USING FLOWCHART TECHNIQUE TO IMPROVE STUDENTS' UNDERSTANDING ON INDEFINITE AND DEFINITE ARTICLES

THESIS

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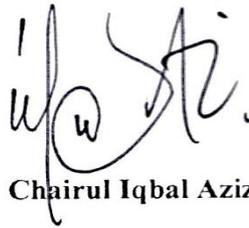
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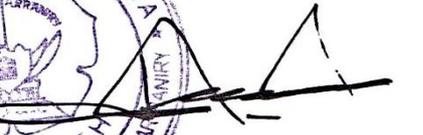Chairul Iqbal Aziz, S.Pd

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ABSTRACT

The purpose of the study was to investigate the effects of using flowchart technique on improving students' understanding of English article. The researcher used experimental teaching at SMPN 1 Baktiya Barat, Aceh Utara. Two classes of students participated in this research. One class for experiment and the other for control class. The method was held by tests and treatment. The pre-test was given to the participants at the first meeting. The experiment class received the treatment by using flowchart technique, while control class was not. After the treatment was done, the post-test was administered to both classes to see the effects of using flowchart technique. The data were analyzed using Sudjana's (2002) *statistical formula* and *table of frequency distribution*. The result showed that the value of calculation of t-test is higher than that of the t-table. The t-test result is 16.35 > value of t-table 2.019. This means that there was a significant difference between students' understanding of English article taught using flowchart technique and not using it. In line with this, the alternative hypothesis (H_a) was accepted and zero hypothesis (H_0) was rejected. The results of statistical analysis show that the use of flowcharts in the classroom can improve the learning process of students towards the material taught, so that the use of flowchart techniques is considered successful. Additionally, the findings imply that a more appropriate technique to teach grammar is needed, especially in English article.

Keywords: Students' Understanding, English Article, Flowchart Technique

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The researcher was aware of the perfection of the thesis that was still very far away. Therefore, this thesis needs opinions and suggestions from readers for future improvement.

Banda Aceh, January 2nd, 2019

Sherla Sepsa Rosiva

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CHAPTER I
INTRODUCTION

A. Background of Study

In Indonesia, learning English has been mandatory for secondary school students. According to *Curriculum 2013*, English is learned by students since they are in class seventh. When students learn English, they are focus on mastering four skills and three components in English. Those skills are reading, writing, listening and speaking. English components are grammatical construction, pronunciation, and vocabulary. For mastering all of them, the most important thing that should be mastered first is grammar. Based on Leech (1982), grammar serves as a tool to communicate properly. Therefore, without good grammar. It's impossible for the students can communicate well. As we know, many materials are discussed in grammar, one of them is article.

The article is a word used to modify a noun (Knowles, *n.d*). There are two types of articles, indefinite and definite article. Articles are easy material, but also include confusing material on grammar. According to Master (1990), the article is one part of grammar that very difficult to learn by EFL/ESL students. They still make mistakes when using the article. After that, there are also many other triggers that can occur. It supported by Sholihatun (2016), in her research, she found out that students were still affected by their primary language (L1). This is because the rules of English and Indonesian are very different. It is affected them in the use of writing English, whether it's about articles. Not only secondary

school students, but even students of the university are also still confused. As in research by Adhella (2007) explains that the use of articles are not easy. In the results of her research, she found out that there were still many mistakes appeared due to the use of the articles by second-semester students.

As well as abroad, students still have some problems with the use of articles. Kim and Laskhmanan (2007) said that adult learners also have difficulties in learning the correct system using articles. Further, Dulay, Burt, and Krashen (1982) claimed that L1 learners, who learned their own language (English). They still lack in using the article itself. In real life, even though they are native speakers, they are still confused and do not understand how to use the right article.

According to Mrs Erfi as English teacher in SMPN 1 Baktiya Barat, Aceh Utara, many students experience difficulties in understanding English article. They are still got errors grammar when put the article in sentences. These mistakes occur repeatedly without realizing it. Common mistakes that occur are; first, students use the article "the" even though the sentence does not require article "the". Consequently, students use the article "a / an" even though the sentence does not require the article "a / an". It happened because they do not remember how to use the right article. Besides those problems, students need suitable learning techniques to reduce their errors.

