



**THE EFFECT OF COURSE REVIEW HORAY METHOD ON THE
STUDENTS' VOCABULARY MASTERY AT THE SECOND GRADE
STUDENTS OF SMP AL-HIDAYAH MEDAN
IN ACADEMIC YEAR 2017/2018**

THESIS

**Submitted to Faculty of Tarbiyah and Teachers' Training State Islamic
University North Sumatera Medan as a Partial Fulfillment of the
Requirements for the Degree of S-1 Program**

By:

DEA FINANDA HAREFA

34.14.3.028

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS' TRAINING
STATE ISLAMIC UNIVERSITY
OF NORTH SUMATERA**

2018



**THE EFFECT OF COURSE REVIEW HORAY METHOD ON THE
STUDENTS' VOCABULARY MASTERY AT THE SECOND GRADE
STUDENTS OF SMP AL-HIDAYAH MEDAN
IN ACADEMIC YEAR 2017/2018**

THESIS

**Submitted to Faculty of Tarbiyah and Teachers' Training State Islamic
University North Sumatera Medan as a Partial Fulfillment of the
Requirements for the Degree of S-1 Program**

By:

DEA FINANDA HAREFA

34.14.3.028

Advisor I

Advisor II

Dra. Retno Savekti, M. LIS

NIP. 19691228 19503 2 002

Deasy Yunita Srg, M. Pd

NIP. 198306102009122002

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIAH AND TEACHERS' TRAINING
STATE ISLAMIC UNIVERSITY
OF NORTH SUMATERA**

2018

Medan, September 2018

Nomor : Istimewa KepadaYth:
Lamp : - Bapak Dekan FITK
Perihal : Skripsi UIN-SU
a.n. **Dea Finanda Harefa** di-
Tempat

AssalamualaikumWr.Wb.

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswi a.n. **Dea Finanda Harefa** yang berjudul:

“THE EFFECT OF COURSE REVIEW HORAY METHOD ON STUDENTS’ VOCABULARY MASTERY AT THE SECOND GRADE STUDENTS OF SMP AL-HIDAYAH MEDAN IN ACADEMIC YEAR 2017/2018”,

maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar Sarjana Pendidikan (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih. WassalamualaikumWr.Wb

Advisor I

Advisor II

Dra. Retno Sayekti, M. LIS

NIP. 19691228 19503 2 002

Deasy Yunita Srg, M. Pd

NIP. 19830610 20091 2 2002

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertandatangan dibawah ini:

Nama : **Dea Finanda Harefa**

NIM : 34.14.3.028

Jurusan/Prodi : Pendidikan Bahasa Inggris

Judul : **THE EFFECT OF COURSE REVIEW HORAY METHOD
ON STUDENTS' VOCABULARY MASTERY AT THE
SECOND GRADE STUDENTS OF SMP AL-HIDAYAH
MEDAN IN ACADEMIC YEAR 2017/2018**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan, September 2018

Yang Membuat Pernyataan

Dea Finanda Harefa
NIM. 34.14.3.028

ABSTRACT

DEA FINANDA HAREFA, NIM.34143028, THE EFFECT OF COURSE REVIEW HORAY METHOD ON STUDENTS' VOCABULARY MASTERY AT THE SECOND GRADE STUDENTS OF SMP AL-HIDAYAH MEDAN IN ACADEMIC YEAR 2017/2018

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatera, Medan 2018.

Keywords: Course Review Horay Method, Students' Vocabulary Mastery

The aim of the research was to the effect of using course review horay method on the students' vocabulary mastery at the second grade students of SMP Al-Hidayah Medan in academic years 2017/2018. In constructing this research, the researcher collected data from the experimental research. The population of this research was all students of class VIII of SMP Al-Hidayah Medan. The samples of this research were taken from 30 students of experimental group (class VIII-A) and 30 students of control group (class VIII-B). In doing this research, the technique of analyzing data was applied by using quantitative data. The quantitative data was taken from the test. The result of analysis showed that there was development on the students . It showed from the mean of experimental group in the pre-test was 68.83, the mean of post test was 75.67. The mean of control group in pre test was 61.83 and post test was 67.67. From the data, the writer got; The value of t_{observed} was 29.25 and that of t_{table} was 2.009. So the value of t_{observed} was higher than that of t_{table} . It means that H_0 is rejected and H_a is accepted. In other words, the use of course review horay method in teaching vocabulary give effect on the students' vocabulary mastery

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the beneficent, the merciful.

Praise be to Allah, the cherisher and Sustainer of the world, who has given the writer many things such as chance to learn, strength, motivation, and guidance for the writer, therefore this paper can be finished thoroughly. Peace and blessing be upon to Prophet Muhammad SAW, his families, his relatives, and all followers.

This thesis is written to fulfill one of the requirements to obtain the S-1 program at English Department of Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera (UIN SU).

In finding the research, I have encountered some difficulties such as collecting the references, finding the data and especially in analyzing the data. I realized that without much help from numerous people, this this thesis wouldn't finish effectively. That's why obviously I would like to thanks to the following people:

1. Prof. Dr. H. Saidurrahman, M.Ag as the rector of State Islamic University of North Sumatera (UIN SU).
2. Dr. H. Amiruddin Siahaan, M.Pd as a Dean of Faculty of Tarbiyah and Teachers' Training State of Islamic University of North Sumatera and all of the administration staff.
3. Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum as head master of English Department for the facilities that given to me during the completion this thesis.
4. Dra. Retno Sayekti, M.LIS and Deasy Yunita Siregar, M.Pd as my advisors who have guided me and given me advices and suggestions in writing this thesis.
5. For all of lecturers in Faculty of Tarbiyah and Teachers' Training State Islamic University of North Sumatera, especially in English Department.

6. My beloved father E. Harefa and my beloved mother Lisnawarni, my beloved sister Lola Imanda Harefa, my beloved brother Rendi Alfinda Harefa and all of my family who always given me advices, suggestions, and spirits, so that I can finishing this final task and also their prayer as the greatest power on this earth that makes me easy to do this thesis, big thanks for your endless love.
7. My beloved Friends in PBI-3 (2014), especially Bunga Aprilliana, Gusti Wulan Mandari Zega, Irna Kholida, Irmayani Nst, Novi Kurniawan and Sabrina as my inspiration in learning, my favorite hello and my hardest good bye, always support, and pray each other. See you on the top guys!
8. My beloved friends in another classes especially Afriani Devi, Aida Saputri Nst, S.Pd, Amelia, S.Pd, Danty Fitria, Ayu Fizannah.
9. My beloved friends from Junior High School, Senior High School and until now Siti Harifa Nst, Khaula Afrafina, Rafika Putri, Rima Melati, Chairany Ulfah Srg, Deal Paramita Silalahi, Dwi Khairani, Dyan Rahmaito Srg, Enyta Hrp, Nurjannah Hrp, Nadia, Rizka Zanury who always support me, pray for me and company me to everywhere for finishing my thesis.
10. And for all who helped and gave me spirit when doing this thesis.

Finally, the writer realizes that this paper is far from being perfect and to suggestion and correction. It is a great pleasure for the writer to receive critics and suggestions in developing this research and it will has some values for the writer and for a better thing in the future. Hopefully this thesis may give the advantages for all.

Medan, September 2018

Dea Finanda Harefa
34.14.3.028

TABLE OF CONTENTS

	Page
ABSTRACT.....	i
ACKNOWLEDGEMENT.....	ii
TABLE OF CONTENTS.....	iv
THE LIST OF TABLES.....	vii
THE LIST OF APPENDICES.....	ix
CHAPTER I: INTRODUCTION.....	1
A. Background of the Study	1
B. Identification of the Study	4
C. Limitation of Study	4
D. Formulation of the Study.....	4
E. Objective of the Study.....	5
F. Significance of the Study	5
CHAPTER II: THEORETICAL REVIEW	6
A. Theoretical Framework	6
1. Vocabulary	6
a. Definition of Vocabulary	6
b. The Purpose of Learning Vocabulary	8
c. Problem in Learning Vocabulary	10
d. Kinds of Vocabulary	12
e. Vocabulary Teaching Method.....	14
1) Realia	14

2) Flash Card Vocabulary	14
3) Guessing Word	15
4) Word Search Puzzle.....	15
5) Vocabulary List.....	16
6) Course Review Horay Method	17
2. Course Review Horay Method.....	18
a) Definition of Course Review Horay Method	18
b) Procedure or Steps Course Review Horay	20
c) Advantages of Course Review Horay.....	21
d) Disadvantages of Course Review Horay.....	22
3. Vocabulary Mastery.....	23
B. Theoretical Framework.....	24
C. Related Study.....	26
D. Research Hypothesis.....	29
CHAPTER III: METHODOLOGY OF RESEARCH	30
A. Research Design.....	30
B. Population and Sample.....	31
1. Population	31
2. Sample.....	31
C. Data Collection.....	32
D. Data Analysis	33
1. Test of Normality	34
2. Test of Homogeneity.....	35
E. Research Procedure.....	35

CHAPTER IV: FINDINGS AND DISCUSSION.....	37
A. Findings.....	37
A.1. DescriptionData.....	37
A.2. NormalityTesting.....	46
A.2.1. NormalityTesting In Experimental Group.....	46
A.2.2. NormalityTesting in Control Group.....	54
A.3. HomogeneityTesting.....	62
A.3.1. HomogeneityTesting of Pre Test.....	62
A.3.2. HomogeneityTesting of Post Test.....	63
A.4.HypothesisTesting.....	63
B. Discussion.....	67
CHAPTER V: CLOSING.....	70
A. Conclusion.....	70
B. Recommendation.....	70
C. Implication.....	71
REFERENCE	73
APPENDIX.....	76

THE LIST OF TABLES

Table	Title	Page
I	Research Design	30
II	The Distribution of Population	31
III	The Distribution of Sample	32
IV	The Score of Pre Test of Experimental Group	38
V	The Score of Post Test of Experimental Group.....	40
VI	The Score of Pre Test of Control Group.....	42
VII	The Score of Post Test of Control Group	43
VIII	Frequency Distribution of Pre Test in Experimental Group	46
IX	Normality Testing of Pre Test in Experimental Group	47
X	Frequency Distribution of Post Test in Experimental Group	50
XI	Normality Testing of Post Test in Experimental Group.....	51
XII	Frequency Distribution of Pre Test in Control Group.....	54
XIII	Normality Testing of Pre Test in Control Group	56
XIV	Frequency Distribution of Post Test in Control Group	58
XV	Normality Testing of Post Test in Control Group	60
XVI	Mean of Post Test-Pre Test in Experimental Group	63
XVII	Mean of Post Test-Pre Test in Control Group	65

THE LIST OF APPENDICES

Appendix	Title	Page
I	Lesson Plan 1 of Experimental Group.....	76
II	Lesson Plan2 of Experimental Group.....	83
III	Lesson Plan 1 of Control Group.....	90
IV	Lesson Plan 2 of Control Group.....	96
V	Pre Test& Post Test.....	102
VI	Key Answer.....	104
VII	Students' Initial and Real Name of Ex. Group.....	105
VIII	Students' Initial and Real Name of Control Group.....	107
IX	Table Distribution Normal Baku 0-Z.....	109
X	The Critical Value Liliefors Test.....	110
XI	Table of Distribution.....	111
XII	Percentage Points of Distribution.....	113
XIII	Documentation.....	116

CHAPTER I

INTRODUCTION

A. Background of the Study

In globalization era nowadays, English language is not weird to our ears. English has been considered as one of the important subjects in schools especially at junior and senior high school. Even though, many student especially at junior high school are not ready to face it. They find a trouble to understand English as their second language especially to memorize their vocabulary.

English vocabulary as an element considered as the most important factor on increasing the mastered if the students are still lacking of vocabulary. Vocabulary is a part of language learning that need continuing growth and development by both native and non native speakers long after grammar and pronunciation elementary school until senior high school. In language teaching preparation program in our country, more and attention being given to improve some technique for teaching vocabulary.

Vocabulary is a component of a language that maintains all of information about meaning and using word in language.¹ A good vocabulary is a vital part of effective communication.² Studies have shown that students with a strong vocabulary and students who work to improve a limited vocabulary are more successful in school.

But in fact, based on the writer's first observation at Junior High School, the writer found a lot of students had faced some difficulties in mastering

¹ Coxhead, Averil. 2006. *Essentials of Teaching Academic Vocabulary*. USA. p. 1.

²John, Langan. 2002. *Reading and Study Skills*. New York. p. 341.

vocabulary. There are many factors that can cause the low level of students' vocabulary mastery. Internal and external factors. Internally, some factors come from the students' problem in vocabulary. The students' interest and enthusiastic in learning English is low, the students' ability in vocabulary is still low, the teacher always use conventional method, the teacher seldom uses media in teaching, the students' motivation in learning is low, teacher never shows the unique media in learning process so that, students feel bored with the material. And the external factors there are the environment of the students and their parents in not support or motivate the students to study about english language, and the facility in the school is less. And in learning process the teacher only used a conventional method.

It seemed that they needed something different in studying the vocabulary. In teaching vocabulary, a teacher can use some methods and strategies, approaches or technique. The aim of applying these varieties of methods, strategies, approaches or technique is to make the lesson easy to be learned and understood and then should be fun, not boring, and can be active students in learning. Besides interesting, fun method also have some advantages: first, fun method can increase students' involvement in the teaching and learning process. Second, students can learn how to work together as a group and learn how to appreciate each other. Third, fun method in the classroom develops the ability to cooperate. One of the method which are intended to be applied in the classroom is course review horay.

Course Review Horay (CRH) is one of active learning method that fun and can increase students' ability positively in learning, develop students' critical

thinking skills and helps students to remember concepts learned easily. It is learning model that can be used by teachers to change learning atmosphere in the classroom with more fun, so that the students feel more interested. It is one of innovative method of cooperative learning model. In this method the make groups, then conveys the competence that will be achieved, then demonstrates the material. After dividing the class into groups, the teacher distributes material learning. This technique is expected to make the class condition become fun and examine the students understanding and cooperation in accomplishing their work. Because in this method, if the student can answer correctly then the student is required to shout the word "horay" or yel-yel likes and has agreed by the group and individual students themselves.

Finally I choose course review horay method to teach vocabularies and the reason why the writer choose course review horay method because course review horay method is believed as an effective way in increasing student's vocabularies achievement. course review horay method is needed to help students; especially those who struggle with vocabularies become more interest in english learning. Another benefit of course review horay method is to stimulate and encourage the students to students to get into learning situations because the atmosphere of learning that lasts fun can help students in achieving high scores and can improve the students activity in learning activities because of entertainment interspersed in the form of shout horay or another yells.

Ideally, if the teacher use the various and excited method in teaching vocabulary, the students will not have difficulties in mastering it. That is why I want to conduct a research with title **“THE EFFECT OF COURSE REVIEW**

HORAY METHOD ON STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMP IT AL-HIDAYAH MEDAN"

B. Identification of the Study

Based on the background of the study above, so the problem are:

1. The students' interest and enthusiastic in learning English is low.
2. The students' ability in vocabulary is still low.
3. The teacher always use conventional method.
4. The teacher seldom uses media in teaching.
5. The students' motivation in learning is low.
6. Teacher never shows the unique media in learning process. So that, students feel bored with the material.

C. Limitation of the Study

The limitation of this research is in vocabulary mastery. The scope of discussion was limited on the use of course review horay on increasing the student's vocabulary mastery at the eight grade of SMP IT Al-Hidayah Medan.

D. The Formulation of the Study

Based on the problem above can be formulated as follow:

Is there any significant effect of using course review horay method on students vocabulary mastery?

E. Objectives of the Study

Based on the formulation of the study, the objectives of the study is:

To find out the significant effect of course review horay method on students' vocabulary mastery.

F. The Significance of the Study

The significance of this study is that it addresses as follow:

1. For the teachers

To give more information and english teacher also can use course review horay method in teaching and learning process. In addition, the English teacher is able to use the interesting media that is, effective, efficient and involved students actively in the process of learning English.

2. For another researcher

This research can be useful as the reference and comparison for other researchers who want to conduct a research in the same topic and purpose.

CHAPTER II

REVIEW OF THE LITERATURE

A. Theoretical Framework

1. Vocabulary

a. Defenition of Vocabulary

In learning a new language, the most important thing is the students have to master of vocabulary. Because vocabulary is one of the language aspects that is supposed to learned to master new language, beside other language element such as grammar and pronunciation. The students speak fluently and accurately, write easily or understand what he/she reads, if he/she has vocabulary mastery. It is obvious that the vocabulary is very important basic skill in learning English.

Richards states, “Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to.³It means that vocabulary will make the students easily in learning language. If the students have a good vocabulary mastery, they can read or listen English clearly and then write or speak the sentences in English.

According to Jackson, vocabulary is the stock of words in a language, or that is known by individual, or that is associated with particular activity. By having or mastering a stock of words, someone can communicate with other people with easy and fluency and one can understand the information that one obtains from reading many English books.⁴

³Richards, Jack C. 2002. *Curriculum Development in Language Teaching*. New York: Cambridge University Press. p. 4.

⁴ Jackson, Howard. 2002. *Grammar and Vocabulary*. London: Rouletdge. p.202.

Vocabulary can not be separated from the language, it is important part of language. Vocabulary is a component of a language that maintains all of information about meaning and using word in language.⁵ It means that vocabulary is the important part of language; without vocabulary the language cannot be used to maintain all information in language. The vocabulary it is not a developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime. A first consideration in delineating the construct of vocabulary in research and practice is that individuals have various types of vocabulary that they use for different purposes.

Failure to distinguish among the different kinds of vocabulary can lead to confusion and disagreement about both research findings and instructional implications.⁶ Vocabulary represent ideas that are communicated by someone. If the vocabulary of someone is limited, an idea that can be expressed also limited. Thus, if one studies the language for communication purposes, he needs to master the vocabulary studied adequately. Vocabulary should not be regarded as long list of words that should be defined and memorized. In contrast, the vocabulary should be an integral role in the use of language is contextual and meaningful.

From the statements of all definition above, vocabulary is a central and part of language, because it cannot be separated from language. Vocabulary is also the knowledge toward the number of words which is used by people to

⁵John, Langan. 2002. *Reading and Study Skills*. New York. p. 341.

⁶Hiebert, Elfrida H. and Kamil, Michael L. 2005. *Teaching and Learning Vocabulary: Bringing Research to Practice*. New Jersey: Lawrence Erlbaum Associates, Inc. p.3

express their information or ideas as necessary to communicate, especially in using foreign language.

