.	Ita Fitriyah
2.	Alik Maulidiyah	25.	Jemono
3.	Aliyah Ruwaida	26.	Kartinawati
4.	Amalia Hidayah	27.	Layinatul Magfiroh
5.	Ana Setyowati	28.	Lilik Nurul Hikmah
6.	Apriasih	29.	Mohamad yunus Dendy R
7.	Asha Dicka Primana	30.	Muhamad Zaini
8.	Dewi Noer Ashimah Triyani	31.	Muhammad Sa'dulloh
9.	Edi Priyanto	32.	Naura Al fakhiroh Ambarini
10.	Elok Dawiyyatul fathonah	33.	Nikhla Nurmaida
11.	Ema Fauziatun	34.	Nurhadiantoro
12.	Eyva Kurnia	35.	Nurul Aini Yatur Rohmah
13.	Faiqotul Himah	36.	Nurul Qoyyum
14.	Fathullah Ilman	37.	Shobihatul Fitriyah
15.	Hairul Maskanah	38.	Siti Mufadliyah
16.	Hifdzil Alim	39.	Siti Mufidah
17.	Holidatul Faizah	40.	Sri Lestari
18.	Husni Mubarak	41.	Sri Puji Astutik
19.	Ida Hariyani	42.	Sukur Pribadi
20.	Ika Sri Wahyuni	43.	Za'imus Shoffa
21.	Ima Fitriani	44.	Zaim asrori
22.	Indah Esti Nur Hayati	45.	Zainul Nasir Hamdani
23.	Inke Afifatul Lutfiyah		

The Students' Name of the Control Class

No	Name	No	Name
1.	Abd. Ghofur	23.	Lukman Hakim
2.	Abd. Hanafi	24.	Lutfi Hakim
3.	Abd. Rouf Nasiruddin	25.	M. Fatkurofi
4.	Abdul Haris Humaidi	26.	Mamik Lailiyah
5.	Ahmad Firdianto	27.	Maria Ulfa Hasanah
6.	Akhmad Dzukaul Fuad	28.	Masyhuri
7.	Anas Avivi	29.	Mohammad Adi Slamet
8.	Ardiyansyah Junaidi	30.	Mulyadi
9.	Arfat Abdul Kharis	31.	Muzammil
10.	Aris Eko Budianto	32.	Nikmatul Hikmah
11.	Ati Nurhayati	33.	Nur Anim Jauhariyah
12.	Bisri Mustofa	34.	Nurul Afifah
13.	Dama Nuri	35.	Pipin Aprilita
14.	Eka Nur Hasanah	36.	Siti Hanifah
15.	Evy Kusuma Rachmawati	37.	Sofiyatun Hasanah
16.	Fakhrina Amaliyah	38.	Suherunasir
17.	Farida Isah	39.	Tutik Firmiyati
18.	Fatma Zaidah	40.	Wawan Khoeroni
19.	Fredy Perdana Anggara S	41.	Winarti
20.	Iis Ni'matul Jannah	42.	Mohannad Sholehuddin
21.	Imroatush Sholihah	43.	Moh. Nur Gunawan
22.	Lukman Hakim	44.	Shalehuddin Al Ayyubi



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./ Fax (0331) 534988 Jember 68121

Nomor : 1155 /J25.1.5/PL5/2000

Lampiran : Proposal

Perihal : Ijin Penelitian

23 APR 2001

Kepada : Yth. Sdr. Bapak Kepala Sekolah

MAN I Jember

di

Tempat

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

Nama : Qurrotu Aini

Nim : 960210401217

Program/Jurusan : Pend. Bahasa Inggris / P. B. S

Berkenaan dengan penyelesaian studinya, maka mahasiswa tersebut bermaksud

melaksanakan penelitian dengan Judul :

The Effect of Giving Homework on Structure Achievement

of The Second Year Students of MAN I Jember in The

2000/2001 Academic Year

Pada lembaga yang saudara pimpin.

Schubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

Dekan
 Departemen Pendidikan Nasional
 Universitas Jember
 Fakultas Keguruan dan Ilmu Pendidikan
 Jember
 MOKO SUHUD
 NIP. 130 355 407

SURAT - KETERANGAN

Nomor : MA.m-9/TL.00/246/2001

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Negeri 1 Jember menerangkan dengan sebenarnya bawah :

Nama : **QURROTU AINI**
 Tempat/Tanggal Lahir : Bangkalan, 19 Juli 1977
 NIM/NIMKO : 960210401217
 Pekerjaan : Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember
 Program / Jurusan : Pendidikan Bahasa Inggris / P.B.S.

telah mengadakan penelitian untuk penyusunan Skripsi di Madrasah Aliyah Negeri 1 Jember pada tanggal 26 April s/d 12 Mei 2001 dengan Judul :

“ THE EFFECT OF GIVING HOMEWORK ON STRUCTURE ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF MAN 1 JEMBER IN THE 2000 / 2001 ACADEMIC YEAR. “

Demikian, Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 22 MEI 2001

K E P A L A,



Drs. H. DULHALIM
NIP. 130 048 045

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Qurrotu Aini
 NIM/Angkatan : 960210401217/1996
 Jurusan/Program Studi : Pendidikan Bahasa & Seni / Pendidikan Bahasa Inggris
 Judul Skripsi : The Effect of Giving Homework on Structure Achievement of
The Second Year Students of MAN I Jember in the 2000/2001
Academic Year
 Pembimbing I : Dra. Wiwiek Eko Bindarti, M.Pd
 Pembimbing II :

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Senin/8 Januari 2001	Matrix dan Bab I	
2.	Kamis/8 Pebruari 2001	Revisi Matrix dan Bab I	
3.	Senin/19 Pebruari 2001	Bab II	
4.	Selasa/6 Maret 2001	ACC Bab II	
5.	Selasa/20 Maret 2001	Bab III	
6.	Sabtu/7 April 2001	ACC Bab III	
7.	Selasa/15 Mei 2001	Bab IV	
8.	Sabtu/19 Mei 2001	Revisi Bab IV	
9.	Selasa/22 Mei 2001	Bab V	
10.	Sabtu/26 Mei 2001	ACC Bab IV dan Bab V	
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