This research was carried out to the use of flowchart can help the students in understanding English article. Gluk and Kaarsgaard (2018) stated that flowchart is a simple diagram that allows us to present the process of discussion. Which the

flowchart structure can help researcher to solve problems into smaller segments and analyzed the problems, until getting the solution. Meanwhile, the flowchart is a chart with certain symbols that describe the process in detail and the relationship between one process to another process that we can easy to understand. Also, flowchart has a role as learning media.

B. Research Questions

This study focused on two research questions:

1. How is the effect of using a flowchart on students' understanding of English article?
2. How do the students perceive the use flowchart technique in teaching English article?

C. Research Aims

The purposes of this research are as follows:

1. To know the effect of using a flowchart on students' understanding of English article.
2. To find out students perceive the use flowchart technique in teaching English article.

D. Hypothesis

The kinds of hypotheses which are used here are; Zero Hypothesis (H_0), is the hypothesis which states that there is not any significant effect to the object of the research. It is also called with a Negative hypothesis and Alternative hypothesis (H_a) or positive hypothesis, is the hypothesis which state that there is a significant effect of the object of the research. (Sugiono, 2003)

The criteria of the hypothesis as follow:

H_a: Using flowchart technique in the classroom is effective to improve students' understanding on indefinite and definite articles.

H_0: Using flowchart technique in the classroom is not effective to improve students' understanding on indefinite and definite articles.

E. Significance of Study

The significance of study can be defined into two parts, for the teacher and students. After know the finding of this study, teachers will find the technique that suitable to teach students and how can avoid grammatical error using article in classroom. For the students, they can increase their understanding about article and they can write in English without any mistakes by using this flowchart. On the other hand, the result of this study shows that how far the differences between students' understanding in article before and after use this technique. It can indicate how the students increase their understanding in article and how far the impact by using flowchart technique in the classroom.

F. **Operational Definition**

1. **Flowchart**

According to Krismiaji (2010) Flowchart is a technique that describes information in brief, solid and clear. Flowchart is a chart that uses symbols or signs to solve a problem. Also, the flowchart program is a chart with certain symbols that describe the process sequence in detail and the relationship between one process and another. Each symbol has its own meaning. The flowchart also makes it easy for students to summarize learning material in one place.

2. **Article**

Yildirim (2015) stated that, the article is something refers to a noun. It has two types of articles; they are indefinite and definite articles. The indefinite article is used when you are speaking about someone or something unfamiliar to you in general. Whereas, the definite article is used to describe a specific person or thing. When you are speaking with someone or something familiar, you can put *the* with the noun. (Azar, 2006).

3. **Improvement**

Improvement leads to better things in increasing a value or quality (Hornby, 1995). The improvement that the researcher means is the result that students achieve after the learning process ends.

CHAPTER II
LITERATURE REVIEW

To support this research, the literature review is set up in this chapter by reviewing important theories about article which covers its definition, the types of articles, and the advantages of using article. The researcher also explains the definition of flowchart, the purpose of flowchart technique, the use of flowchart technique, the advantages and disadvantages of flowchart technique and concluding Researcher.

A. Definition of Article

Article is part of the determiner class. It also include part of speech. In general, both articles and determinants function to limit the noun. According to Trask (1999), determiner is a part of speech which includes words like *the* and *my*. Any single word which can fit into the blank in the following frame to produce a noun phrase is a determiner. __new pen. Example*: the, a, this, that, some, every, no, my, her, which*. There are some further determiners which can only fit into plural phrases , as in __new pens. Example: *these, most, both, all, few, several.*

Trask (1999) also mentions that to know the determiner is very simple. Any word that completes the blank part of the sentence below to produce a noun phrase means deteminer.