Allah the Almighty tells about vocabulary in Al-Baqarah 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ

“And He taught Adam the nature of all things; then He placed them before the angels, and said: "Tell me the nature of these if ye are right.”⁷

b. The Purposes of Learning Vocabulary

To learn something people have to know the purpose of the things their learn, in this case the purpose of learning vocabulary is to help the learners easier in expressing the idea because the vocabulary is all of the words contained in a language, the word property owned by a speaker or a writer, words used in a field science, and compiled a list of words like the dictionary is accompanied brief explanations through game. Learning language not only prepare the material as much as possible, but the major provides training the students how to use language who has taught it actively, whether oral or written form.

Large vocabulary helps us express our ideas precisely in communication.⁸ We sometimes have difficulties in understanding the meaning of the word, in differentiating the word form, and in applying the word in a

⁷ Yusuf Ali, Abdullah. 2001. *The Holy Qur'an*. United Kingdom: Wordworth Edition Ltd. p.10

⁸Zaenuri, A.M. 2003. *Vocabulary I*. Jakarta: UIN Jakarta Press. p. 1.

sentences. It means that the ability to master vocabulary is still so low that it will cause misunderstandings in communicating. Therefore we should be aware of the importance of mastering many vocabulary in the process of communicating in both oral and written form.

According to Webb, a student's level of vocabulary has been shown to be an important predictor of reading ability and reading comprehension for language learners.⁹ However, whether comprehension of the text has an effect on vocabulary learning is a matter that has not yet been investigated. One reason for the lack of significant findings on this matter is that there are many factors involved in understanding a text. These factors are lack of vocabulary, have not mastered grammar, the teacher never shows the unique media in learning process, the students' motivation in learning is low and the students quickly feel bored with the long text.

Giving a brief overview of studies on reading comprehension and vocabulary development, there have been a few studies concerning the relation between reading comprehension and explicit vocabulary teaching.¹⁰ For example, conducted a study investigating the effects of pre-learning vocabulary on reading comprehension and writing. The participants were Japanese students studying English as a foreign language who learned word pairs receptively and productively.

And vocabulary is also developed through ongoing text-related dialogue between the teacher and students during the read-alouds. Teachers stop at specific

⁹Webb, S. 2009. *The effect of pre-learning vocabulary on reading comprehension and writin.**The Canadian Modern Language Review.* p. 390-425.

¹⁰ Webb, S. *Op.Cit.* p. 441-470.

intervals in the text to elicit discussion.¹¹ Different methods are used depending on the nature of the word, its cognate status, its depth of meaning, and its utility.

From the description above, it can be concluded that vocabulary understanding is very important as one means to understand the language of relationship with its context, both the Indonesian and English context. The students are able to communicate both verbally or in writing. To achieve those students need in arm ability mastery of vocabulary to make students communicate optimally. With the mastery of vocabulary, students are also able to develop ideas that are owned while learning English. And also students can fully understand what the purpose and objectives of the material taught by the teacher so that there is no misunderstanding in the learning process.

c. Problems in Learning Vocabulary

According to Thornbury investigates that there are several obstacles that will be faced in teaching English vocabulary especially in the country that regards English as a foreign language such as pronunciation, spelling, grammar, meaning, and idiomatic.¹²

(1) Pronunciation, the difference of pronouncing the words in the language which is learned and the native language will make the students find difficulty in learning it.¹³ The sound of /ð/ for 'the' and /θ/ for think do not exist in Bahasa. Therefore, the English language learners in Indonesia will find difficulties in learning new vocabularies that pronounce that way.

¹¹Hiebert, Elfrida H. and Kamil, Michael L. *Op.Cit.* p. 125.

¹² Thornbury, Scott. 2002. *How to Teach Vocabulary*, Middlesex: Longman, Pearson Education.p. 27.

¹³*Ibid*

(2) In case of spelling are some words that are not pronounced but exist in the written form. For example, the word “climb” and “foreign.”¹⁴ Even in the word “climb” there is “b” at the end of the word, but it is not pronounced. The same way in the word “foreign”, even there is “g” before “n”, but it is not pronounced. The English language learners will get confused since in Indonesia there are no words that are not pronounced. All the letters must be pronounced in Indonesia, there are no voiceless or silent letters.

(3) Grammar is also one of the problems for the learners since it is so different to the first language which is possessed by the learners.¹⁵ There are 16 tenses in English grammar while in Bahasa there are no tenses at all. It will make the language learners find problems in learning the language. The speaker just needs to add the adverb of time in the beginning or at the end of the sentence in Bahasa. Meanwhile, in English, the speaker needs to change the verb in order to give a different clue of time.

(4) Meaning, in English, there are some words that have similar meaning but they are completely different words, for example, 'make' and 'do', such as in the sentences 'you make an appointment' and 'you do the homework'.¹⁶ For Indonesian learners, it is problematic since they need to translate all the sentence word by word. Once they meet the words that are different but the meanings are the same, they will get confused. Most learners tend to remember one word as a meaning of certain things. Meanwhile, in English, there is the synonym of the word that exists but the learners do not know it.

¹⁴*Ibid*

¹⁵*Ibid.* p. 28.

¹⁶*Ibid*

(5) Idiomatic, some expressions are not explicitly stated the meaning of them. The content of the expressions is completely different that it cannot be read once to get the meaning.¹⁷ As language learners, they usually translate word by word in order to get the meaning of a sentence. Meanwhile, even they have already translated word by word they will not get the meaning idiomatic expressions. This is confusing the learners since they only know the meaning of the expressions explicitly not implicitly

Based on the explanations above it can be concluded that teaching English vocabulary will be so difficult since English and Indonesian language are completely different. The learners will face difficulty to learn English, the same way the teacher will find an obstacle in teaching them. As an English teacher, this obstacle should be faced in order to meet the successful learning outcome. A good teacher will never give up even if there are so many obstacles that will be faced.

d. Kinds of Vocabulary

There are many vocabulary according to some experts. Hatch and Brown divide the vocabulary into two kinds based on its use. Those are receptive and productive vocabulary.¹⁸

1) Receptive vocabulary

It is words that learners know and understand their meaning but cannot produce them in active skill such as speaking and writing. The words can be found when someone read a text but cannot use words in the text for speaking or

¹⁷*Ibid*

¹⁸Alqahtani, Mofareh. 2015. *The Importance of Vocabulary in Language Learning and How to Be Taught*, International Journal of Teaching and Education Vol. 3, No. 3, p. 25.

writing.

2) Productive vocabulary

It is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

According to Nation, vocabulary is divided to four kinds based on frequency and range vocabulary often found in the language; those are high frequency words, academic words, technical words, and low frequency words.¹⁹

1) High frequency words

High frequency words are words that contained approximately 3000 word families that most frequently occurred in conversational language.

2) Low frequency words

All the rest of the word families which of these words are known or are worth learning depend on learner's personal interest, education background or current studies, area of employment; social, cultural natural environment and so on. The words just occur rarely.

3) Academic word

Words families occur much more frequently in academic texts (textbook, lectures, handouts, journal article, reference manual, seminar presentation) than in non-academic usage, across of different disciplines.

¹⁹ I.S.P. Nation, *Learning Vocabulary in Another Language*.2001. Cambridge: Cambridge University Press.p. 11

4) Technical words

Low frequency word families which are used in particular discipline, profession, sport, culture or other special field. They are normally known only by people with an interest or expertise in relevant area.

In conclusion from the explanation about kinds of vocabulary above, it is so important to teachers and learners to know and understand the kinds of vocabulary before doing the process of teaching-learning vocabulary. Moreover, the vocabulary itself has different dividing concepts of vocabulary kinds which can also affect teaching-learning instructions and objectives.

e. Vocabulary Teaching Method

1) Realia

The students bring in real world examples of vocabulary items. The rules are²⁰:

(1) Tell students to cut out for example advertisements for computers, telephone, and cameras from newspapers and magazines.

(2) And as a class, in pairs, or in small groups, have students compare prices and features of different products.

(3) then they deliver the results in front of the class.

2) Flash Card Vocabulary

In this strategy students identify pictures of vocabulary items.²¹ You give pictures of supermarket items. Have the students identify the items as you hold

²⁰*Ibid.* p. 13.

²¹*Ibid.* p. 8.

up the pictures. For example: a jar of mayonaise, two bags of cookies, a head of cabbage. This activity can also be done in pairs or in small groups.

Vocabulary flash card can be fun, colorful, and creative way to aid in memory and retention of vocabulary words. Flash cards are a tried and tested teaching and learning device inside and outside the classroom, for kids and adults alike.. The key to using flash cards is to look at the word or definition on one side, and test yourself to see if you can remember the answer written on the other. So you can perfect your knowledge of the vocabulary on the list and improve your overall vocabulary.

3) **Guessing Words**

According to Snow, one way to make guessing vocabulary words a more effective method is by students memorize common English word roots and affixes.²² Many English words are constructed out of a finite stock of prefixes (e.g., *bi-*, *sub-*, *de-*), suffixes (e.g., *-ation*, *-ed*, *-er*), and roots (e.g., *-graph-*, *-vis-*), and student who memorize the more common of these have a much better chance of correctly guessing meanings of new words constructed from these elements.

4) **Word Search Puzzle**

Word search puzzle game is one of many instructional games that reinforce word-level onto a grid and persuade the class to make suggestions for the puzzle clues.²³ A simpler but still popular alternative word puzzle is the word

²²Snow, Don. 2007. *From Language Learner to Language Teacher "An Introduction to teaching English as a Foreign Language"*. Michigan USA: Mc Naughton & Gunn. p. 177.

²³Vossoughi, Hossein & Zargar, Marzieh. 2013. Using Word-Search-puzzle Games for Improving Vocabulary Knowledge of Iranian EFL Learners, *Journal of*

search. The object of word search puzzle is to find the listed hidden words. This game is good to review general vocabulary, without ever tiring the students. In most of the puzzle, there are at least 40 words. The words may be hidden in any direction: horizontally, vertically, diagonally, and forwards and backwards. Often a list of the hidden words is provided, but more challenging puzzles may let the player figure them out. Many word search game have a theme to which all the hidden words are related. The puzzle itself kind to play that can be used to practice certain language features at certain phases in learning process in order to develop communication skill.

5) Vocabulary List

According to Schmitt and McCharty, they divide the taxonomy of vocabulary learning strategies become five, namely: discovery, social, memory, cognitive, and metacognitive strategy.²⁴

1. Discovery Strategy

In this strategy, learners do not know a word, and they must discover the meaning of the word by guessing from their structural knowledge of the language, from first cognate, from context, using reference materials, or asking someone else.

2. Social Strategy

In this strategy, learners do not know a word, and they must discover the meaning of the word by asking someone who knows. Teachers are often in this position, and they can be asked to give help in a variety of ways such as giving the

Teaching English as a Foreign Language and Literature of Islamic Azad University of Iran. Vol.1, No. 1. p. 79-85

²⁴ Montana State University. 2017. *Teaching Strategies*, Retrieved from <http://www.montana.edu/facultyexcellence/Papers/teachingstrategies.html>. p. 1.

first language translation to students, a synonym, a definition by paraphrase, etc.

3. Memory Strategy

In this strategy involve relating the word to be retained with some previously learned knowledge, using some form of picture, or grouping.

4. Cognitive Strategy

In this strategy, specifically on manipulative mental processing, they include repetition and using mechanical means to study vocabulary.

5. Metacognitive Strategy

This strategy can use to control and evaluate students own learning, by having an overview of the learning process in general

From the statements above, the teachers can combine strategies until they create an effective learning in teaching vocabulary to students. If students in condition do not know a word, teacher can give help to make students know about it by giving synonym, giving a definition by paraphrase, using the new word in a sentence, show a picture to students, etc. It will help students to grab the aim of teaching and learning process.

6) Course Review Horay Method

According to Kurniasih and Sani, *Course Review Horay* is one of innovative method of cooperative learning model. In this method the make groups, then conveys the competence that will be achieved, then demonstrates the material. After dividing the class into groups, the teacher distributes material learning.²⁵ This technique is expected to make the class condition become fun and

²⁵Kurniasih, Imas and Sani, Berlin. 2015.*Model Pembelajaran: Untuk peningkatan Profesionalitas Guru*. Yogyakarta: Kata Pena. p. 80.

examine the students' understanding and cooperation in accomplishing their work. Because in this method, if the student can answer correctly then the student is required to shout the word "hore" or yel-yel likes and has agreed by the group and individual students themselves.

2. Course Review Horay

a) Definition of Course Review Horay

Course horay review included into cooperative learning because cooperative learning is a broader concept covering all types of group work include more teacher-led forms or directed by the teacher.²⁶ Teacher usually specifying the form of a particular exam at the end of the task. These lessons emphasize active students to experience by themselves. A teacher as facilitator, the role of teacher is to lead and give direction, and the learners not only as object but also as subject gathering they are complementary activities, active learning and creative.

According to Huda, course review horay (CRH) is a learning method which can create exciting and fun class atmosphere because every student who has right answer must shout "Horay!" or another preferably yells²⁷. That learning method emphasizes to student's comprehension test in answering question. The task is done in small group. CRH can make the class more lively and fun because students will have interaction with their friends in group and accept the learning content from the teacher.

In the application of Course Review Horay method not only want the students to learn skills and academic content but also Course Review Horay as

²⁶Suprijono, Agus. 2009. *Cooperative Learning Teori & Aplikasi Paikem*. Yogyakarta: Pustaka Pelajar. p.48.

²⁷Huda, Miftahul. 2013. *Model-model Pengajaran dan Pembelajaran*. Yogyakarta:Pustaka Pelajar. p. 229-230.

one of the learning to know, learning to do, learning to be and learning to live together in order to realize the significance of learning to learners.²⁸

The result of research by Hermawan, Kamsiyati, and Atmojo said that CRH method is not only want the children learn about skill and academic content but also train the student to reach social relationship purposes which can influence their academic achievement in school.²⁹ In another word CRH method has positive impact in student learning completeness. The result found that student pay more attention when the lesson was lasting, learning condition was more conducive, and student's learning enthusiasm increased. Increased student's studying interest influences in increasing their learning completeness value.

Course Review Horay (CRH) one approach that can be used to improve the understanding and motivation of learning³⁰ because the learning approach aims to improve students' understanding of teaching materials. This is evidenced by the exercise problem as a form of understanding test in the learning process written on the card that has been provided. Meanwhile, when discussing the practice questions, students must shout the word 'horee' or other yells as a form of victory for having answered the question correctly. Thus, the CRH approach can be used to improve students' understanding which can simultaneously improve students' learning motivation because learning is packed with fun and festive.

²⁸ Suprijono, *Op.Cit.* 62.

²⁹ Nadia, Abdul & Sunardi. 2017. The Effectiveness of The Use of Course Review Horay (CRH) Methods to Improve Numeracy Division Skill of Children with Mild Mental Retardation in SLb Negeri Surakarta, *European Journal of Special Education Research*. Vol. 2, No. 3. p. 2.

³⁰ Asih, Maulana & Julia. 2016. Pengaruh Pendekatan Course Review Horay Terhadap Pemahaman Matematis Dan Motivasi Belajar Matematika Siswa Sekolah Dasar Pada Materi Penjumlahan Dan Pengurangan Bilangan Bulat, *Jurnal Pena Ilmiah* Vol. 1, No.1. p. 4.

b) Procedure of *Course Review Horay (CRH)*

According to Huda, there are procedure to implement Course Review Horay as follows³¹:

1. Teacher extend the competence need to be arrived.
2. Teacher distributes learning materials and explains the materials briefly.
3. After that the students are asked to discuss the material that has been explained by the teacher in groups in 10 minutes.
4. Teacher distributes the “Understanding Card” to each group. After that the teacher distributes the worksheet to every member of the groups. The next, teacher chooses one question of the worksheet and reads it randomly at the time.
5. The groups immediately discuss the questions and answer the question. The question is answered in “understanding card” and appropriate to the number that has mentioned by the teacher. After that the teacher will shout stop as signal that the time discussion is over.
6. The groups who have correct answer should shout “HORAY” and give checklist (v) to the number of the “understanding card”.
7. The score of each group is calculated from the checklist or correct sign (v). The group’s score is calculated from correct answer (horay) gained. The groups have more checklists they will be the winner.

According to Suprijono, steps in the Course Review Horay learning methods are³²:

- (1) Teacher divide students into several group.
- (2) The teacher conveys the competencies to be achieved.

³¹ Huda, *Op.Cit.* 230.

³²Suprijono, *Op.Cit.* 129.

(3) The teacher demonstrates or presents the material.

(4) Provide students with question opportunities.

(5) To test the understanding, students are told to make boxes 9 or 16 or 25 as needed and each box is filled with numbers according to the individual tastes of the students.

(6) The teacher reads randomly and sincerely writes an answer in a box the teacher mentions and immediately discusses, if correctly filled in the correct sign (\checkmark) and incorrectly filled in the cross (x).

(7) Students who have received a vertical or horizontal or diagonal mark (\checkmark) must shout for hoor or other yells. The student's score is calculated from the correct answer of the number of hores obtained.

c) **Advantages of Course Review Horay**

Hamid define that CRH method have some advantages, those are³³:

(1) Can foster interest in students learn.

(2) Improve the students activity in learning activities because of entertainment interspersed in the form of yelyel.

(3) The atmosphere of learning that lasts fun can help students in achieving high scores.

According to Shoimin,the advantages of the Course Review Horay methods are³⁴:

(1) The student's academic performance.

³³ Arifatun, Dwi & Eko. 2016.Keefektifan Model Pembelajaran Course Review Horaydengan Pendekatan Kontekstual terhadap Kemampuan Komunikasi Matematis pada Materi Segitiga Kelas VII. Vol. 3, No. 1. p. 3.

³⁴Shoimin, Aris. 2014. *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media. p. 55

(2) Interesting, thus encouraging students involved in it.

(3) Not monotonous because interspersed with little entertainment so that the atmosphere is not saturated and tense.

(4) Encourage students to get into learning situations.

(5) Students are more enthusiastic about learning.

(6) Train the cooperation and ability of students in solve the problem.

According to Huda, the advantages of the Course Review Horay methods are³⁵:

(1) The structure is interesting and can encourage students to be able to plunge into it.

(2) Methods that are not monotonous, because interspersed with entertainment, so the atmosphere is not stressful.

(3) The spirit of learning increases because the atmosphere of learning takes place pleasant.