Table 2.1 *The sentence to produce a noun phrase means deteminer*

A Single Noun Phrase	Plural Noun Phrase
Example : __ new pen. To produce a singular noun phrase, it can complete with words: *the, a, this, that, some, every, no, my, her, which.* Then the word is called determiner.	Example : __ new pens. Determiner which can only complement plural noun phrases, namely: *these, most, both, all, few, several.*

Based on Trask (1999), the two most highly grammatical determiners, the and *a(n)*, are called articles, the ones like *my* and *her* are traditionally called possesive pronouns, but grammatically they are determiners, not pronouns. The quote explains, that determiner is a part of speech that appears together with a noun that shows semantic contrast, for example in terms of quantity. When it appears in a language, the article is a core part of the determiner. Another words that has a determiner function are: *every, this / that, some / any* that has a distribution function in place of the article position, such as: *the / this / some book.*

Crystal (2001) states that article is a term used in the grammatical classification of words, referring to a subclass of determiners which displays a primary role in differentiating the uses of nouns, e.g. *the/a* in English. Many languages have no article system (e.g. Russian). Of those which do a distinction is usually made into definite and indefinite (non-definite) types. Partly of semantic and partly on grammartical grounds, articles may appear before a noun (as in English).

In English, there are four types of articles, namely: *definite article* (the), *indefinite article* (a/an), *zero article* and *partial* (some and any). In general, the

article has semantic and lexical structural functions. Whereas the structural function is the determiner that precedes the noun. While the semantic function is to indicate that a noun is definite or indefinite. Articles cannot stand alone and are followed by a noun thereafter.

The central determiner is divided into two, namely: 1. Indefinite article; and 2. definite article. Indefinite article uses *a / an*. Definite article uses *the*. As for one other article that shows the type of words that are not preceded by the article: *a, an* and *the*, namely zero articles (Catford, 1965).

In this research, the researcher focused on this two articles; 1. Indefinite article; and 2. definite article. After this it will be explained in more detail.

B. The types of article

1. Indefinite Article

Based on Thomson and Martinet (1986), The form a is used before a word beginning with a consonant sound: a man, a hat, a university, a European, a one way street. The form an is used before words beginning with vowel (a, i, u, e, o) or words beginning with a mute h: an apple, an island, an hour or individual letters spoken with a vowel sound: an L-plate, an MP, an SOS, an 'X'. *A/an* is the same for all genders: a mam, a woman, an actor, an actress, a table. Likewise Azar (1985) stated that, *A* is used in front of nouns that begin with consonant: a book, a dog, a pencil. *An* is used in front of nouns that begin

with a vowel or a vowel sound: an apple, an elephant, an idea, an opinion, an uncle, an hour.

From the quote above, we can conclude that the indefinite article is used for unclear singular count noun. Which is not contextually known both speaker and listener.

Azar and Hagen (2006) disclose the terms of use of indefinite article, including *a/an* must be placed:

Table 2.2 *Azar and Hagen's explaination about indefinite article*

No	Indefinite Article	Example	Explanation
1.	*A* and *an* are used in front of singular count nouns	*A* dog is *an* animal.	*Dog* and *animal* are singular count nouns.
2.	Use *an* in front of words that begin with the vowels *a, i, u, e,* and *o*: *an apartment, an elephant, an idea, an ocean*	Mr. Lee is *an* old man.	Notice that *an* is used because the adjective (*old*) begins with a vowel and comes in front of a singular count noun (*man*).
3.	Use *an* if a word that begins with a vowel sound.	I have *an* uncle.	Use *an* if a word that begins with "u" has a vowel sound: *an uncle, an ugly pictures.*
4.	Use *a* if a word that begins with a/yu/ sound.	He works at *a* university.	Use *a* if a word that begins with "*u*" has a/yu/ sound: *a university, a usual event*.
5.	In some words that begin with "*h*", the "*h*" is not pronounced.	I need *an* hour to finish my work.	The word begins with a vowel sound *an* is used: *an hour, an honor*.
6.	In most words that begin with "*h*", the "*h*" is pronounced.	I live in *a* house. He lives in *a* hotel.	Use *a* if the "*h*" is pronounced.

2. Definite Article

According to Quirk etl (1986), *the* is used to mark the phrase it produces as definite, i.e. as referring to something which can be identified uniquely in the contextual or general knowledge shared by speaker and hearer. It can be concluded that the use of definite article *the* is to mark a unique noun that has been generally known contextually by the speaker and listener.

The Definite article is also used with common noun and singular noun such as *'the house'* or countable noun like *'the houses'*, and uncountable noun *'the bread'* (Mc Arthur, 1992). In addition, *the* is also used in the proper noun, such as: *the Vatican, the Hague, the Penniles* (Adhella, 2007).

Azar and Hagen (2006) disclose the definite article usage terms, including *the* must be placed:

Table 2.3 *Azar and Hagen's explains about definite article*

No	Definite Article	Example	Explanation
1.	A speaker uses *the* when the speaker and the listener have the same thing or person in mind. *The* shows that a noun is spesific.	(a) A: I have two pieces of fruit for us, an apple and a banana. Which do you want? B: I'd like *the* apple, thank you. (b) A: Where's David? B: He's in *the* kitchen. (c) A: It's a nice summer day today. *The* sky is blue. *The* sun is hot. B: Yes, I really like summer.	(a) When B says "the apple", both A and B have the same apple in mind. (b) Both A and B have the same kitchen in mind. (c) Both A and B are thinking of the same sky (there is only one sky for them to think of) and the same sun (there is only one sun

			for them to think of).
2.	Singular count nouns	(a) Mike has *a* pen and *a* pencil. (b) *The* pen is blue. (c) *The* pencil is yellow.	**Notice in example:** the speaker is using *the* for the **second** mention of a noun. When the speaker mentions a noun for a second time, both the speaker and listener are now thinking about the same thing. **First mention**: I have *a* pen. **Second mention**: *The* pen is blue.
3.	Plural count nouns	(a) Mike has *some* pens and pencils. (b) *The* pens are blue. (c) *The* pencils are yellow.	
4.	Noncount nouns	(a) Mike has *some* rice and *some* cheese. (b) *The* rice is white. (c) *The* cheese is yellow.	
5.	*The* used to indicate a noun that is definite or has been previously specified in the context	(a) Please close *the* door. (b) I like *the* clothes you gave me.	
6.	*The* used to indicate a noun that is unique	(a) Praise *the* Lord! (b) *The* Columbia River is near here.	It refers to only one thing in the world
7.	*The* used to designate a natural phenomenon	(a) *The* nights get shorter in the summer. (b) *The* wind is blowing so hard.	The listener understands what the speaker refers to.
8.	*The* used to refer to a time period	(a) I was very naïve in *the* past. (b) This song was very popular in *the* 1980s.	
9.	*The* used to indicate all the members of a family	(a) I invited *the* Bakers for dinner. (b) This medicine was invented by *the* Smiths.	

C. The Advantages of Using Article

English is a truly remarkable language. This is spoken in almost every country; even some countries have made this English into their second language or foreign language.

Although the increasing popularity of English has spread widely. Some non-native speakers can reach a high level in English. However, there are many non-native speakers who have low levels. This is based on several reasons, ranging from their own personal interests that are lacking or even some of them have direct opportunities to interact with native speakers. So that the experience has paid off.

However, for many students, researcher suspects that the desire to learn their English is very low with difficult and confusing English features. This is a feature that does not seem to make sense to those who are not native speakers. Some of the most difficult features of English grammar for foreigners are two articles: "a/an," and "the" (Sholihatun, 2016).

Therefore, features that are considered easy for native speakers. This can make non-native speakers feel troubled. They do not understand how the feature works properly. This will make it difficult for them, especially for students.

Although at school they are often taught the use of articles, they still make a lot of mistakes. Even though, this indefinite article and definite article are very basic and important in using good and right English. Unfortunately, if you

continue to make mistakes without treatment, students cannot make correct communication in English later.