(4) Skill work among students who are more trained.

d) Disadvantages of Course Review Horay

According to Shoimin, the disadvantages of Course Review Horay method³⁶:

(1) Students are active and passive in value equated. That is, the teacher will only judge the group that many say horay. Therefore, the value given by teachers in one group is the same without being able to differentiate between active and non-active students.

³⁵Huda, *Op.Cit.* 231.

³⁶Shoimin, *Op.Cit.* 55.

(2) There is a chance to cheat. That is, the teacher will not be able to control his students well whether he cheats or not. Teachers will pay attention to the per-group who answered horey, so the chances of the fraud is very big.

And according to Huda, the disadvantages of Course Review Horay method³⁷:

- (1) Leveling values between passive and active students.
- (2) An opportunity to cheat.
- (3) Risk interfere with other classroom learning atmosphere.

3. Vocabulary Mastery

Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings.³⁸ In contrast, a poor vocabulary can seriously slow our reading speed and limit our comprehension. Students with a strong vocabulary and students who work to improve a limited vocabulary are more successful in school.

According to Cameron, learning word is not something that is done and finished yet. To master vocabulary is to learn new words, meaning to increase vocabulary.³⁹ That learning includes the pronunciation, the meaning, the spelling, the usage, and the part of speech of the words.

³⁷Huda, *Op.Cit.* 23.

³⁸ Susanto, Alpino. 2017. *The Teaching of Vocabulary: A Perspective*. Vol. 1, No.2. p. 4.

³⁹ Cameron, L. 2001. *Teaching language to young learners*. UK: Cambridge University Press. p. 74.

According to Nation, vocabulary mastery of course relates to what kinds of words learners have to master and the high frequency words of the language.⁴⁰ These words occur very frequently in all kinds of uses of the language. They are needed in formal and informal uses of the language.

In addition, according to Nation, the high frequency words is very important because these words cover a very large proportion of the running words in both spoken and written texts.⁴¹ Furthermore, by mastering at least the high frequency words can help the students in understanding the target language.

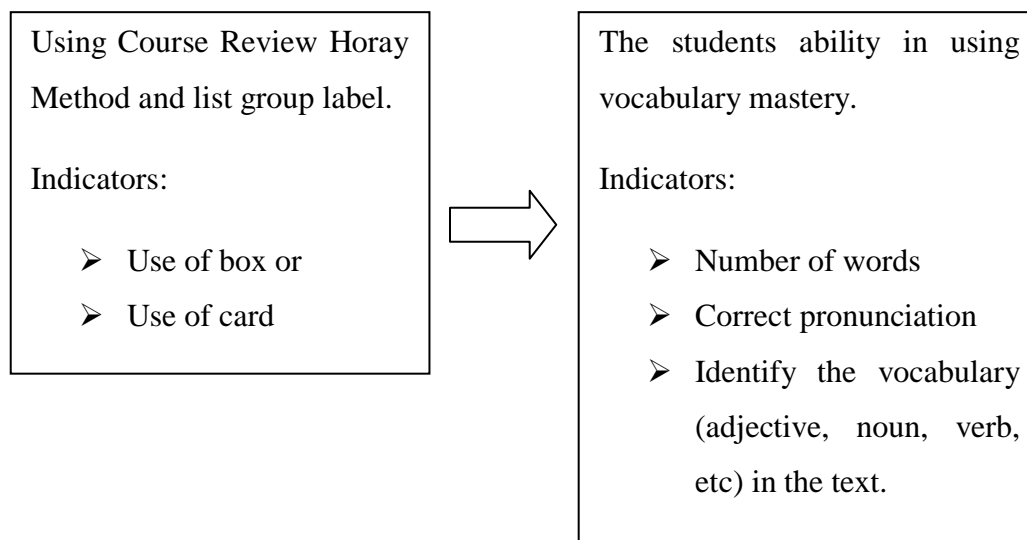
B. Theoretical Framework

The course review horay method which is addressed by researcher in the classroom hope it has an effect on students vocabulary mastery such as word meaning and word form that can be used in daily activity in English class. Therefore, by using course review horay method the students at Eighth Grade Students of SMP IT Al-Hidayah Medan can improve their vocabulary and help them to remember about the meaning of vocabularies and use them easily that appropriately with their function in sentence. It is expected to be an alternative way to keep and practice the students vocabulary mastery. Therefore, the researcher assumes that course review horay in teaching vocabulary has an effect on students vocabulary mastery.

⁴⁰ Nation, I.S.P. 2008. *Teaching Vocabularies: Strategies and Technique*. Boston: Heinle Cengage Learning. p. 7-11.

⁴¹ Nation. 2001. *Op.Cit.* p. 13.

To make the theoretical framework clear, so it can be seen the following draft below:



C. Related Studies

- a. Puji Astuti (2011): *“The Effectiveness of Course Review Horay in Improving students” Simple Past Tense Mastery*”. The topic of this study is the effectiveness of Course Review Horay in improving students’ simple past tense mastery – an experimental study at grade XI of SMA Negeri 1 Subah in the academic year of 2010/2011. The objective of this study is to find out whether Course Review Horay could improve students mastery of simple past tense or not. The research design used is true experimental design (pre test-post test control group and experimental design). The population of this study were students of SMA Negeri 1 Subah. The subject of this study was students grade eleven in the academic year 2010/2011. They consist of XI IPA and of XI IPS program. There are four classes of every program. The sampling technique was cluster random

sampling. Thus, the number of sample was 70 students that consisted of 35 students of XI IPS 4 who were taught by using Course review Horay and 35 students of XI IPS 2 who were taught by conventional method. The total meetings of each group were five meetings, those were pre-test, treatments three times, and post test. Besides, there was the other group used in this study that was the try-out group (XI IPS 1 and IPS 3 class). Before conducting the research, I conducted a try-out test to the try-out classes to get the validity, reliability, item of difficulty and item discrimination of the instrument. After that, I started the research by giving a pre test, treatment, and a post test to both groups. The result of the test was analyzed by using t-test formula to know the difference in the students' simple past tense mastery result between the group that was taught by using Course Review Horay and the other one that was not. The data collected were analyzed, and the statistical analysis of the result showed that the average scores both the experimental and control groups increased. However, the experimental group has higher differences between the two mean. The difference between two mean of experimental group was 20 point, while the control group was 16.4 point. By using t-test formula, I tried to find out the significant difference between the two groups. Since the t-test (3.534) was higher than t-table (1.669), it means that there is a significant difference in terms students' mastery between the students who were taught by using Course Review Horay technique and the students who were not taught by using Course Review Horay.

Finally, I suggest that English teachers concern better in their technique variety in teaching grammar.

- b. Sinta Purwatiningsih (2016): "*Improving Students' Reading Comprehension Through Course Review Horay Method*". The research is about improving students' reading comprehension through *course review horay* as a method of language teaching of the eighth grade students at Mts Matholi'ul Ulum in the academic year of 2015/2016. The objective of this research is to improve student's reading comprehension focus on recount text through *course review horay* method. Based on the observation of the researcher during teaching and learning process, the students were difficult to understand the text and reading fluency. The methodology of the research was classroom action research which consists of two cycles. The number of the students in this research was 24 students. In completing the research, the researcher used observation sheet, documentation and multiple choice tests as the instrument of collecting data. By conducting classroom action research, it was found that the implementation of *course review horay* improved students' reading comprehension. The result of this research showed that the findings in cycle II was higher than the KKM (*Minimum Completeness Criteria*) at Mts Matholi'ul Ulum on score 70 in the academic year of 2015/2016. The mean score of post test in cycle II was 76,58. 87.5% students passing the KKM (*Minimum CompletenessCriteria*) and the target, $87.5\% > 85\%$. Based on the result of this research, it could be concluded that the implementation of *course*

review horay improved students' reading comprehension of the eighth grade students at Mts Matholi'ul Ulum in the academic year of 2014/2015.

- c. Fandi Ahmad (2014) "*The Effect of Direct Method on Students' Vocabulary Mastery*" The objective of this research was to get empirical evidence about the effect of Direct Method on Student's Vocabulary Mastery and to identify the students' achievement in learning vocabulary through Direct Method. This research used quantitative method. The sample of this research was the first grade of SMA Triguna Utama. With the total number 20 students from each class. The research conducted experiment in two different classes with Direct Method was employed in an experimental class and other technique was employed in a controlled class. The data were collected through the achievement of pre-test and post-test from two classes. The result showed that teaching vocabularies by using Direct Method was more effective than using Grammar Translation Method. Direct Method has served a positive influence. So, it can be concluded that direct method has positive effect to the first grade students of SMA in teaching vocabulary.

Based on related study above, we know that what they are talking about in their thesis, like the effectiveness CRH in simple past tense mastery and in improving reading comprehension, it is different from my research. This research that talking about the effect of CRH in vocabulary mastery.

D. Research Hypothesis

The hypothesis are formulated in the following:

- H_a : There is significant effect of using course review horay method on the students' vocabulary mastery.
- H_o : There is no significant effect of using course review horay method on the students' vocabulary mastery.

CHAPTER III
RESEARCH METHODOLOGY

a. Research Design

The method used in this research is quantitative method. As Creswell stated quantitative method consists of three type designs namely experimental designs, correlational designs, and survey designs.⁴²This research would be conducted in experimental research design because experimental design is aimed to find out the cause-effect between two variables.⁴³The design will be applied in order to investigate the effect of Course Review Horay method toward student vocabulary mastery. This research consist of two different groups, namely experimental group and control group. The experimental taught by using Course Review Horay method and control group taught by using conventional method. Both of group would be given pre-test and post-test with the same material and test.

Table I : Research Design

Group		Treatment		Class
Experimental Group	Pre Test	Course Review Horay Method	Post Test	VIII-A
Control Group	Pre Test	Teacher Centered Strategy	Post Test	VIII-B

There are two variables in this study; they are independent and dependent variable. Independent variable is the effect of Course Review Horay method while the dependent variable is the students' vocabulary mastery.

⁴²Creswell, John W. 2012.*Educational Research*, Fourth Edition. United States of America: Pearson Education, Inc. p. 293.

⁴³*Ibid.*, p. 295.

B. Population and Sample

The research was conducted in SMP IT Al-Hidayah Medan which is located at Jl. Letda Sudjono, Gg. Perguruan No. 4, North Sumatera 20223. Population is a set of collection all elements process one or more elements of interest.⁴⁴ According to Syahrums and Salim, population is the whole object of the research.⁴⁵The population of this research is the eight grade students of SMP IT Al-Hidayah Medan. There are 60 students in total and divided into two classes, which are VIII-A, VIII-B

Table II : The Distribution of Population

No	Class	Number
1	VIII- A	30
2	VIII-B	30
Total		60

Sample is any part of a population of individual information is obtained.⁴⁶

In selecting of the sample, the researcher used total sampling by talking all of the population as the sample. In the seventh year students of SMP IT Al-Hidayah Medan consist of two classes and both of them became a sample of this research, because the number of population is less than one hundred. The total number is 60 students, 30 students from VIII-A, 30 student from VIII-B and they became a

⁴⁴Arikunto, Suharsimi. 2002. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Pt RINEKA CIPTA.p.108-109

⁴⁵Syahrums dan Salim. 2012. *Metodologi Penelitian Kuantitatif*. Bandung: Citaputaka Media

⁴⁶Sugiono. 2016. *Metode penelitian kuantitatif, kualitatif R & D*. Bandung : Alfabeta.p.81

sample in this research. The sample of this study is VIII-A as a experimental class and VIII-B as an control class.

Table III : The Distribution of Sample

No	Group	Class	Number
1	Experimental Group	VIII- A	30
2	Control Group	VIII-B	30
Total			60

C. Data Collection

The procedures of collecting data are such the following:

1. Pre-Test

Pre-Test Both of groups, the experimental group and control group were given before treatment. The teacher would asked the students to answer the multiple choice test

2. Treatment

There were two groups taught, they are experimental group and controlgroup. Experimental group was taught by using Course Review Horay method. Control group was taught by using Teacher Centered strategy. There were four meetings in this research and each meeting consisted of 40 minutes.

3. Post-test

After conducting the treatment, the post-test would be given to find out the result of teaching presentation in both groups. It would be applied to

analyze and evaluate both of the groups, then to know the effect of the treatment.

D. Data Analysis

The researcher would be used the data from students' tests to find out the result of students' vocabulary knowledge by implementing course review horay method which is applied in the experimental class, then without course review horay method in the control class. After all students' scores were obtained, next the researcher will be conducted prerequisite data analysis: normality and homogeneity. After analyzed normality test and homogeneity test, the researcher will be used T-test to find out the differences between students' score that are taken from pre-test and post-test in experimental class and control class.

Gain Score analysis is a method of data analysis from experimental design by finding the difference value of post-test and pre-test, moreover the gain score analysis is used if there is interaction / difference between group or group with pre score. Basically the gain score is the value of the difference in scores and can be tested using **T-test**.

Gain score = post-test – pre-test

1. Experimental group = post-test – pre-test
2. Control group = post-test – pre-test

To find out the effect of course review horay method on the students' ability in mastering vocabulary, mean of the control group and experimental group will be compared by using **T-test**, as follows:

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

In which:

t : total score

Ma : the mean of experimental group

Mb : the mean of control group

Da² : the standard of deviation of experimental group

Db² : the standard of deviation of control group

Na : the total numbers of experimental group

Nb : the total numbers of control group

a. Test of Normality

Normality test was held to determine whether normal or abnormal research data or research variables.

- a. The observation X₁, X₂, X₃,, X_n are served raw numbers Z₁, Z₂, Z₃, ..., ..., Z_n using the formula.

To count of raw numbers with the formulas :

$$Z_i = \frac{X_i - \bar{X}}{SD}$$

X = Average sample

S = Standard deviation

- b. For each of these raw numbers using standard normal distribution is calculated odds $F(Z_i) = P(Z \leq Z_i)$
- c. Furthermore, in calculating the proportion that expressed by S (Z_i) then :

$$S(Z_i) = \frac{\text{total of } Z_1, Z_2, \dots, Z_n \text{ which } \leq Z_n}{n}$$

- d. Calculate $F(Z_i) - S(Z_i)$ and define the absolute price

Determine the largest price of the difference $F(Z_i) - S(Z_i)$ as L_0 .

b. Test of Homogeneity

Homogeneity Test is used to determine whether the sample variance has the same or homogeneous variance, test of homogeneity is used with the following formula:⁴⁷

$$F = \frac{\text{Highest varians}}{\text{lowest varians}}$$

Criteria for testing H_0 is rejected if $F \geq F_{0,05}(v_1, v_2)$ where $F_{0,05}(v_1, v_2)$ obtained from the F distribution list with a chance of $\alpha = 0,05$ and $\alpha = 0,01$, whereas the v_1 and v_2 degrees of freedom each corresponding to df numerator and denominator of the formula above.

E. Research Procedure

In conducting the research, there were some procedures that applied for taking the data :

1. In order to determine the problem, the researcher observed the students' learning process (the students' vocabulary is still low)
2. The researcher will be made the research planning through lesson plan.
3. The researcher chooses two classes that will be the control and experimental class
4. The researcher conducts the try out for validating the instrument
5. The researcher conducts pre-test for control and experimental class.

⁴⁷ Sudjana. 2009. *Metode Statistika*. Tarsito Bandung. p. 149.

6. The researcher gives treatment s for experimental class.
7. The researcher conducts post-test to give evaluation in control and experimental class
8. The researcher analyzes the data collected from, pre-test, and post-test.
9. The researcher concludes the research from the result of the data analysis.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

A.1. Description Data

This study was conducted by applying an experimental research. There were two groups in this research, namely experimental and control group. This research was applied a vocabulary test which the total score is 100. The pre test was given before the treatment and the post test was given after the treatment. The researcher gave the treatment to students in the experimental group by applying Course Review Horay method while control group without applying Course Review Horay method.

Where in the experimental group, researcher applying the CRH method, the researcher takes the following learning steps: Researcher extend the competence need to be arrived. Researcher distributes learning materials and explains the materials briefly. Then, teacher distributes the “Understanding Card” to each group and distributes the worksheet to every member of the groups. The next, researcher chooses one question of the worksheet and reads it randomly at the time. The groups immediately discuss the questions and answer the question. The question is answered in “understanding card” and appropriate to the number that has mentioned by the researcher. After that the teacher will shout stop as signal that the time discussion is over. The groups who have correct answer should shout “HORAY” and give checklist (v) to the number of the “understanding card” and then researcher calculate it to find out the winner.

After conducting the research, the researcher got the data of students' scores in pre test and post test from both experimental and control group.

A.1.1. The Score of Pre Test and Post Test of Experimental Group

Table IV: The Score of Pre Test of Experimental Group

No.	Students' Initial	Pre Test
1	ARA	80
2	AF	75
3	AS	75
4	AM	75
5	ASZ	50
6	AFY	70
7	ASP	70
8	AMQ	75
9	BS	80
10	DP	65
11	DK	65
12	DR	65
13	EF	80
14	FLL	70
15	J	70
16	MA	80

17	MAS	75
18	MDS	50
19	MR	50
20	MRW	60
21	MRR	80
22	MRF	70
23	MK	70
24	NA	75
25	NR	70
26	PDA	55
27	RAP	55
28	SKA	70
29	TAM	80
30	TF	60
Total		$\Sigma = 2065$
Mean		$\bar{X} = 68.833$

Based on the table above, it can be seen that the result of the students' vocabulary mastery in experimental group by applying Course Review Horay method and it showed the lowest score of pre-test was 50, and the highest score of pre-test was 80 and the mean of pre-test was 68.833

Table V : The Score of Post Test of Experimental Group

No.	Students' Initial	Post Test
1	ARA	85
2	AF	80
3	AS	80
4	AM	85
5	ASZ	60
6	AFY	75
7	ASP	75
8	AMQ	80
9	BS	90
10	DP	70
11	DK	70
12	DR	70
13	EF	90
14	FLL	75
15	J	75
16	MA	90
17	MAS	80
18	MDS	60
19	MR	60

20	MRW	65
21	MRR	95
22	MRF	75
23	MK	75
24	NA	80
25	NR	75
26	PDA	60
27	RAP	60
28	SKA	75
29	TAM	95
30	TF	65
Total		$\Sigma = 2270$
Mean		$\bar{X} = 75.67$

Based on the table above, it can be seen that the result of the students' vocabulary mastery in experimental group by applying Course Review Horay method and it showed the lowest score of post-test was 60, and the highest score of post-test was 95 and the mean of post-test was 75.67

A.1.2. The Score of Pre Test and Post Test of Control Group

In the control group without applying course review horay method, the researcher takes the following learning steps: Researcher extend the competence need to be arrived. Researcher distributes learning materials and explains the materials briefly. After that the students are asked to discuss the material that has

been explained by the teacher in groups in 10 minutes. Then researcher give the test and several time to finished the test.