D. Flowchart Technique

1. Definition of Flowchart

Flowchart is a technique that can be used in learning. It is a systematic presentation of the process and logic of the activities of handling information or drawing graphically of the steps and sequences of procedures of a system. In addition, Gluck and Kaarsgaard (2018) stated flowcharts also help analysts and programmers to solve problems into smaller parts and help in analyzing other alternatives in operation. Flowchart system is a sequence of processes in the system by showing the input and output media tools as well as the type of storage media in the data processing process. So, to make this flowchart, there must be information that can be used for data processing.

Inside the flowchart, besides how it works. The flowchart also has a program. According to Tonni (2016), flowchart program is a chart with certain symbols that describe the process in detail and the relationship between a process (instruction) with other processes in a program. While Pahlevy (2010) stated that, flowchart is a description in the form of a flow diagram of the algorithms in a program, which states the direction of the program flow.

2. **The Purpose of Flowchart Technique**

Flowchart is a chart that shows the flow or flow in a program or system procedure logically (Jogiyanto, 2005). By using flowchart, it will be easy to solve a problem using the chart. Which process is clear and detailed. Based on Kuruvila (2017), in the proposed flow chart plagiarism detection system, flowcharts are compared by comparing both the shape, orientation as well as text. This approach creates graph from the flowchart, hence is capable to detect the plagiarism with same shaped objects even though the orientation of the graph is changed. *Accuracy of the technique is tested with flowcharts of different shape and orientation.*

From the statement above, especially italic writing, the researcher can conclude, that the flowchart is also useful as an appropriate measuring tool in solving a problem. Therefore, many researchers use flowcharts as the right technique in their research.

E. **The Use of Flowchart Technique**

1. **The Function of flowchart**

Flowchart is a chart that has a lot of functions. Anharku (2009) claimed that there are several functions of flowchart; First, Flowchart is to develop understanding of how a process is done. As we know, this is the basic function to describe flowchart. With the flowchart, we can easily understand the process by applied this chart as one process to another process until the end. Second, put a

flowchart as a technique to study a process for improvement (Gluck & Kaarsgaard, 2018). Example; as in this research, researcher focuses on flowchart have a function to make learning techniques in improving student learning. Beside that reason, the researcher considers the flowchart is one good technique that improving student learning in a unique way. Then, flowchart is to communicate to others how a process is done. Also, it has a function to process a document and planning a project. Thus, this flowchart can help the people to organize their project plan about work or study.

2. Flowchart Basic Procedure

Based on Anharku (2009), before we create a flowchart, many procedures that we should prepared. Firstly, materials needed: sticky notes or cards, a large piece of flipchart paper or newsprint, marking pens. Then, define the process to be diagrammed. Write its title at the top of the work surface. The next occasion, discuss and decide on the boundaries of your process: Where or when does the process start? Where or when does it end? Discuss and decide on the level of detail to be included in the diagram.

Later on, brainstorm the activities that take place. Write each on a card or sticky note. Sequence is not important at this

point, although thinking in sequence may help people remember all the steps. Following that, arrange the activities in proper sequence. After that, when all activities are included and everyone agrees that the sequence is correct, draw arrows to show the flow of the process. At the end, review the flowchart with others involved in the process (workers, supervisors, suppliers, customers) to see if they agree that the process is drawn accurately.

3. Flowchart Considerations

May be its hard to drawing a flowchart, but don't worry too much about drawing the flowchart the "right way." The right way is the way that helps those involved to understand the process (Anharku, 2009). So far, identify and involve in the flowcharting process all key people involved with the process. This includes those who do the work in the process: suppliers, customers and supervisors. Involve them in the actual flowcharting sessions by interviewing them before the sessions and/or by showing them the developing flowchart between work sessions and obtaining their feedback. Then, do not assign a "technical expert" to draw the flowchart. People who actually perform the process should do it. Also, if a computer software is available for drawing flowcharts. Meanwhile, software is useful for drawing a neat final diagram,

but the method given here works better for the messy initial stages

of creating the flowchart.