Table VI : The Score of Pre Test of Control Group

No.	Students' Initial	Pre Test
1	AH	60
2	AN	60
3	AS	70
4	CS	65
5	CP	50
6	EK	55
7	DL	70
8	FFD	70
9	FP	70
10	IA	50
11	IFN	60
12	MR	60
13	MZD	50
14	NSL	65
15	NMF	70
16	NP	70
17	NR	55
18	PLH	60

19	PT	60
20	RAS	65
21	SM	65
22	S	65
23	SA	70
24	SMR	70
25	SM	70
26	VD	70
27	VAA	50
28	VA	50
29	YK	50
30	ZS	60
Total		$\Sigma = 1855$
Mean		$\bar{X} = 61.833$

Based on the table above, it can be seen that the result the students' score in vocabulary mastery in control group without applying course review horay method and it showed the lowest score of pre-test was 50, and the highest score of pre-test was 70 and the mean of pre-test was 61.833

Table VII : The Score of Post Test of Control Group

No.	Students' Initial	Post Test
1	AH	65
2	AN	65

3	AS	75
4	CS	70
5	CP	55
6	EK	60
7	DL	75
8	FFD	75
9	FP	75
10	IA	55
11	IFN	65
12	MR	65
13	MZD	55
14	NSL	70
15	NMF	75
16	NP	75
17	NR	60
18	PLH	65
19	PT	65
20	RAS	70
21	SM	70
22	S	70
23	SA	75

24	SMR	75
25	SM	80
26	VD	80
27	VAA	55
28	VA	55
29	YK	55
30	ZS	65
Total		$\Sigma = 2030$
Mean		$\bar{X} = 67.67$

Based on the table above, it can be seen that the result the students' score in vocabulary mastery in control group without applying course review horay method and it showed the lowest score of post-test was 55, and the highest score of post-test was 80 and the mean of post-test was 67.67

Based on the explanation above about we can see the result students' vocabulary mastery between experimental group and control group, it showed that the students' score in experimental group was higher than students' score in control group, where in pre-test (68.833) and the score in post-test (75.67). The total score of the mean score in experimental and control group showed that there was significant effect in improvement of students' score between pre-test and post-test.

A.2. Normality Testing

Normality testing is used to determine if a data set is well-modeled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distributed.

A.2.1. Normality Testing of Experimental Group

Table VIII: Frequency Distribution of Pre Test in Experimental Group

NO	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	50	3	150	2500	7500
2	55	2	110	3025	6050
3	60	2	120	3600	7200
4	65	3	195	4225	12675
5	70	8	560	4900	39200
6	75	6	450	5625	33750
7	80	6	480	6400	38400
Total		30	2065	30275	144775

Based on the data above, it can be seen that the result of $F_i X_i^2$ is 144775 and $F_i X_i$ is 2065. Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

$$\bar{x} = \text{Mean of variable } x$$

$$\sum F_i X_i = \text{Total number of score}$$

$$\sum F_i = \text{Number of sample}$$

So,

$$\begin{aligned} \bar{x} &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{2065}{30} \\ &= 68.833 \end{aligned}$$

b. Variant

Where:

$$S^2 = \text{Variant}$$

$$N = \text{Number of sample}$$

So,

$$\begin{aligned} S^2 &= \frac{n\sum FiXi^2 - (\sum FiXi)^2}{n(n-1)} \\ &= \frac{30 \times 144774 - (2065)^2}{30(30-1)} \\ &= \frac{4343250 - 4264225}{870} \\ &= \frac{79025}{870} \\ &= 90.83 \end{aligned}$$

c. Standard Deviation

$$\begin{aligned} S &= \sqrt{S^2} \\ &= \sqrt{90.83} \\ &= 9.53 \end{aligned}$$

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality vocabulary mastery can be seen in the following table:

Table IX : Normality Testing of Pre Test in Experimental Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	50	-1.98	0.0239	0.1	-0.0761
2	50	-1.98	0.0239	0.1	-0.0761
3	50	-1.98	0.0239	0.1	-0.0761

4	55	-1.45	0.0735	0.17	-0.0965
5	55	-1.45	0.0735	0.17	-0.0965
6	60	-0.93	0.1762	0.23	-0.0538
7	60	-0.93	0.1762	0.23	-0.0538
8	65	-0.40	0.3446	0.33	0.0146
9	65	-0.40	0.3446	0.33	0.0146
10	65	-0.40	0.3446	0.33	0.0146
11	70	0.12	0.5478	0.6	-0.0522
12	70	0.12	0.5478	0.6	-0.0522
13	70	0.12	0.5478	0.6	-0.0522
14	70	0.12	0.5478	0.6	-0.0522
15	70	0.12	0.5478	0.6	-0.0522
16	70	0.12	0.5478	0.6	-0.0522
17	70	0.12	0.5478	0.6	-0.0522
18	70	0.12	0.5478	0.6	-0.0522
19	75	0.65	0.7422	0.8	-0.0578
20	75	0.65	0.7422	0.8	-0.0578
21	75	0.65	0.7422	0.8	-0.0578
22	75	0.65	0.7422	0.8	-0.0578
23	75	0.65	0.7422	0.8	-0.0578
24	75	0.65	0.7422	0.8	-0.0578
25	80	1.17	0.879	1	-0.121
26	80	1.17	0.879	1	-0.121
27	80	1.17	0.879	1	-0.121
28	80	1.17	0.879	1	-0.121
29	80	1.17	0.879	1	-0.121
30	80	1.17	0.879	1	-0.121
Total	2065	Lo = 0.0146			
Mean	68.833	Lt = 0.161			

a. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_i = \frac{50 - 68.83}{9.53} = -1.98$$

$$Z_i 2 = \frac{55 - 68.83}{9.53} = -1.45$$

$$Z_i 3 = \frac{60 - 68.83}{9.53} = -0.93$$

$$Z_i 4 = \frac{65 - 68.83}{9.53} = -0.40$$

$$Z_i 5 = \frac{70 - 68.83}{9.53} = 0.12$$

$$Z_i 6 = \frac{75 - 68.83}{9.53} = 0.65$$

$$Z_i 7 = \frac{80 - 68.83}{9.53} = 1.17$$

b. Finding S(Z_i)

$$S(Z_i) = \frac{F Kum}{N}$$

$$\frac{3}{30} = 0.1$$

$$\frac{5}{30} = 0.17$$

$$\frac{7}{30} = 0.23$$

$$\frac{10}{40} = 0.33$$

$$\frac{18}{30} = 0.6$$

$$\frac{29}{30} = 0.8$$

$$\frac{30}{30} = 1$$

From the table above, it can be seen that Liliefors observation or $L_o = 0.0146$ with $n = 30$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.161$. It is known that the coefficient of $L_o (0.0146) < L_t (0.161)$. So it can be concluded that the data distribution of the students' vocabulary mastery is **normal**.

Table X : Frequency Distribution of Post Test in Experimental Group

NO	Xi	Fi	FiXi	Xi ²	FiXi ²
1	60	5	300	3600	18000
2	65	2	130	4225	8450
3	70	3	210	4900	14700
4	75	8	600	5625	45000
5	80	5	400	6400	32000
6	85	2	170	7225	14450
7	90	3	270	8100	24300
8	95	2	190	9025	18050
Total		30	2270	49100	174950

Based on the data above, the result of $F_i X_i^2$ is 174950 and $F_i X_i$ is 2270. Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

\bar{x} = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\begin{aligned} \bar{x} &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{2270}{30} \\ &= 75.67 \end{aligned}$$

b. Variant

Where:

$$S^2 = \text{Variant}$$

$$N = \text{Number of sample}$$

So,

$$\begin{aligned} S^2 &= \frac{n\sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)} \\ &= \frac{30 \times 174950 - (2270)^2}{30(30-1)} \\ &= \frac{5248500 - 5152900}{30(29)} \\ &= \frac{95600}{870} \\ &= 109.89 \end{aligned}$$

c. Standard Deviation

$$\begin{aligned} S &= \sqrt{S^2} \\ &= \sqrt{109.89} \\ &= 10.48 \end{aligned}$$

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to the students was observed by Liliefors test. The calculation of normality vocabulary mastery can be seen in the following table:

Table XI : Normality Testing of Post Test in Experimental Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	60	-1.79	0.0401	0.13	-0.0899
2	60	-1.79	0.0401	0.13	-0.0899
3	60	-1.79	0.0401	0.13	-0.0899

4	60	-1.79	0.0401	0.13	-0.0899
5	60	-1.79	0.0401	0.13	-0.0899
6	65	-1.31	0.0985	0.17	-0.0715
7	65	-1.31	0.0985	0.17	-0.0715
8	70	-0.84	0.2061	0.27	-0.0639
9	70	-0.84	0.2061	0.27	-0.0639
10	70	-0.84	0.2061	0.27	-0.0639
11	75	-0.36	0.3632	0.4	-0.0368
12	75	-0.36	0.3632	0.4	-0.0368
13	75	-0.36	0.3632	0.4	-0.0368
14	75	-0.36	0.3632	0.4	-0.0368
15	75	-0.36	0.3632	0.4	-0.0368
16	75	-0.36	0.3632	0.4	-0.0368
17	75	-0.36	0.3632	0.4	-0.0368
18	75	-0.36	0.3632	0.4	-0.0368
19	80	0.11	0.5398	0.57	-0.0302
20	80	0.11	0.5398	0.57	-0.0302
21	80	0.11	0.5398	0.57	-0.0302
22	80	0.11	0.5398	0.57	-0.0302
23	80	0.11	0.5398	0.57	-0.0302
24	85	0.58	0.7157	0.8	-0.0843
25	85	0.58	0.7157	0.8	-0.0843
26	90	1.06	0.8508	0.9	-0.0492
27	90	1.06	0.8508	0.9	-0.0492
28	90	1.06	0.8508	0.9	-0.0492
29	95	1.54	0.9332	1	-0.0668
30	95	1.54	0.9332	1	-0.0668
Total	20270	Lo = -0.0302			
Mean	75.67	Lt = 0.161			

a. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_{i1} = \frac{60 - 78.83}{10.48} = -1.79$$

$$Z_{i2} = \frac{65 - 78.83}{10.48} = -1.31$$

$$Z_{i3} = \frac{70 - 78.83}{10.48} = -0.84$$

$$Z_{i4} = \frac{75 - 78.83}{10.48} = -0.36$$

$$Z_{i5} = \frac{80 - 78.83}{10.48} = 0.11$$

$$Z_{i6} = \frac{85 - 78.83}{10.48} = 0.58$$

$$Z_{i7} = \frac{90 - 78.83}{10.48} = 1.06$$

$$Z_{i8} = \frac{95 - 78.83}{10.48} = 1.54$$

b. Finding S(Z_i)

$$S(Z_i) = \frac{F_{Kum}}{N}$$

$$\frac{4}{30} = 0.13$$

$$\frac{5}{30} = 0.17$$

$$\frac{8}{30} = 0.27$$

$$\frac{12}{30} = 0.4$$

$$\frac{17}{30} = 0.57$$

$$\frac{24}{30} = 0.8$$

$$\frac{27}{30} = 0.9$$

$$\frac{30}{30} = 1$$

From the table above, it can be seen that Liliefors observation or $L_o = -0.0302$ with $n = 30$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.161$. It is known that the coefficient of $L_o (-0.03025) < L_t (0.161)$. So it can be concluded that the data distribution of the students' vocabulary mastery is **normal**.

A.2.2. Normality Testing of Control Group

Table XII : Frequency Distribution of Pre Test in Control Group

NO	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	50	6	300	2500	15000
2	55	2	110	3025	6050
3	60	7	420	3600	25200
4	65	5	325	4225	21125
5	70	10	700	4900	49000
Total		30	1855	18250	116375

Based on the data above, the result of $\sum F_i X_i^2$ is 116375 and $\sum F_i X_i$ is 1855.

Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{X} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

\bar{x} = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\begin{aligned}\bar{x} &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{1855}{30} \\ &= 61.833\end{aligned}$$

b. Variant

Where:

S^2 = Variant

N = Number of sample

So,

$$\begin{aligned}S^2 &= \frac{n \sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)} \\ &= \frac{30 \times 116375 - (1855)^2}{30(30-1)} \\ &= \frac{3491250 - 3441025}{30(29)} \\ &= \frac{50225}{870} \\ &= 57.72\end{aligned}$$

c. Standard Deviation

$$\begin{aligned}S &= \sqrt{S^2} \\ &= \sqrt{57.72} \\ &= 7.59\end{aligned}$$

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to the students was observed by Liliefors test. The calculation of normality vocabulary mastery can be seen in the following table:

Table XIII : Normality Testing of Pre Test in Control Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	50	-1.55	0.0606	0.2	-0.1394
2	50	-1.55	0.0606	0.2	-0.1394
3	50	-1.55	0.0606	0.2	-0.1394
4	50	-1.55	0.0606	0.2	-0.1394
5	50	-1.55	0.0606	0.2	-0.1394
6	50	-1.55	0.0606	0.2	-0.1394
7	55	-0.89	0.01876	0.26	-0.0733
8	55	-0.89	0.01876	0.26	-0.0733
9	60	-0.24	0.4052	0.26	-0.0948
10	60	-0.24	0.4052	0.26	-0.0948
11	60	-0.24	0.4052	0.26	-0.0948
12	60	-0.24	0.4052	0.26	-0.0948
13	60	-0.24	0.4052	0.26	-0.0948
14	60	-0.24	0.4052	0.26	-0.0948
15	60	-0.24	0.4052	0.26	-0.0948
16	65	0.41	0.6591	0.66	-0.0009
17	65	0.41	0.6591	0.66	-0.0009
18	65	0.41	0.6591	0.66	-0.0009
19	65	0.41	0.6591	0.66	-0.0009
20	65	0.41	0.6591	0.66	-0.0009
21	70	1.07	0.8577	1	-0.1423
22	70	1.07	0.8577	1	-0.1423
23	70	1.07	0.8577	1	-0.1423
24	70	1.07	0.8577	1	-0.1423
25	70	1.07	0.8577	1	-0.1423
26	70	1.07	0.8577	1	-0.1423

27	70	1.07	0.8577	1	-0.1423
28	70	1.07	0.8577	1	-0.1423
29	70	1.07	0.8577	1	-0.1423
30	70	1.07	0.8577	1	-0.1423
Total	1855	Lo = -0.0009			
Mean	61.83	Lt = 0.161			

a. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_i 1 = \frac{50 - 61.83}{7.59} = -1.55$$

$$Z_i 2 = \frac{55 - 61.83}{7.59} = -0.89$$

$$Z_i 3 = \frac{60 - 61.83}{7.59} = -0.24$$

$$Z_i 4 = \frac{65 - 61.83}{7.59} = 0.41$$

$$Z_i 5 = \frac{70 - 68}{7.59} = 1.07$$

b. Finding S(Z_i)

$$S(Z_i) = \frac{F \text{ Kum}}{N}$$

$$\frac{6}{30} = 0.2$$

$$\frac{8}{30} = 0.26$$

$$\frac{15}{30} = 0.5$$

$$\frac{20}{30} = 0.66$$

$$\frac{30}{30} = 1$$

$$\frac{33}{40} = 0.825$$

$$\frac{40}{40} = 1$$

From the table above, it can be seen that Liliefors observation or $L_o = -0.0009$ with $n = 30$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.161$. It is known that the coefficient of $L_o (-0.0009) < L_t (0.161)$. So it can be concluded that the data distribution of the students' vocabulary mastery is **normal**.

Table XIV : Frequency Distribution of Post Test in Control Group

NO	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	55	5	275	3025	15125
2	60	2	120	3600	7200
3	65	7	455	4225	29575
4	70	6	420	4900	29400
5	75	8	600	5625	50000
6	80	2	160	6400	12800
Total		30	2030	35120	139100

Based on the data above, the result of $F_i X_i^2$ is 139100 and $F_i X_i$ is 2030. Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

\bar{x} = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\begin{aligned}\bar{x} &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{2030}{30} \\ &= 67.67\end{aligned}$$

b. Variant

Where:

$$S^2 = \text{Variant}$$

$$N = \text{Number of sample}$$

So,

$$\begin{aligned}S^2 &= \frac{n\sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)} \\ &= \frac{30 \times 139100 - (2030)^2}{30(30-1)} \\ &= \frac{4173000 - 4120900}{30(29)} \\ &= \frac{52100}{870} \\ &= 59.89\end{aligned}$$

c. Standard Deviation

$$\begin{aligned}S &= \sqrt{S^2} \\ &= \sqrt{59.89} \\ &= 7.74\end{aligned}$$

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to the students was observed by Liliefors test. The calculation of normality vocabulary mastery can be seen in the following table:

Table XV : Normality Testing of Post Test in Control Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	55	-1.63	0.0174	0.1	0.0826
2	55	-1.63	0.0174	0.1	0.0826
3	55	-1.63	0.0174	0.1	0.0826
4	55	-1.63	0.0174	0.1	0.0826
5	55	-1.63	0.0174	0.1	0.0826
6	60	-0.99	0.0735	0.13	-0.0565
7	60	-0.99	0.0735	0.13	-0.0565
8	65	0.34	0.2148	0.26	-0.0452
9	65	0.34	0.2148	0.26	-0.0452
10	65	0.34	0.2148	0.26	-0.0452
11	65	0.34	0.2148	0.26	-0.0452
12	65	0.34	0.2148	0.26	-0.0452
13	65	0.34	0.2148	0.26	-0.0452
14	65	0.34	0.2148	0.26	-0.0452
15	70	0.30	0.4483	0.5	-0.0517
16	70	0.30	0.4483	0.5	-0.0517
17	70	0.30	0.4483	0.5	-0.0517
18	70	0.30	0.4483	0.5	-0.0517
19	70	0.30	0.4483	0.5	-0.0517
20	70	0.30	0.4483	0.5	-0.0517
21	75	0.94	0.6985	0.8	-0.1015
22	75	0.94	0.6985	0.8	-0.1015
23	75	0.94	0.6985	0.8	-0.1015
24	75	0.94	0.6985	0.8	-0.1015
25	75	0.94	0.6985	0.8	-0.1015
26	75	0.94	0.6985	0.8	-0.1015
27	75	0.94	0.6985	0.8	-0.1015

28	75	0.94	0.6985	0.8	-0.1015
29	80	1.59	0.881	1	-0.119
30	80	1.59	0.881	1	-0.119
Total	2030	Lo = 0.0826			
Mean	67.67	Lt = 0.161			

a. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_i 1 = \frac{55 - 67.67}{7.74} = -1.63$$

$$Z_i 2 = \frac{60 - 67.67}{7.74} = -0.99$$

$$Z_i 3 = \frac{65 - 67.67}{7.74} = -0.34$$

$$Z_i 4 = \frac{70 - 67.67}{7.74} = 0.30$$

$$Z_i 5 = \frac{75 - 67.67}{7.74} = 0.94$$

$$Z_i 6 = \frac{80 - 67.67}{7.74} = 1.59$$

b. Finding S(Z_i)

$$S(Z_i) = \frac{F \text{ Kum}}{N}$$

$$\frac{1}{40} = 0.025$$

$$\frac{2}{40} = 0.05$$

$$\frac{5}{40} = 0.125$$

$$\frac{11}{40} = 0.275$$

$$\frac{22}{40} = 0.55$$

$$\frac{30}{40} = 0.75$$

$$\frac{40}{40} = 1$$

From the table above, it can be seen that Liliefors observation or $L_o = -0.0218$ with $n = 40$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.14$. It is known that the coefficient of $L_o (-0.0218) < L_t (0.14)$. So it can be concluded that the data distribution of the student's vocabulary mastery is **normal**.