4. **Flowchart Examples**

This is an example of article flowchart by Cristopher

LyCluyse of the Westerner College Writing Center (LyCluyse,

n.d).
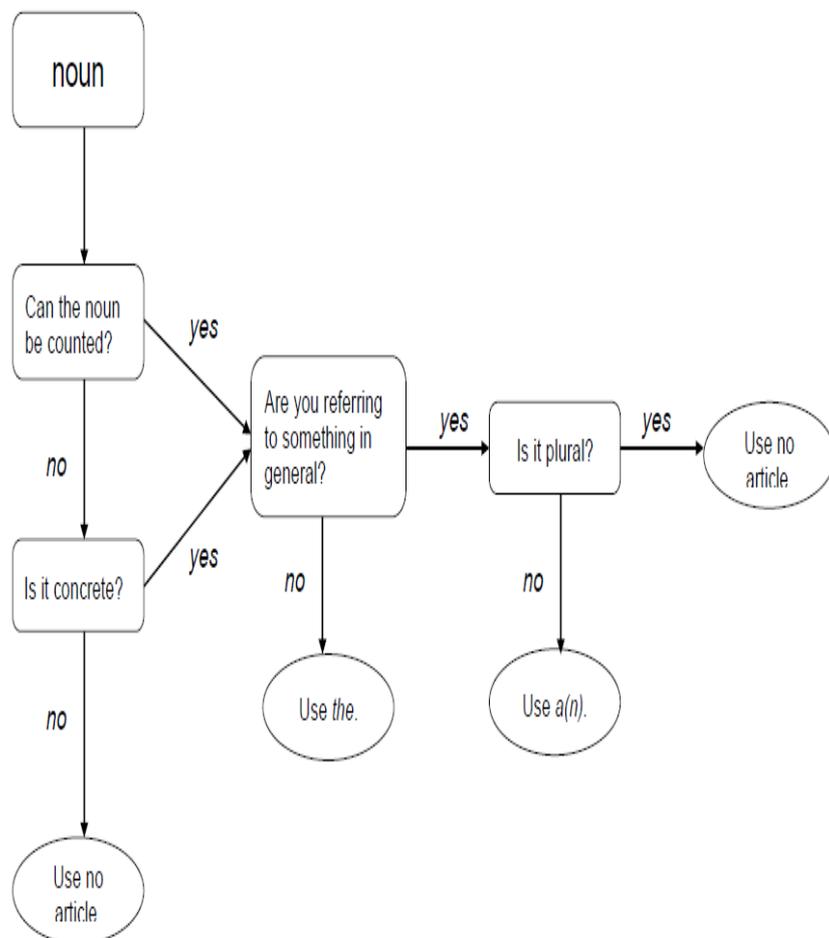
Figure 2.1 Cristopher LyCluyse's article Flowchart

The clear explanation of the articles flowchart above can be

explains in box below:

Table 2.4 *The explanation about Cristopher LyCluyse's article Flowchart*

No	Types	Explanations or the Examples
1.	Count noun	Example: Window, animal, enclosure, encounter, tree, boat, bridge, avalanche.
2.	Concrete noun	Example: Poem, water, figure, crowd, breath, night, day, sunlight, sunset.
3.	Abstract noun	Example: Poetry, time, theory, knowledge, space.
4.	Indefinite article	Referring to something in general. Example: Would you hand me *a pen*? I want to write *a letter*.
5.	Definite article	Referring to something specific. Example: Did you notice *the moon*? We are on *the* planet *Earth*.
6.	Plural noun	Example: Windows, animals, enclosures, encounters, trees, boats, bridges, emotions.
7.	The rule of *of*	"*Of*" is a way of symbolizing that something belongs to something else. Example: "*The time of day* is noon." "Time" belongs to the concrete noun "day."
8.	Adjectives	Sometimes an adjective comes between a noun and its article. Example: "We are on *the* third *planet*." The word "third" acts as an adjective. It is describing the noun "planet."