A.3. Homogeneity Testing

A.3.1. Homogeneity Testing of Pre Test

$$\begin{aligned} F &= \frac{\text{Highestvarians}}{\text{lowestvarians}} \\ &= \frac{90.83}{57.72} \\ &= 1.57 \end{aligned}$$

Then the coefficient of $F_{obs} = 1.57$ is compared with F_{table} , where F_{table} was determined at real level $\alpha = 0.05$ and the numerator $df = N = 30$ and the denominator $dk = 30$. So, by using the list of critical value at F distribution was found $F_{0.05(40,40)} = 1.57$

So $F_{obs} < F_{table}$ atau $(1.57 < 1.84)$ so it can be concluded that the variant from the data was homogenous.

A.3.2. Homogeneity Testing of Post Test

$$\begin{aligned}
 F &= \frac{\text{Highestvarians}}{\text{lowestvarians}} \\
 &= \frac{109.89}{59.89} \\
 &= 1.83
 \end{aligned}$$

Then the coefficient of $F_{\text{obs}} = 1.83$ was compared with F_{table} , where F_{table} is determined at real level $\alpha = 0.05$ and the numerator $df = N = 30$ and the denominator $dk = 30$.

So, by using the list of critical value at F distribution was found $F_{0.05(40,40)} = 1.83$.

So $F_{\text{obs}} < F_{\text{table}}$ atau $(1.83 < 1.84)$ so it can be concluded that the variant from the data is homogenous.

A.4. Hypothesis Testing

Table XVI : Mean of Post-Test – Pre-Test in Experimental Group

No	Score Post-Test	Score Pre-Test	Decrease
1	85	80	5
2	80	75	5
3	80	75	5
4	85	75	10
5	60	50	10
6	75	70	5
7	75	70	5
8	80	75	5
9	90	80	10

10	70	65	5
11	70	65	5
12	70	65	5
13	90	80	10
14	75	70	5
15	75	70	5
16	90	80	10
17	80	75	5
18	60	50	10
19	60	50	10
20	65	60	5
21	95	80	5
22	75	70	5
23	75	70	5
24	80	75	5
25	75	70	5
26	60	55	5
27	60	55	5
28	75	70	5
29	95	80	15
30	65	60	5

Σ	195
Mean	6,5

Table XVII : Mean of Post-Test – Pre-Test in Control Group

No	Score Post-Test	Score Pre-Test	Decrease
1	65	60	5
2	65	60	5
3	75	70	5
4	70	65	5
5	55	50	5
6	60	55	5
7	75	70	5
8	75	70	5
9	75	70	5
10	55	50	5
11	65	60	5
12	65	60	5
13	55	50	5
14	70	65	5
15	75	70	5
16	75	70	5
17	60	55	5

18	65	60	5
19	65	60	5
20	70	65	5
21	70	65	5
22	70	65	5
23	75	70	5
24	75	70	5
25	80	70	10
26	80	70	10
27	55	50	5
28	55	50	5
29	55	50	5
30	65	60	5
Σ			160
Mean			5.33

The hypothesis testing in this research, it is used two average similarity test by using statistic, as follow:

$$\begin{aligned}
 t &= \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right) \left(\frac{1}{Na} + \frac{1}{Nb}\right)}} \\
 &= \frac{6.5 - 5.33}{\sqrt{\left(\frac{109.83 + 59.90}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{1.17}{\sqrt{\left(\frac{169.73}{58}\right)(0.0009)}} \\
&= \frac{1.17}{\sqrt{(2.92)(0.0009)}} \\
&= \frac{1.17}{\sqrt{0.002}} \\
&= \frac{1.17}{0.04} \\
&= 29.25
\end{aligned}$$

From the computation above, it can be seen that $t_{\text{observed}} = 29.25$. The testing hypothesis was conducted in order to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that the H_a is accepted if the $t_{\text{observed}} > t_{\text{table}}$. In this study the calculation of the scores uses T-test for the degree of freedom 58 ($df = N + N - 2$) at the level of significant 0.05 that the critical value is 2.009. So it can be seen that $t_{\text{table}} = 2.009$.

After the scores were calculated, it was found that in this study the t_{observed} is higher than the t_{table} . It can be seen as follow:

$$t_{\text{observed}} > t_{\text{table}}(\alpha = 0.05) \text{ with } df \ 78$$

$$29.25 > 2.009$$

From the result above, it shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that teaching vocabulary by using course review horay method affect on students' vocabulary mastery.

B. Discussion

This research was conducted at SMP Al-Hidayah Medan. The design of this research was an experimental research design using quantitative approach with Pre test and Post test design. The treatment was given in class VIII-A. The

experimental group in VIII-A and the control group in VIII-B are taught by using the same materials but different teaching learning approach. In experimental group, the researcher used course review horay method on students` vocabulary mastery, and control group was taught by using course review horay method.

According to Huda , course review horay (CRH) is a learning method which can create exciting and fun class atmosphere because every student who has right answer must shout “Horay!” or another preferably yells⁴⁸. That learning method emphasizes to student’s comprehension test in answering question. The task is done in small group. CRH can make the class more lively and fun because students will have interaction with their friends in group and accept the learning content from the teacher.

In the application of Course Review Horay method not only want the students to learn skills and academic content but also Course Review Horay as one of the learning to know, learning to do, learning to be and learning to live together in order to realize the significance of learning to learners.⁴⁹

The result of research by Hermawan, Kamsiyati, and Atmojo said that CRH method is not only want the children learn about skill and academic content but also train the student to reach social relationship purposes which can influence their academic achievement in school.⁵⁰ In another word CRH method has positive impact in student learning completeness. The result found that student

⁴⁸ Huda, Miftahul. 2013. *Model-model Pengajaran dan Pembelajaran*. Yogyakarta: Pustaka Pelajar. p. 229-230.

⁴⁹Suprijono, Agus. 2009. *Cooperative Learning Teori & Aplikasi Paikem*. Yogyakarta: Pustaka Pelajar, p.62.

⁵⁰ Nadia, Abdul & Sunardi. 2017. The Effectiveness of The Use of Course Review Horay (CRH) Methods to Improve Numeracy Division Skill of Children with Mild Mental Retardation in SLb Negeri Surakarta, *European Journal of Special Education Research*. Vol. 2, No. 3. p. 2.

pay more attention when the lesson was lasting, learning condition was more conducive, and student's learning enthusiasm increased. Increased student's studying interest influences in increasing their learning completeness value.

The result of research by Leviatun, Qoriati and Muhajir said that The study with Course Review Horay learning is in accordance with the learning theory of Vygotsky Social Constructivism where knowledge is not only transferred from teacher to student, but students actively build or construct their own knowledge through reasoning, observing, trying, etc.⁵¹ In this study students build their own concepts or knowledge through observing the condition of the surrounding environment and reasoning for a problem to fill in the discussion worksheet. The role of the teacher in this study is only as a facilitator, mentor, as well as providing reinforcement of the knowledge built by students. Learning by using the Course Review Horay brings good character values to students namely, the growing attitude of cooperation in solving problems and growing competitive attitude to achieve victory in the right way.

Based on the research in second grade of SMP IT Al Hidayah Medan, the researcher found that Course Review Horay method is suitable in teaching vocabulary. By this method can make the students enjoy, fun and examine the students understanding in learning vocabulary. Based on the result, there was significant effect on the students' vocabulary mastery by using Course Review Horay method.

⁵¹ Khasanah, Qoriati & Muhajir. 2018. Pengaruh metode pembelajaran course review horay berbantu permainan puzzle terhadap hasil belajar tematik siswa kelas IV SDN Bendungan Semarang, *Jurnal pesona Dasar*, Vol. 6, No. 1. p.16

CHAPTER V

CLOSING

A. Conclusion

1. From the data obtained it is seen that the result of the students' achievement on the research findings, the writer conclude that the calculation of t-observed (calculated) is higher than t-table; it means that there is significant effect of using course review horay method on the students' vocabulary mastery. In other words, students' who were taught by course review horay method got higher score than students how were taught by using teacher centered strategy.
2. By using course review horay method, the students can learn and retain words more easily. In other words, it can help the students to increase their vocabulary mastery. This method helps and encourages students to sustain their interests in learning vocabulary because it is amusing, interesting and challenging. It encourages them to cooperate well.

B. Recommendation

Based on the conclusion above, the researcher gives some recommendations as follows:

1. English teachers are recommended to use course review horay method in their teaching learning process in order to affect the students' vocabulary mastery.
2. The researchers who are interested in doing a research related to this study should try to apply course review horay method on different level of learners through different genre to prove the effectiveness of course

review horay method on students' vocabulary mastery. Finally, the researcher considers that this study still need validity from the next researcher that has the similar topic with this study.

C. Implication

Implications are drawn from the research finding. The research came with a finding that there is a significant difference on the students' vocabulary mastery between students who are taught without using course review horay method and those who are taught without using course review horay method. Moreover, this research implies that the use of course review horay method is needed in teaching vocabulary.

Considering the conclusion drawn above, it implies that the use of Course Review Horay method is capable to promote the improvement of students' vocabulary skill in which it can be seen from the progress of the students' vocabulary scores after given treatment using course review horay method. It is expected that the English teachers are highly recommended to utilize communicative Course Review Horay method on the teaching of vocabulary in order to affect students' vocabulary mastery .

Students are motivated and relaxed in learning vocabulary process when they are taught using Course Review Horay method. Therefore, it implies that the use of course review horay method can keep students' interest and help them to understand the meaning of the text in the easier way.

In summary, the use of Course Review Horay method during the research can affect the students' vocabulary mastery. Therefore, the application of Course Review Horay method needs to be applied continuously in teaching vocabulary. It

is because the use of Course Review Horay method can be effective method to help the students practice vocabulary and create an enthusiastic learning process so that the standard of competence of learning process can be achieved.

BIBLIOGRAPHY

- Alqahtani, Mofareh. 2015. *The Importance of Vocabulary in Language Learning and How to Be Taught*, International Journal of Teaching and Education Vol. 3, No. 3.
- Arikunto, Suharsimi. 2002. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta
- Arifatun, Dwi & Eko. 2016. Keefektifan Model Pembelajaran Course Review Horaydengan Pendekatan Kontekstual terhadap Kemampuan Komunikasi Matematis pada Materi Segitiga Kelas VII. Vol. 3, No. 1.
- Asih, Maulana & Julia. 2016. Pengaruh Pendekatan Course Review Horay Terhadap Pemahaman Matematis Dan Motivasi Belajar Matematika Siswa Sekolah Dasar Pada Materi Penjumlahan Dan Pengurangan Bilangan Bulat, *Jurnal Pena Ilmiah* Vol. 1, No.1.
- Cameron, L. 2001. *Teaching language to young learners*. UK: Cambridge University Press
- Coxhead, Averil. 2006. *Essentials of Teaching Academic Vocabulary*. USA
- Creswell, John W. 2012. *Educational Research*, Fourth Edition. United States of America: Pearson Education.
- Hiebert, Elfrida H. and Kamil, Michael L. 2005. *Teaching and Learning Vocabulary: Bringing Research to Practice*. New Jersey: Lawrence Erlbaum Associates, Inc
- Jackson, Howard. 2002. *Grammar and Vocabulary*. London: Routledge
- John, Langan. 2002. *Reading and Study Skills*. New York
- Johnson, D.W. and Johnson, F. 2015. *Joining together: Group theory and group skill, 10 th Edition*. Boston: Allyn & Bacon
- Kurniasih, Imas and Sani, Berlin. 2015. *Model Pembelajaran: Untuk peningkatan Profesionalitas Guru*. Yogyakarta: Kata Pena
- Khasanah, Qoriati & Muhajir. 2018. Pengaruh metode pembelajaran course review horay berbantu permainan puzzle terhadap hasil belajar tematik

- siswa kelas IV SDN Bendungan Semarang, *Jurnal pesona Dasar*, Vol. 6, No. 1
- Lajnah Pentashih Mushaf Al-Qur'an Kementrian Agama RI. 2016. *Al-Qur'an Keluarga Edisi Hasanah*. Bandung: CV Media Fitrah Rabbani
- Mabrouk, P.A. 2014. *Active Learning: Models from the Analytical Sciences*, ACS Symposium Series 970. Washington, DC: American Chemical Society
- Montana State University. 2017. *Teaching Strategies*, Retrieved from <http://www.montana.edu/facultyexcellence/Papers/teachingstrategies.html>
- Nadia, Abdul & Sunardi. 2017. The Effectiveness of The Use of Course Review Horay (CRH) Methods to Improve Numeracy Division Skill of Children with Mild Mental Retardation in SLb Negeri Surakarta, *European Journal of Special Education Research*. Vol. 2, No. 3.
- Nation, I.S.P. 2001. *Learning vocabulary in another language*. Cambridge: Cambridge University Press
- Nation, I.S.P. 2008. *Teaching Vocabularies: Strategies and Technique*. Boston: Heinle Cengage Learning
- Richards, Jack C. 2002. *Curriculum Development in Language Teaching*. New York: Cambridge University Press
- Shoimin, Aris. 2014. *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media
- Snow, Don. 2007. *From Language Learner to Language Teacher "An Introduction to teaching English as a Foreign Language"*. Michigan USA: Mc Naughton & Gunn
- Sudjana. 2002. *Metoda Statistika*. Bandung: Tarsito
- Sugiono. 2016. *Statistika Untuk Penelitian*. Bandung: Alfabeta
- Suprijono, Agus. 2009. *Cooperative Learning Teori & Aplikasi Paikem*. Yogyakarta: Pustaka Pelajar
- Susanto, Alpino. 2017. *The Teaching of Vocabulary: A Perspective*. Vol. 1, No.2.

- Syahrum dan Salim. 2012. *Metodologi Penelitian Kuantitatif*. Bandung: Citaputaka Media
- Thornbury, Scott. 2002. *How to Teach Vocabulary*. Middlesex: Longman, Pearson Education
- Vossoughi, Hossein & Zargar, Marzieh. 2013. Using Word-Search-puzzle Games for Improving Vocabulary Knowledge of Iranian EFL Learners, *Journal of Teaching English as a Foreign Language and Literature of Islamic Azad University of Iran*. Vol. 1, No. 1.
- Webb, S. 2009. *The effect of pre-learning vocabulary on reading comprehension and writing*. *The Canadian Modern Language Review*
- Yusuf Ali, Abdullah. 2001. *The Holy Qur'an*. United Kingdom: Wordworth Edition Ltd.
- Zaenuri, A.M. 2003. *Vocabulary I*. Jakarta: UIN Jakarta Press

APPENDIX I

LESSON PLAN 1 (EXPERIMENTAL GROUP) PRE TEST

School Name	: SMP AL-HIDAYAH MEDAN
Subject	: English
Class/Semester	: VIII/I
Subject Material	: Vocabulary
Time	: 2x40 Minutes

Standar Competence: Comprehending the meaning of conversational expression for transactional and interpersonal as simple related to the surrounding environment.

Basic Competence: Responding the meaning of conversational expression for transactional and interpersonal as simple related to the surrounding environment accurately, fluently, and acceptedly.

Indicator: To identify the vocabulary

To pronounce the vocabulary

To use vocabulary

I. Learning Objective: The students are able to identify the vocabulary

(noun,adjective,verb,etc)

The students are able to pronounce the vocabulary well

The students are able to use vocabulary in daily activity

II. Students' Character: Trustworthiness

Respect

Dilligence

III. Method : Oral Communication

Giving the task

IV. Strategy : Course review horay**V. Teaching Learning Activity****a. Introduction Activity**(10 minutes)

1. Greeting
2. Pray
3. Check the attendance list of students
4. Warming up Activity
5. Explain how important the next competence learning that should be master by the students

b. Main Activity(60 minutes)

1. Introduction the topic to the students.
2. Asking the students about their prior knowledge that relate to the topic
3. Asking the students to interpret all words in the sentences
4. Introducing the course review horay and its procedure
5. Teacher extend the competence need to be arrived.
6. Teacher distributes learning materials and explains the materials briefly.
7. After that the students are asked to discuss the material that has been explained by the teacher in groups in 10 minutes.
8. Teacher distributes the "Understanding Card" to each group. After that the teacher distributes the worksheet to every member of the groups. The next, teacher chooses one question of the worksheet and reads it randomly at the time.

9. The groups immediately discuss the questions and answer the question. The question is answered in “understanding card” and appropriate to the number that has mentioned by the teacher. After that the teacher will shout stop as signal that the time discussion is over.
10. The groups who have correct answer should shout “HORAY” and give checklist (v) to the number of the “understanding card”.
11. The score of each group is calculated from the checklist or correct sign (v). The group’s score is calculated from correct answer (horay) gained. The groups have more checklists they will be the winner.

c. Closing Activity(10 minutes)

1. Asking the difficulty during the teaching and learning process
2. Giving evaluation consistently for giving feedback
3. Giving the conclusion about the lesson
4. Giving motivation for students to not be shy telling their words connect to the sentence as context even in Indonesia
5. Closing the lesson by praying and giving closing-greeting

VI. Media : Card or box, Copies of vocabulary test items

VII. Source : Handbook of Junior High School and dictionary

VIII. Instruments:

1. "Hello, ... is Nadin."

A. My C. what

B. I am D. my name

2. Diana : "... is your name?"

Rafi : My name is Rafi."

A. What C. This

B. That D. It

3. Sena : “Good moning, Via.”

Via : “ ... “

- A. Good night C. Good evening
B. Good morning D. Good afternoon

4. Alda :”How are you?”

Ghea : “...”

- A. I am C. My name
B. FineD. I am fine

5. Koko : “Are you Ok?”

Ami : “ ... ”

- A. Yes, I ok C. No, I ok
B. Yes, I am ok D. No, it is ok

6. Gina : “Good bye, Radit.”

Radit : ...”

- A. Good bye C. Good morning
B. Good night D. Good evening

7. Reza : “ ... are you?”

Ima : “I am ten years old.”

- A. What C. How old
B. What is D. How do

8. Mary : “Nice to meet you”

Anggi : “ ... “

- A. Good morning C. How do you do
B. How are you D. Nice to meet you, too

9. Fani : “ ... ?”

Ira : “I am very well, thanks.”

- A. How are you C. Nice to meet you
 B. Good morning D. What is your name

10. Syifa : "... are you from?"

Kayla : "I am from Bogor."

- A. How C. When
 B. What D. Where

11. Tina : "Bye-bye, Dea"

Rifa : " ... "

- A. Good morning C. I am fine
 B. See you later D. Thank you

12. Nina : "... is he?"

Lili : He is Hendra.

- A. How C. What
 B. Who D. Where

Text for number 13-17!

I would like to introduce myself.

My name is Fatya Kartika.

My nick name is Fatya.

I am 10 years old. I am a student.

I am from Bogor

13. The girl is ...

- A. Drawing C. listening
 B. Studying D. introducing

14. The girl name is ...

- A. Fatya C. Kartika Fatya
 B. Kartika D. Fatya kartika

15. The girl's nick name is ...

- A. Fatya C. Tika
B. Kartika D. Tya

16. Fatya is ... years old.

- A. Seven C. Nine
B. Eight D. Ten

17. Fatya is a ...

- A. Teacher C. Doctor
B. Student D. Nurse

18. Fatya is from ...

- A. Bogor C. Jakarta
B. Padang D. Bandung

19. Rama : Where do you ...?

Indri : I live at jalan Bunga.

- A. Old C. Life
B. Live D. Born

20. Aris : "Thank you, Ratih"

Ratih : ...

- A. You are welcome C. I am Ratih
B. Good morning D. I am fine

IX. Evaluation:

1. Kinds of instrument: Written
2. Form of instrument: Multiple Choice

X. The Scoring

1. For each number, each correct answer scores 5
2. Total score a maximum of $20 \times 5 = 100$

The maximum score = 100

Students' score : $\frac{\textit{Getting Score}}{\textit{Maximun Score}} \times 100$

English Teacher

Medan, Agustus 2018

Researcher

Rahma Hartati SS, S.Pd

Dea Finanda Harefa
NIM: 34.14.3.028

Approved by
Principal of SMP Al-Hidayah Medan

Dra. Ainul Himmah Mtd

APPENDIX II

LESSON PLAN 2 (EXPERIMENTAL GROUP) POST TEST

School Name	: SMP AL-HIDAYAH MEDAN
Subject	: English
Class/Semester	: VIII/I
Subject Material	: Vocabulary
Time	: 2x40 Minutes

Standar Competence: Comprehending the meaning of conversational expression for transactional and interpersonal as simple related to the surrounding environment.

Basic Competence: Responding the meaning of conversational expression for transactional and interpersonal as simple related to the surrounding environment accurately, fluently, and acceptedly.

Indicator:

- To identify the vocabulary
- To pronounce the vocabulary
- To use vocabulary

I. Learning Objective: The students are able to identify the vocabulary

(noun,adjective,verb,etc)

The students are able to pronounce the vocabulary well

The students are able to use vocabulary in daily activity

- II. Students' Character:** Trustworthiness
Respect
Dilligence
- III. Method :** Oral Communication
Giving the task
- IV. Strategy :** Course review horay

V. Teaching Learning Activity

a. Introduction Activity (10 minutes)

1. Greeting
2. Pray
3. Check the attendance list of students
4. Warming up Activity
5. Explain how important the next competence learning that should be master by the students

b. Main Activity (60 minutes)

1. Introduction the topic to the students.
2. Asking the students about their prior knowledge that relate to the topic
3. Asking the students to interpret all words in the sentences
4. Introducing the course review horay and its procedure
5. Teacher devides students into groups consisting of 5 students in each group.
6. Teacher extend the competence need to be arrived.
7. Teacher distributes learning materials and explains the materials briefly.
8. After that the students are asked to discuss the material that has been explained by the teacher in groups in 10 minutes.

9. Teacher distributes the “Understanding Card” to each group. After that the teacher distributes the worksheet to every member of the groups. The next, teacher chooses one question of the worksheet and reads it randomly at the time.
10. The groups immediately discuss the questions and answer the question. The question is answered in “understanding card” and appropriate to the number that has mentioned by the teacher. After that the teacher will shout stop as signal that the time discussion is over.
11. The groups who have correct answer should shout “HORAY” and give checklist (v) to the number of the “understanding card”.
12. The score of each group is calculated from the checklist or correct sign (v). The group’s score is calculated from correct answer (horay) gained. The groups have more checklists they will be the winner.

c. Closing Activity (10 minutes)

1. Asking the difficulty during the teaching and learning process
2. Giving evaluation consistently for giving feedback
3. Giving the conclusion about the lesson
4. Giving motivation for students to not be shy telling their words connect to the sentence as context even in Indonesia
5. Closing the lesson by praying and giving closing-greeting

VI. Media : Card or box, Copies of vocabulary test items

VII. Source : Handbook of Junior High School and dictionary

VIII. Instruments :

1. "Hello, ... is Nadin."

A. My C. what

B. I am D. my name

2. Diana : "... is your name?"

Rafi : My name is Rafi.“

A. What C. This

B. That D. It

3. Sena : “Good moning, Via.”

Via : “ ... “

A. Good night C. Good evening

B. Good morning D. Good afternoon

4. Alda :”How are you?”

Ghea : “...”

A. I am C. My name

B. FineD. I am fine

5. Koko : “Are you Ok?”

Ami : “ ... ”

A. Yes, I ok C. No, I ok

B. Yes, I am ok D. No, it is ok

6. Gina : “Good bye, Radit.”

Radit : ...”

A. Good bye C. Good morning

B. Good night D. Good evening

7. Reza : “ ... are you?”

Ima : “I am ten years old.”

A. What C. How old

B. What is D. How do

8. Mary : “Nice to meet you”

Anggi : “ ... “

A. Good morning C. How do you do

B. How are you D. Nice to meet you, too

9. Fani : “ ... ?”

Ira : “I am very well, thanks.”

- A. How are you C. Nice to meet you
B. Good morning D. What is your name

10. Syifa : ”... are you from?

Kayla : “I am from Bogor.”

- A. How C. When
B. What D. Where

11. Tina : “Bye-bye, Dea”

Rifa : “ ... “

- A. Good morning C. I am fine
B. See you later D. Thank you

12. Nina : ”... is he?”

Lili : He is Hendra.

- A. How C. What
B. Who D. Where

Text for number 13-17!

I would like to introduce myself.

My name is Fatya Kartika.

My nick name is Fatya.

I am 10 years old. I am a student.

I am from Bogor

13. The girl is ...

- A. Drawing C. listening
B. Studying D. introducing

14. The girl name is ...

- A. Fatya C. Kartika Fatya
B. Kartika D. Fatya kartika

15. The girl's nick name is ...

- A. Fatya C. Tika
B. Kartika D. Tya

16. Fatya is ... years old.

- A. Seven C. Nine
B. Eight D. Ten

17. Fatya is a ...

- A. Teacher C. Doctor
B. Student D. Nurse

18. Fatya is from ...

- A. Bogor C. Jakarta
B. Padang D. Bandung

19. Rama : Where do you ...?

Indri : I live at jalan Bunga.

- A. Old C. Life
B. Live D. Born

20. Aris : "Thank you, Ratih"

Ratih : ...

- A. You are welcome C. I am Ratih
B. Good morning D. I am fine

IX. Evaluation :

1. Kinds of instrument: Written

2. Form of instrument: Multiple Choice

X. The Scoring:

1. For each number, each correct answer scores 5

2. Total score a maximum of $20 \times 5 = 100$

The maximum score = 100

Students' score : $\frac{\textit{Getting Score}}{\textit{Maximun Score}} \times 100$

English Teacher

Medan, Agustus 2018

Researcher

Rahma Hartati SS., S.Pd

Dea Finanda Harefa
NIM: 34.14.3.028

Approved by
Headmaster of SMP Al-Hidayah Medan

Dra. Ainul Himmah Mtd

APPENDIX III

LESSON PLAN 1 (CONTROL GROUP) PRE-TEST

School Name : SMP AL-HIDAYAH MEDAN

Subject : English

Class/Semester : VIII/I

Subject Material : Vocabulary

Time : 2x40 Minutes

Standar Competence: Comprehending the meaning of conversational expression for transactional and interpersonal as simple related to the surrounding environment.

Basic Competence : Responding the meaning of conversational expression for transactional and interpersonal as simple related to the surrounding environment accurately, fluently, and acceptedly.

Indicator :

- To identify the vocabulary
- To pronounce the vocabulary
- To use vocabulary

I. Learning Objective: The students are able to identify the vocabulary
(noun, adjective, verb, etc)

The students are able to pronounce the vocabulary well

The students are able to use vocabulary in daily activity

- II. Students' Character :** Trustworthiness
Respect
Dilligence
- III. Method :** Oral Communication
Giving the task
- IV. Strategy :** Course Review Horay

V. Teaching Learning Activity

a. Introduction Activity (10 minutes)

1. Greeting
2. Pray
3. Check the attendance list of students
4. Warming up Activity
5. Explain how important the next competence learning that should be master by the students

b. Main Activity (60 minutes)

1. Introduction the topic to the students
2. Teacher give the question to the students about the topic
3. Teacher give the vocabulary to be learned, then asks the student to write it
4. Teacher asks the students to read the given vocabulary
5. Teacher asks the students to search the meaning of the vocabulary in the dictionary and translate it
6. Teacher asks the students to memorize the vocabulary that has been given

c. Closing Activity (10 minutes)

1. Asking the difficulty during the teaching and learning process
2. Giving evaluation consistently for giving feedback

3. Giving the conclusion about the lesson
4. Giving motivation for students to not be shy telling their words connect to the sentence as context even in Indonesia
5. Closing the lesson by praying and giving closing-greeting

VI. Media : Card or box, Copies of vocabulary test items

VII. Source: Handbook of Junior High School and dictionary

VIII. Instruments:

1. "Hello, ... is Nadin."

- A. My C. what
B. I am D. my name

2. Diana : "... is your name?"

Rafi : My name is Rafi."

- A. What C. This
B. That D. It

3. Sena : "Good moning, Via."

Via : " ... "

- A. Good night C. Good evening
B. Good morning D. Good afternoon

4. Alda : "How are you?"

Ghea : "..."

- A. I am C. My name
B. Fine D. I am fine

5. Koko : "Are you Ok?"

Ami : " ... "

- A. Yes, I ok C. No, I ok
B. Yes, I am ok D. No, it is ok

6. Gina : “Good bye, Radit.”

Radit : ...”

- A. Good bye C. Good morning
B. Good night D. Good evening

7. Reza : “ ... are you?”

Ima : “I am ten years old.”

- A. What C. How old
B. What is D. How do

8. Mary : “Nice to meet you”

Anggi : “ ... “

- A. Good morning C. How do you do
B. How are you D. Nice to meet you, too

9. Fani : “ ... ?”

Ira : “I am very well, thanks.”

- A. How are you C. Nice to meet you
B. Good morning D. What is your name

10. Syifa : ”... are you from?

Kayla : “I am from Bogor.”

- A. How C. When
B. What D. Where

11. Tina : “Bye-bye, Dea”

Rifa : “ ... “

- A. Good morning C. I am fine
B. See you later D. Thank you

12. Nina : ”... is he?”

Lili : He is Hendra.

- A. How C. What
B. Who D. Where

Text for number 13-17!

I would like to introduce myself.

My name is Fatya Kartika.

My nick name is Fatya.

I am 10 years old. I am a student.

I am from Bogor

13. The girl is ...

- A. Drawing C. listening
B. Studying D. introducing

14. The girl name is ...

- A. Fatya C. Kartika Fatya
B. Kartika D. Fatya kartika

15. The girl's nick name is ...

- A. Fatya C. Tika
B. Kartika D. Tya

16. Fatya is ... years old.

- A. Seven C. Nine
B. Eight D. Ten

17. Fatya is a ...

- A. Teacher C. Doctor
B. Student D. Nurse

18. Fatya is from ...

- A. Bogor C. Jakarta

B. Padang D. Bandung

19. Rama : Where do you ...?

Indri : I live at jalan Bunga.

A. Old C. Life

B. Live D. Born

20. Aris : “Thank you, Ratih”

Ratih : ...

A. You are welcome C. I am Ratih

B. Good morning D. I am fine

IX. Evaluation:

1. Kinds of instrument: Written
2. Form of instrument: Multiple Choice

X. The Scoring:

1. For each number, each correct answer scores 5
2. Total score a maximum of $20 \times 5 = 100$

The maximum score = 100

Students' score : $\frac{GettingScore}{MaximunScore} \times 100$

Medan, Agustus 2018

English Teacher

Researcher

Rahma Hartati SS, S.Pd

Dea Finanda Harefa
NIM: 34.14.3.028

Approved by
Headmaster of SMP Al-Hidayah Medan

Dra. Ainul Himmah Mtd

APPENDIX IV

**LESSON PLAN 2
(CONTROL GROUP)
POST-TEST**

School Name : SMP AL-HIDAYAH MEDAN

Subject : English

Class/Semester : VIII/I

Subject Material : Vocabulary

Time : 2x40 Minutes

Standar Competence: Comprehending the meaning of conversational expression for transactional and interpersonal as simple related to the surrounding environment.

Basic Competence : Responding the meaning of conversational expression for transactional and interpersonal as simple related to the surrounding environment accurately, fluently, and acceptedly.

Indicator :

- To identify the vocabulary
- To pronounce the vocabulary
- To use vocabulary

I. Learning Objective: The students are able to identify the vocabulary
(noun, adjective, verb, etc)

The students are able to pronounce the vocabulary well

The students are able to use vocabulary in daily activity

- II. Students' Character :** Trustworthiness
Respect
Dilligence
- III. Method :** Oral Communication
Giving the task
- IV. Strategy :** Course Review Horay

V. Teaching Learning Activity :

a. Introduction Activity (10 minutes)

1. Greeting
2. Pray
3. Check the attendance list of students
4. Warming up Activity
5. Explain how important the next competence learning that should be master by the students

b. Main Activity (60 minutes)

1. Introduction the topic to the students
2. Teacher give the question to the students about the topic
3. Teacher give the vocabulary to be learned, then asks the student to write it
4. Teacher asks the students to read the given vocabulary
5. Teacher asks the students to search the meaning of the vocabulary in the dictionary and translate it
6. Teacher asks the students to memorize the vocabulary that has been given

c. Closing Activity (10 minutes)

1. Asking the difficulty during the teaching and leaarning process
2. Giving evaluation consistently for giving feedback

3. Giving the conclusion about the lesson
4. Giving motivation for students to not be shy telling their words connect to the sentence as context even in Indonesia
5. Closing the lesson by praying and giving closing-greeting

VI. Media : Card or box, Copies of vocabulary test items

VII. Source: Handbook of Junior High School and dictionary

VIII. Instruments:

1. "Hello, ... is Nadin."

- A. My C. what
B. I am D. my name

2. Diana : "... is your name?"

Rafi : My name is Rafi."

- A. What C. This
B. That D. It

3. Sena : "Good moning, Via."

Via : " ... "

- A. Good night C. Good evening
B. Good morning D. Good afternoon

4. Alda : "How are you?"

Ghea : "..."

- A. I am C. My name
B. Fine D. I am fine

5. Koko : "Are you Ok?"

Ami : " ... "

- A. Yes, I ok C. No, I ok
B. Yes, I am ok D. No, it is ok

6. Gina : “Good bye, Radit.”

Radit : ...”

- A. Good bye C. Good morning
B. Good night D. Good evening

7. Reza : “ ... are you?”

Ima : “I am ten years old.”

- A. What C. How old
B. What is D. How do

8. Mary : “Nice to meet you”

Anggi : “ ... “

- A. Good morning C. How do you do
B. How are you D. Nice to meet you, too

9. Fani : “ ... ?”

Ira : “I am very well, thanks.”

- A. How are you C. Nice to meet you
B. Good morning D. What is your name

10. Syifa : ”... are you from?

Kayla : “I am from Bogor.”

- A. How C. When
B. What D. Where

11. Tina : “Bye-bye, Dea”

Rifa : “ ... “

- A. Good morning C. I am fine
B. See you later D. Thank you

12. Nina : ”... is he?”

Lili : He is Hendra.

- A. How C. What
B. Who D. Where

Text for number 13-17!

I would like to introduce myself.

My name is Fatya Kartika.

My nick name is Fatya.

I am 10 years old. I am a student.

I am from Bogor

13. The girl is ...

- A. Drawing C. listening
B. Studying D. introducing

14. The girl name is ...

- A. Fatya C. Kartika Fatya
B. Kartika D. Fatya kartika

15. The girl's nick name is ...

- A. Fatya C. Tika
B. Kartika D. Tya

16. Fatya is ... years old.

- A. Seven C. Nine
B. Eight D. Ten

17. Fatya is a ...

- A. Teacher C. Doctor
B. Student D. Nurse

18. Fatya is from ...

- A. Bogor C. Jakarta

B. Padang D. Bandung

19. Rama : Where do you ...?

Indri : I live at jalan Bunga.

A. Old C. Life

B. Live D. Born

20. Aris : “Thank you, Ratih”

Ratih : ...

A. You are welcome C. I am Ratih

B. Good morning D. I am fine

IX. Evaluation:

1. Kinds of instrument: Written
2. Form of instrument: Multiple Choice

X. The Scoring:

1. For each number, each correct answer scores 5
2. Total score a maximum of $20 \times 5 = 100$

The maximum score = 100

Students' score : $\frac{\text{GettingScore}}{\text{MaximunScore}} \times 100$

Medan, Agustus 2018

English Teacher

Researcher

Rahma Hartati SS, S.Pd

Dea Finanda Harefa
NIM: 34.14.3.028

Approved by
Headmaster of SMP Al-Hidayah Medan

Dra. Ainul Himmah Mtd

APPENDIX V**QUESTION OF PRE-TEST AND POST TEST**

NAME :

CLASS :

DATE :

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

1. When the traffic lights are red, we must
 - a. Walk
 - b. Run
 - c. Turn
 - d. Stop
2. This month is July. Last month was
 - a. May
 - b. June
 - c. August
 - d. October
3. We aren't going to go to school on
 - a. Monday
 - b. Tuesday
 - c. Sunday
 - d. Wednesday
4. Give me ato make my body warm.
 - a. handkerchief
 - b. Blanket
 - c. Soap
 - d. Table clothes
5. Where can we get vegetables?
 - a. Beach
 - b. Market
 - c. Waterfall
 - d. Factory
6. I have a headache. I am going to
 - a. Watch television
 - b. See my friend
 - c. Take a walk
 - d. See a doctor
7. Today is Wednesday. Tomorrow is.....?
 - a. Thursday
 - b. Tuesday
 - c. Monday
 - d. Friday
8. She is very tired. She is going to
 - a. Eat
 - b. Take a rest
 - c. Play tennis
 - d. Work
9. Joe looks pale because he is
 - a. Fine
 - b. Sick
 - c. Happy
 - d. Angry

10. Marry drinkscoffee every morning.
a. A cup of b. A plate of c. A spoon of d. A bottle of
11. Sandy celebrated her birthday yesterday. She felt
a. Happy b. Sad c. Angry d. Confuse
12. Mr. Michael teaches us English. He is our English
a. Headmaster b. Student c. Gardener d. Teacher
13. Mrs. Nancy and her family enjoy their dinner in the
a. Living room b. Waiting room c. Dinning room d. Bedroom
14. Jennie is an SLTP student. Her uniform is new, a white blouse and a blue.....
a. T-shirt b. Shirt c. Trousers d. Skirt
15. It's going to rain, don't forget to bring your
a. Coat b. Umbrella c. Sweater d. Pajama
16. We can buy somein the post office.
a. Vegetables b. Water melon c. Stamps d. Carrots
17. Grapes, bananas and oranges are kind of
a. Flower b. Vegetables c. Fruit d. Drink
18. We use ourfor writing and holding something.
a. Legs b. Hands c. Foot d. Head
19. The students want to go on picnic to the to see many kinds of animals.
a. Zoo b. Mountain c. Temple d. Beach
20. Sports help us become strong and
a. Happy b. Sleepy c. Healthy d. Wealthy

APPENDIX VI**ANSWER KEY PRE-TEST AND POST TEST**

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

APPENDIX VII

**STUDENTS' INITIAL AND REAL NAME
OF EXPERIMENTAL GROUP (VIII-A)**

No.	Initial Name	Real Name
1	ARA	Abizah Rizki Ameria
2	AF	Ade Firmansyah
3	AS	Agustina Sitorus
4	AM	Alvayra Mifta
5	ASZ	Annisa S. Zebua
6	AFY	Ardhania FitriYani
7	ASP	Ardyan SyahPutra
8	AMQ	Azhari MuQti
9	BS	Bagas Syahputra
10	DP	Danda Prayoga
11	DK	Dimas Kurniawan
12	DR	Dinda Rahmadani
13	EF	Eka Fitriyani
14	FLL	Fahri Lesmana Lubis
15	J	Jusmaniar
16	MA	M. abdillah
17	MAS	M. Agus Salim

No	Initial Name	Real Name
18	MDS	M. Dio Syahputra
19	MR	M. Rafly
20	MRW	M. Rafly Wijaya
22	MRR	M. Rizki Ramadan
23	MRF	M. Rizki Fadillah
23	MK	Miranda Karnain
24	NA	Nazar Aditya
25	NR	Nur Rahma
26	PDA	Parra Diana An'Nur
27	RAP	Rizki Ade Prayoga
28	SKA	Sobahul Khair Alwy
29	TAM	Tri Agung Marpaung
30	TF	Teuku Fahrizi

APPENDIX VIII**STUDENTS' INITIAL AND REAL NAME****OF CONTROL GROUP (VIII-B)**

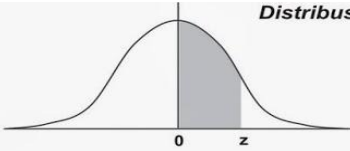
No.	Initial Name	Real Name
1	AH	Abdul Hatta
2	AN	Afrilia Nabila
3	AS	Annisa Saputri
4	CS	Candra Syahputra
5	CP	Camalia Pangestu
6	EK	Egie Khairunniza
7	DL	Dewi Lestari
8	FFD	Fani Febrina Daulay
9	FP	Fadillah Putri
10	IA	Icha Andini
11	IFN	Intifada Fauziah Nst
12	MR	M. rizky
13	MZD	M. Zaki Dewantara
14	NSL	Nadila Syaifa Lubis
15	NMF	Nazzwa Mutiara Fadillah
16	NP	Nuraini Pulungan
17	NR	Nuraini Rangkuti

No.	Initial Name	Real Name
18	PLH	Pitri Ladiana Hrp
19	PT	Prasindi Triani
20	RAS	Reza Agung Syahputra
22	SM	Salwa Maturaliza
23	S	Saripa
23	SA	Siti Absah
24	SMR	Siti Mahriza Ritonga
25	SM	Sri Maharani
26	VD	Vita Daulay
27	VAA	Vika Ayu Andini
28	VA	Vicky Agustian
29	YK	Yuni Kania
30	ZS	Zaky Syahputra

APPENDIX IX

TABLE DSTRIBUTION NORMAL BAKU 0-Z

Kumulatif sebaran frekuensi normal
(Area di bawah kurva normal baku dari 0 sampai z)



Distribusi Z

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3.1	0.4990	0.4991	0.4991	0.4991	0.4992	0.4992	0.4992	0.4992	0.4993	0.4993
3.2	0.4993	0.4993	0.4994	0.4994	0.4994	0.4994	0.4994	0.4995	0.4995	0.4995
3.3	0.4995	0.4995	0.4995	0.4996	0.4996	0.4996	0.4996	0.4996	0.4996	0.4997
3.4	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4998
3.5	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998
3.6	0.4998	0.4998	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.7	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.8	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.9	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000

Dipergunakan untuk kepentingan Praktikum dan Kuliah Statistika Agrotek cit. Ade

Source : <http://jam-statistic.blogspot.co.id/2014/04/cara-menentukan-nilai-alpha-dengan.html>

APPENDIX X

THE CRITICAL VALUE LILIEFORS TEST

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,222	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

APPENDIX XI

TABLE OF DISTRIBUTION

(Bilangan Dalam Badan Daftar Menyatakan:

Fp : Baris Atas untuk p = 0,05 dan Baris Bawah untuk p = 0,01)

v ₂ = dik penyebut	v ₁ = dik pembilang																										
	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	∞			
1	161	200	216	225	230	234	237	239	241	242	243	244	245	246	248	248	250	251	252	253	253	254	254	254			
2	4062	4999	5403	5625	5764	5859	5928	5981	6022	6056	6082	6106	6142	6169	6208	6234	6258	6286	6302	6323	6334	6352	6361	6366			
3	18,51	19,00	19,16	19,25	19,30	19,33	19,36	19,37	19,38	19,39	19,40	19,41	19,42	19,43	19,44	19,45	19,46	19,47	19,48	19,48	19,49	19,49	19,50	19,50			
4	98,49	99,01	99,17	99,25	99,30	99,33	99,36	99,37	99,38	99,40	99,41	99,42	99,43	99,44	99,45	99,46	99,47	99,48	99,48	99,49	99,49	99,50	99,50	99,50			
5	10,13	9,55	9,28	9,12	9,01	8,94	8,88	8,84	8,81	8,78	8,76	8,74	8,71	8,69	8,66	8,64	8,62	8,60	8,58	8,57	8,56	8,54	8,54	8,52			
6	34,12	30,81	29,46	28,71	28,24	27,91	27,67	27,49	27,34	27,23	27,13	27,05	26,92	26,83	26,79	26,69	26,50	26,41	26,30	26,27	26,23	26,18	26,14	26,12			
7	7,17	6,94	6,59	6,39	6,26	6,16	6,09	6,04	6,00	5,96	5,93	5,91	5,87	5,84	5,80	5,77	5,74	5,71	5,70	5,68	5,66	5,65	5,64	5,63			
8	21,20	18,00	16,69	15,98	15,32	15,21	14,98	14,80	14,66	14,54	14,45	14,37	14,24	14,15	14,02	13,93	13,83	13,74	13,69	13,61	13,57	13,52	13,48	13,46			
9	6,61	5,79	5,41	5,19	5,05	4,95	4,88	4,82	4,78	4,74	4,70	4,68	4,64	4,60	4,56	4,53	4,50	4,46	4,44	4,42	4,40	4,38	4,37	4,36			
10	16,26	13,27	12,06	11,39	10,97	10,67	10,45	10,27	10,15	10,05	9,96	9,89	9,77	9,66	9,55	9,47	9,38	9,29	9,24	9,17	9,13	9,07	9,04	9,02			
11	5,99	5,14	4,76	4,53	4,39	4,28	4,21	4,15	4,10	4,06	4,03	4,00	3,96	3,92	3,87	3,84	3,81	3,77	3,75	3,72	3,71	3,69	3,68	3,67			
12	13,74	10,92	9,78	9,15	8,75	8,47	8,26	8,10	7,98	7,87	7,79	7,72	7,60	7,52	7,39	7,31	7,23	7,14	7,09	7,02	6,99	6,94	6,90	6,88			
13	5,59	4,74	4,35	4,12	3,97	3,87	3,79	3,73	3,68	3,63	3,57	3,52	3,49	3,44	3,41	3,38	3,34	3,32	3,29	3,28	3,25	3,24	3,23	3,23			
14	12,25	9,55	8,45	7,86	7,46	7,19	7,00	6,84	6,71	6,62	6,54	6,47	6,35	6,27	6,15	6,07	5,98	5,90	5,85	5,78	5,75	5,70	5,67	5,65			
15	5,32	4,46	4,07	3,84	3,69	3,58	3,50	3,44	3,39	3,34	3,31	3,28	3,23	3,20	3,15	3,12	3,08	3,05	3,03	3,00	2,98	2,96	2,94	2,93			
16	11,26	8,65	7,59	7,01	6,63	6,37	6,19	6,03	5,91	5,82	5,74	5,67	5,56	5,48	5,36	5,28	5,20	5,11	5,06	5,00	4,96	4,91	4,88	4,86			
17	5,12	4,26	3,86	3,63	3,48	3,37	3,29	3,23	3,18	3,13	3,10	3,07	3,02	2,98	2,93	2,90	2,86	2,82	2,80	2,77	2,76	2,73	2,72	2,71			
18	10,56	8,02	6,99	6,42	6,06	5,80	5,62	5,47	5,35	5,26	5,18	5,11	5,00	4,92	4,80	4,73	4,64	4,56	4,51	4,45	4,41	4,36	4,33	4,31			
19	4,96	4,80	3,71	3,48	3,33	3,22	3,14	3,07	3,02	2,97	2,94	2,91	2,86	2,82	2,77	2,74	2,70	2,67	2,64	2,61	2,59	2,56	2,55	2,54			
20	10,04	7,56	6,55	5,99	5,64	5,39	5,21	5,06	4,95	4,85	4,78	4,71	4,60	4,52	4,41	4,33	4,25	4,17	4,12	4,05	4,01	3,96	3,93	3,91			
21	4,84	3,98	3,59	3,36	3,20	3,09	3,01	2,95	2,90	2,86	2,82	2,79	2,74	2,70	2,65	2,61	2,57	2,53	2,50	2,47	2,45	2,42	2,41	2,40			
22	9,65	7,20	6,22	5,67	5,32	5,07	4,88	4,74	4,63	4,54	4,46	4,40	4,29	4,21	4,10	4,02	3,94	3,86	3,80	3,74	3,68	3,62	3,59	3,57			
23	4,75	3,88	3,49	3,26	3,11	3,00	2,92	2,85	2,80	2,76	2,72	2,69	2,64	2,60	2,54	2,50	2,46	2,42	2,40	2,36	2,35	2,32	2,31	2,30			
24	9,38	6,93	5,95	5,41	5,06	4,82	4,65	4,50	4,39	4,30	4,22	4,16	4,05	3,98	3,85	3,78	3,70	3,61	3,56	3,49	3,46	3,41	3,38	3,36			
25	4,67	3,80	3,41	3,18	3,02	2,92	2,84	2,77	2,72	2,67	2,63	2,60	2,55	2,51	2,46	2,42	2,38	2,34	2,32	2,28	2,26	2,24	2,22	2,21			
26	9,07	6,70	5,74	5,20	4,86	4,62	4,44	4,30	4,19	4,10	4,02	3,96	3,85	3,78	3,67	3,60	3,51	3,42	3,37	3,30	3,27	3,21	3,18	3,16			
27	4,60	3,74	3,34	3,11	2,96	2,85	2,77	2,70	2,65	2,60	2,56	2,53	2,48	2,44	2,39	2,35	2,31	2,27	2,24	2,21	2,19	2,16	2,14	2,13			
28	8,86	6,51	5,56	5,03	4,89	4,46	4,28	4,14	4,03	3,94	3,86	3,80	3,70	3,62	3,51	3,43	3,34	3,26	3,21	3,14	3,11	3,06	3,02	3,00			
29	4,54	3,68	3,29	3,06	2,90	2,79	2,70	2,64	2,59	2,55	2,51	2,48	2,43	2,39	2,33	2,29	2,25	2,21	2,18	2,15	2,12	2,06	2,07	2,07			
30	8,68	6,36	5,42	4,89	4,56	4,32	4,14	4,00	3,89	3,80	3,73	3,67	3,56	3,48	3,36	3,29	3,20	3,12	3,07	3,00	2,97	2,89	2,87	2,87			
31	4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,59	2,54	2,49	2,45	2,42	2,37	2,33	2,28	2,24	2,20	2,16	2,13	2,09	2,07	2,04	2,02	2,01			
32	8,53	6,23	5,29	4,77	4,44	4,20	4,03	3,89	3,78	3,69	3,61	3,55	3,45	3,37	3,25	3,18	3,10	3,01	2,96	2,89	2,86	2,80	2,77	2,75			
33	4,45	3,59	3,20	2,96	2,81	2,70	2,62	2,55	2,50	2,45	2,41	2,38	2,33	2,29	2,23	2,19	2,15	2,11	2,08	2,04	2,02	1,99	1,97	1,96			
34	8,40	6,11	5,18	4,67	4,34	4,10	3,93	3,79	3,68	3,59	3,52	3,45	3,35	3,27	3,16	3,08	3,00	2,92	2,86	2,79	2,76	2,70	2,67	2,65			
35	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,46	2,41	2,37	2,34	2,29	2,25	2,19	2,15	2,11	2,07	2,04	2,00	1,98	1,96	1,93	1,92			
36	8,28	6,01	5,09	4,58	4,25	4,01	3,85	3,71	3,60	3,51	3,44	3,37	3,27	3,19	3,07	3,00	2,91	2,88	2,78	2,71	2,68	2,62	2,59	2,57			
37	4,38	3,52	3,13	2,90	2,74	2,63	2,55	2,48	2,43	2,38	2,34	2,31	2,26	2,21	2,15	2,11	2,07	2,02	2,00	1,96	1,94	1,91	1,90	1,88			
38	8,18	5,93	5,01	4,50	4,17	3,94	3,77	3,63	3,52	3,43	3,36	3,30	3,19	3,12	3,00	2,92	2,84	2,76	2,70	2,63	2,60	2,54	2,51	2,49			
39	4,35	3,49	3,10	2,87	2,71	2,60	2,52	2,45	2,40	2,35	2,31	2,26	2,23	2,18	2,12	2,08	2,04	1,99	1,96	1,92	1,90	1,87	1,85	1,84			
40	8,10	5,85	4,94	4,48	4,14	3,87	3,71	3,56	3,45	3,37	3,30	3,23	3,13	3,05	2,94	2,86	2,77	2,69	2,63	2,56	2,53	2,47	2,44	2,42			
41	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,37	2,32	2,28	2,25	2,20	2,15	2,09	2,05	2,00	1,96	1,93	1,89	1,87	1,84	1,82	1,81			
42	8,02	5,78	4,87	4,37	4,04	3,81	3,65	3,51	3,40	3,31	3,24	3,17	3,07	2,99	2,88	2,80	2,72	2,63	2,58	2,51	2,47	2,42	2,38	2,36			
43	4,30	3,44	3,05	2,82	2,66	2,55	2,47	2,40	2,35	2,30	2,26	2,23	2,18	2,13	2,07	2,03	1,98	1,93	1,91	1,87	1,84	1,81	1,78	1,78			
44	7,94	5,72	4,82	4,31	3,99	3,76	3,59	3,45	3,35	3,26	3,18	3,12	3,02	2,94	2,83	2,75	2,67	2,58	2,53	2,46	2,42	2,37	2,33	2,31			
45	4,28	3,42	3,03	2,80	2,64	2,53	2,45	2,38	2,32	2,28	2,24	2,20	2,14	2,10	2,04	2,00	1,96	1,91	1,88	1,84	1,82	1,79	1,77	1,76			
46	7,88	5,66	4,76	4,26	3,94	3,71	3,54	3,41	3,30	3,21	3,14	3,07	2,97	2,89	2,78	2,70	2,62	2,53	2,48	2,41	2,37	2,32	2,28	2,26			
47	4,26	3,40	3,01	2,78	2,62	2,51	2,43	2,36	2,30	2,26	2,22	2,18	2,13	2,09	2,02	1,98	1,94	1,89	1,86	1,82	1,80	1,76	1,74	1,73			
48	7,82	5,61	4,72	4,22	3,90	3,67	3,50	3,36	3,25	3,17	3,09	3,03	2,93	2,85	2,74	2,66	2,58	2,49	2,44	2,36	2,33	2,27	2,23	2,21			
49	4,24	3,38	2,99	2,76	2,60	2,49	2,41	2,34	2,28	2,24	2,20	2,16	2,11	2,06	2,00	1,96	1,92	1,87	1,84	1,80	1,77	1,74	1,72	1,71			
50	7,77	5,57	4,68	4,18	3,86	3,63	3,46	3,32	3,21	3,13	3,05	2,99	2,89	2,81	2,70	2,62	2,54	2,45	2,40	2,32	2,29	2,23	2,19	2,17			

26	4,22	3,37	2,89	2,74	2,59	2,47	2,39	2,32	2,27	2,22	2,18	2,15	2,10	2,05	1,99	1,95	1,90	1,85	1,82	1,78	1,76	1,72	1,70	1,69
	7,72	5,53	4,64	4,14	3,82	3,59	3,42	3,29	3,17	3,09	3,02	2,96	2,86	2,77	2,66	2,58	2,50	2,41	2,36	2,28	2,25	2,19	2,15	2,13
27	4,21	3,35	2,96	2,73	2,57	2,46	2,37	2,30	2,25	2,20	2,16	2,13	2,08	2,03	1,97	1,93	1,88	1,84	1,80	1,76	1,74	1,71	1,68	1,67
	7,68	5,49	4,60	4,11	3,79	3,56	3,39	3,26	3,14	3,06	2,98	2,93	2,83	2,74	2,63	2,55	2,47	2,38	2,33	2,25	2,21	2,16	2,12	2,10
28	4,20	3,34	2,95	2,71	2,56	2,44	2,36	2,29	2,24	2,19	2,15	2,12	2,06	2,02	1,96	1,91	1,87	1,81	1,78	1,75	1,72	1,69	1,67	1,65
	7,64	5,45	4,57	4,07	3,76	3,53	3,36	3,23	3,11	3,03	2,95	2,90	2,80	2,71	2,60	2,52	2,44	2,35	2,30	2,22	2,18	2,13	2,09	2,06
29	4,18	3,33	2,93	2,70	2,54	2,43	2,35	2,28	2,22	2,18	2,14	2,10	2,05	2,00	1,94	1,90	1,85	1,80	1,77	1,73	1,71	1,68	1,65	1,64
	7,60	5,52	4,54	4,04	3,73	3,50	3,33	3,20	3,08	3,00	2,92	2,87	2,77	2,68	2,57	2,49	2,41	2,32	2,27	2,19	2,15	2,10	2,06	2,03
30	4,17	3,32	2,92	2,69	2,53	2,42	2,34	2,27	2,21	2,16	2,12	2,09	2,04	1,99	1,93	1,89	1,84	1,79	1,76	1,72	1,69	1,66	1,64	1,62
	7,56	5,39	4,51	4,02	3,70	3,47	3,30	3,17	3,06	2,98	2,90	2,84	2,74	2,66	2,55	2,47	2,38	2,29	2,24	2,16	2,13	2,07	2,03	2,01
32	4,15	3,30	29,00	2,67	2,51	2,40	2,32	2,25	2,19	2,14	2,10	2,07	2,02	1,97	1,91	1,86	1,82	1,76	1,74	1,69	1,67	1,64	1,61	1,59
	7,50	5,34	4,46	3,97	3,66	3,42	3,25	3,12	3,01	2,94	2,86	2,80	2,70	2,62	2,51	2,42	2,34	2,25	2,20	2,12	2,08	2,02	1,98	1,96
34	4,13	3,28	2,88	2,65	2,49	2,38	2,30	2,23	2,17	2,12	2,08	2,05	2,00	1,95	1,89	1,84	1,80	1,74	1,71	1,67	1,64	1,61	1,59	1,57
	7,44	5,29	4,42	3,93	3,61	3,38	3,21	3,08	2,97	2,89	2,82	2,76	2,66	2,58	2,47	2,38	2,30	2,21	2,15	2,08	2,04	1,98	1,94	1,91
36	4,11	3,26	2,86	2,63	2,48	2,36	2,28	2,21	2,15	2,10	2,06	2,03	1,89	1,93	1,87	1,82	1,78	1,72	1,69	1,65	1,62	1,59	1,56	1,55
	7,39	5,25	4,38	3,89	3,58	3,35	3,18	3,04	2,94	2,86	2,78	2,72	2,62	2,54	2,43	2,35	2,26	2,17	2,12	2,04	2,00	1,94	1,90	1,87
38	4,10	3,25	2,85	2,62	2,46	2,35	2,26	2,19	2,14	2,09	2,05	2,02	1,96	1,92	1,85	1,80	1,76	1,71	1,67	1,63	1,60	1,57	1,54	1,53
	7,35	5,21	4,34	3,86	3,84	3,32	3,15	3,02	2,91	2,82	2,75	2,69	2,59	2,51	2,40	2,32	2,22	2,14	2,08	2,00	1,97	1,90	1,86	1,84
40	4,08	3,23	2,84	2,61	2,45	2,34	2,25	2,18	2,12	2,07	2,04	2,00	1,95	1,90	1,84	1,79	1,74	1,69	1,66	1,61	1,59	1,55	1,53	1,51
	7,31	5,18	4,31	3,83	3,51	3,29	3,12	2,99	2,88	2,80	2,73	2,66	2,56	2,49	2,37	2,29	2,20	2,11	2,05	1,97	1,94	1,88	1,84	1,81
42	4,07	3,22	2,83	2,59	2,44	2,32	2,24	2,17	2,11	2,06	2,02	1,99	1,94	1,89	1,82	1,78	1,73	1,68	1,64	1,60	1,57	1,54	1,49	1,49
	7,27	5,15	4,29	3,80	3,49	3,26	3,10	2,96	2,86	2,77	2,70	2,64	2,54	2,46	2,35	2,26	2,17	2,08	2,02	1,94	1,91	1,85	1,80	1,78
44	4,06	3,21	2,82	2,58	2,43	2,31	2,23	2,16	2,10	2,05	2,01	1,98	1,92	1,88	1,81	1,76	1,72	1,66	1,63	1,58	1,56	1,52	1,48	1,48
	7,24	5,12	4,26	3,78	3,46	3,24	3,07	2,94	2,84	2,75	2,68	2,62	2,52	2,44	2,32	2,24	2,17	2,06	2,00	1,92	1,88	1,82	1,78	1,75
46	4,05	3,20	2,81	2,57	2,42	2,30	2,22	2,14	2,09	2,04	2,00	1,97	1,91	1,87	1,80	1,75	1,71	1,65	1,62	1,57	1,54	1,48	1,46	1,46
	7,21	5,10	4,24	3,76	3,44	3,22	3,05	2,92	2,82	2,73	2,66	2,60	2,50	2,42	2,32	2,22	2,17	2,04	1,98	1,90	1,86	1,80	1,76	1,72
48	4,04	3,19	2,80	2,56	2,41	2,30	2,21	2,14	2,08	2,03	1,99	1,96	1,90	1,86	1,79	1,74	1,71	1,64	1,61	1,56	1,53	1,47	1,45	1,45
	7,19	5,08	4,22	3,74	3,42	3,20	3,04	2,90	2,80	2,71	2,64	2,58	2,48	2,40	2,28	2,20	2,10	2,02	1,96	1,88	1,84	1,78	1,73	1,70
50	4,03	3,18	2,79	2,56	2,40	2,29	2,20	2,13	2,07	2,02	1,98	1,95	1,90	1,85	1,78	1,74	1,69	1,63	1,60	1,55	1,52	1,48	1,46	1,44
	7,17	5,06	4,20	3,72	3,44	3,18	3,02	2,88	2,78	2,70	2,62	2,56	2,46	2,39	2,26	2,18	2,10	2,00	1,94	1,86	1,82	1,76	1,71	1,68
55	4,02	3,17	2,78	2,54	2,38	2,27	2,18	2,11	2,05	2,00	1,97	1,93	1,88	1,83	1,76	1,72	1,67	1,61	1,58	1,52	1,50	1,44	1,41	1,41
	7,12	5,01	4,16	3,65	3,37	3,15	2,98	2,85	2,75	2,66	2,59	2,53	2,43	2,35	2,23	2,15	2,00	1,96	1,90	1,82	1,78	1,71	1,66	1,64
60	4,00	3,15	2,76	2,52	2,37	2,25	2,17	2,10	2,04	1,99	1,95	1,92	1,86	1,81	1,75	1,70	1,65	1,59	1,56	1,50	1,48	1,44	1,41	1,39
	7,08	4,98	4,13	3,65	3,34	3,12	2,95	2,82	2,72	2,63	2,56	2,50	2,40	2,32	2,20	2,12	2,03	1,93	1,87	1,79	1,74	1,68	1,63	1,60
65	3,99	3,14	2,75	2,51	2,36	2,21	2,15	2,08	2,02	1,98	1,94	1,90	1,85	1,80	1,73	1,68	1,63	1,57	1,54	1,49	1,46	1,42	1,39	1,37
	7,01	4,95	4,10	3,62	3,31	3,09	2,93	2,79	2,70	2,61	2,54	2,47	2,37	2,30	2,18	2,09	2,00	1,90	1,84	1,76	1,71	1,64	1,60	1,56
70	3,98	3,13	2,74	2,50	2,35	2,22	2,14	2,07	2,01	1,97	1,93	1,89	1,84	1,79	1,72	1,67	1,62	1,56	1,53	1,47	1,45	1,40	1,37	1,35
	7,01	4,92	4,08	3,60	3,29	3,07	2,91	2,77	2,67	2,59	2,51	2,45	2,35	2,28	2,15	2,07	1,98	1,88	1,82	1,74	1,69	1,63	1,56	1,53
80	3,96	3,11	2,72	2,48	2,33	2,21	2,12	2,05	1,99	1,95	1,91	1,88	1,82	1,77	1,70	1,65	1,60	1,54	1,51	1,45	1,42	1,38	1,35	1,32
	6,96	4,88	4,01	3,58	3,25	3,04	2,87	2,74	2,64	2,55	2,48	2,44	2,32	2,24	2,11	2,03	1,94	1,84	1,78	1,70	1,65	1,57	1,52	1,49
100	3,94	3,09	2,70	2,46	2,30	2,19	2,10	2,03	1,97	1,92	1,88	1,85	1,79	1,75	1,68	1,63	1,57	1,51	1,48	1,42	1,39	1,34	1,30	1,28
	6,90	4,82	3,98	3,51	3,20	2,99	2,82	2,69	2,59	2,51	2,43	2,36	2,26	2,19	2,06	1,98	1,89	1,79	1,73	1,64	1,59	1,51	1,46	1,43
125	3,92	3,07	2,68	2,44	2,29	2,17	2,08	2,01	1,95	1,90	1,86	1,83	1,77	1,72	1,65	1,60	1,55	1,49	1,45	1,39	1,36	1,31	1,27	1,25
	6,84	4,78	3,94	3,47	3,17	2,95	2,79	2,65	2,56	2,47	2,40	2,33	2,23	2,15	2,03	1,94	1,85	1,75	1,68	1,59	1,54	1,46	1,40	1,37
150	3,91	3,06	2,67	2,43	2,27	2,16	2,07	2,00	1,94	1,89	1,85	1,82	1,76	1,71	1,64	1,59	1,54	1,47	1,44	1,37	1,34	1,29	1,25	1,22
	6,81	4,75	3,91	3,44	3,13	2,92	2,76	2,62	2,53	2,44	2,37	2,30	2,20	2,12	2,00	1,91	1,82	1,72	1,66	1,56	1,51	1,43	1,37	1,33
200	3,89	3,01	2,65	2,41	2,26	2,14	2,05	1,98	1,92	1,87	1,83	1,80	1,74	1,69	1,62	1,57	1,52	1,45	1,42	1,35	1,32	1,26	1,22	1,19
	6,76	4,71	3,88	3,41	3,11	2,90	2,73	2,60	2,50	2,41	2,34	2,28	2,17	2,09	1,97	1,88	1,79	1,69	1,62	1,53	1,48	1,39	1,33	1,28
400	3,86	3,02	2,62	2,39	2,23	2,12	2,03	1,96	1,90	1,85	1,81	1,78	1,72	1,67	1,60	1,54	1,49	1,42	1,38	1,32	1,28	1,22	1,16	1,13
	6,70	4,66	3,83	3,36	3,06	2,85	2,69	2,55	2,46	2,37	2,29	2,23	2,12	2,04	1,92	1,84	1,74	1,64	1,57	1,47	1,42	1,32	1,24	1,19
1000	3,85	3,00	2,61	2,38	2,22	2,10	2,02	1,95	1,89	1,81	1,80	1,76	1,70	1,65	1,58	1,53	1,47	1,41	1,36	1,30	1,26	1,19	1,13	1,08
	6,68	4,62	3,80	3,34	3,04	2,82	2,66	2,53	2,43	2,34	2,26	2,20	2,09	2,01	1,89	1,81	1,71	1,61	1,54	1,44	1,38	1,28	1,19	1,11
∞	3,84	2,99	2,60	2,37	2,21	2,09	2,01	1,94	1,88	1,83	1,79	1,75	1,69	1,64	1,57	1,52	1,46	1,40	1,35	1,28	1,24	1,17	1,11	1,00
	6,64	4,60	3,78	3,32	3,02	2,80	2,64	2,51	2,41	2,32	2,24	2,18	2,07	1,99	1,87	1,79	1,69	1,59	1,52	1,41	1,36	1,25	1,12	1,00

Source: Sudjana. *Metoda Statistika*. Bandung: Tarsito, 200

APPENDIX XII

PERCENTAGE POINTS OF DISTRIBUTION

DF	A	0.80	0.90	0.95	0.98	0.99	0.995	0.998	0.999
	P	0.20	0.10	0.05	0.02	0.01	0.005	0.002	0.001
1		3.078	6.314	12.706	31.820	63.657	127.321	318.309	636.619
2		1.886	2.920	4.303	6.965	9.925	14.089	22.327	31.599
3		1.638	2.353	3.182	4.541	5.841	7.453	10.215	12.924
4		1.533	2.132	2.776	3.747	4.604	5.598	7.173	8.610
5		1.476	2.015	2.571	3.365	4.032	4.773	5.893	6.869
6		1.440	1.943	2.447	3.143	3.707	4.317	5.208	5.959
7		1.415	1.895	2.365	2.998	3.499	4.029	4.785	5.408
8		1.397	1.860	2.306	2.897	3.355	3.833	4.501	5.041
9		1.383	1.833	2.262	2.821	3.250	3.690	4.297	4.781
10		1.372	1.812	2.228	2.764	3.169	3.581	4.144	4.587
11		1.363	1.796	2.201	2.718	3.106	3.497	4.025	4.437
12		1.356	1.782	2.179	2.681	3.055	3.428	3.930	4.318
13		1.350	1.771	2.160	2.650	3.012	3.372	3.852	4.221
14		1.345	1.761	2.145	2.625	2.977	3.326	3.787	4.140
15		1.341	1.753	2.131	2.602	2.947	3.286	3.733	4.073
16		1.337	1.746	2.120	2.584	2.921	3.252	3.686	4.015
17		1.333	1.740	2.110	2.567	2.898	3.222	3.646	3.965

18			1.330	1.734	2.101	2.552	2.878	3.197	3.610	3.922
19			1.328	1.729	2.093	2.539	2.861	3.174	3.579	3.883
20			1.325	1.725	2.086	2.528	2.845	3.153	3.552	3.850
21			1.323	1.721	2.080	2.518	2.831	3.135	3.527	3.819
22			1.321	1.717	2.074	2.508	2.819	3.119	3.505	3.792
23			1.319	1.714	2.069	2.500	2.807	3.104	3.485	3.768
24			1.318	1.711	2.064	2.492	2.797	3.090	3.467	3.745
25			1.316	1.708	2.060	2.485	2.787	3.078	3.450	3.725
26			1.315	1.706	2.056	2.479	2.779	3.067	3.435	3.707
27			1.314	1.703	2.052	2.473	2.771	3.057	3.421	3.690
28			1.313	1.701	2.048	2.467	2.763	3.047	3.408	3.674
29			1.311	1.699	2.045	2.462	2.756	3.038	3.396	3.659
30			1.310	1.697	2.042	2.457	2.750	3.030	3.385	3.646
31			1.309	1.695	2.040	2.453	2.744	3.022	3.375	3.633
32			1.309	1.694	2.037	2.449	2.738	3.015	3.365	3.622
33			1.308	1.692	2.035	2.445	2.733	3.008	3.356	3.611
34			1.307	1.691	2.032	2.441	2.728	3.002	3.348	3.601
35			1.306	1.690	2.030	2.438	2.724	2.996	3.340	3.591
36			1.306	1.688	2.028	2.434	2.719	2.991	3.333	3.582
37			1.305	1.687	2.026	2.431	2.715	2.985	3.326	3.574
38			1.304	1.686	2.024	2.429	2.712	2.980	3.319	3.566

39			1.304	1.685	2.023	2.426	2.708	2.976	3.313	3.558
40			1.303	1.684	2.021	2.423	2.704	2.971	3.307	3.551
42			1.302	1.682	2.018	2.418	2.698	2.963	3.296	3.538
44			1.301	1.680	2.015	2.414	2.692	2.956	3.286	3.526
46			1.300	1.679	2.013	2.410	2.687	2.949	3.277	3.515
48			1.299	1.677	2.011	2.407	2.682	2.943	3.269	3.505
50			1.299	1.676	2.009	2.403	2.678	2.937	3.261	3.496
60			1.296	1.671	2.000	2.390	2.660	2.915	3.232	3.460
70			1.294	1.667	1.994	2.381	2.648	2.899	3.211	3.435
80			1.292	1.664	1.990	2.374	2.639	2.887	3.195	3.416
90			1.291	1.662	1.987	2.369	2.632	2.878	3.183	3.402
100			1.290	1.660	1.984	2.364	2.626	2.871	3.174	3.391
120			1.289	1.658	1.980	2.358	2.617	2.860	3.160	3.373
150			1.287	1.655	1.976	2.351	2.609	2.849	3.145	3.357
200			1.286	1.652	1.972	2.345	2.601	2.839	3.131	3.340
300			1.284	1.650	1.968	2.339	2.592	2.828	3.118	3.323
500			1.283	1.648	1.965	2.334	2.586	2.820	3.107	3.310
∞			1.282	1.645	1.960	2.326	2.576	2.807	3.090	3.291

APPENDIX XIII**DOCUMENTATION**

Pic 1. The researcher give pre test paper to the students of experimental group



Pic 2. The researcher give the treatment to the students of experimental group



Pic 3. The researcher giving pre test to the students of control group





Pic 4. Students of experimental group doing the post test



Pic 5. Researcher give the reward for the students