5. Commonly Used Symbols in Detailed Flowcharts

This is a commonly symbols that used in a flowchart by Anharku (2009) below:

Table 2.5 *Symbols of flowchart*

Symbol	Explanation/function
▭	One step in the process; the step is written inside the box. Usually, only one arrow goes out of the box.
→	Direction of flow from one step or decision to another.
◇	Decision based on a question. The question is written in the diamond. More than one arrow goes out of the diamond, each one showing the direction the process takes for a given answer to the question. (Often the answers are " yes" and " no.")
◗	Delay or wait.
○	Link to another page or another flowchart. The same symbol on the other page indicates that the flow continues there.

	Input or output.
	Document.
	Alternate symbols for start and end points.

F. The Advantages and Disadvantages of Flowchart Technique

Anharku (2009) stated that, there are some advantages of flowchart technique; First, short and simple. The biggest advantage of using a flowchart is that it is short and easy to understand. This also allows you not to read articles or documents that have many words. You just have to look at the flowchart to get a solution to the problem to find a solution. Second are logical steps. Another benefit of flowchart is that it prepares steps that are easy for users to understand information logically. Also, flowchart is effective communication. This is one effective way of communicating because a flowchart can be made on only 1 or 2 pages that can be used for communication that is needed for many pages, so that more effective and efficient flowcharts can be good for them.

According to Susanto (2006), student has three types of learning; first, visual; second, auditory; and last, kinesthetic. This flowchart technique is appropriate and including all of them. Firstly, student has to drawing and coloring the flowchart (kinesthetic). Secondly, flowchart which colorful can provoke the student with visual types because they interest with it. Lastly, when the teacher

explains the material with a flowchart as media. Students whose auditory types of learning will capture the voice of the teachers' explanations.

Beside the advantages, flowchart technique also has several disadvantages, such as: First, time consuming. It is spend a lot of time drawing the diagram box. Be careful in drawing the box according to the problem process. Also, flowchart is very difficult to understand the meaning of each box shape. For beginners, it's very difficult to understand every meaning of the box shape. Because each form has its own meaning that is adjusted to the process you want to draw. Basically, users must understand more about the previous flowchart before making this diagram (Anharku, 2009).

G. Concluding Researcher

Based on the explanation discussed in this chapter, so far students have experienced many obstacles in understanding English articles, one of them in the sentence. To overcome these errors occur repeatedly, students need for a solution that can minimize these errors. One of the solutions provided by researcher is the use of flowchart techniques to improve student learning systems, based on all the advantages of flowchart discussed earlier (section 4 in chapter II) and flowcharts have functions as learning techniques in improving student learning (Gluck & Kaarsgaard, 2018) (section 3a in chapter II). From students who do not understand English article can be more understanding than before with the use of the technique as media. The technique that apply when the teacher do a treatment for students. Good flowcharts are made in groups / teams. Group members need to

discuss and agree on the boundaries of the process or activity that will be included in the flowchart, like English article. Solve the process into steps that can be written in the form of short and clear verbs. Each of these steps is written in a box, then do the mapping by connecting each box with arrows in the order of the steps in the process based on the teacher instruction (Kusnadi, 2012).

So that later, students' perspective is needed on the use of flowchart techniques in the class which will be discussed in chapter IV based on the analysis of the instruments given in the form of questionnaires. Thus researcher knows the technique can have an effect on their learning or not, so they don't repeat the same mistakes going forward.

CHAPTER III
RESEARCH METHODOLOGY

Research methodology deals with how the research questions proposed in the first chapter are processed with a particular method. Therefore, in this chapter the writer discusses about research design, population and samples, technique of data collection, technique of data analysis, research procedures, a brief illustration during the research using flowchart and summary of data collection.

A. Research Design

The research method related to how the design is implemented and how the research is carried out. This method is often used to determine the quality of data collection. This study uses quantitative methods. According to Fellow and Liu (2008), the quantitative method is an imitation method that gives immediate results. Another reason for choosing this approach is that the method is more efficient, can test hypotheses and always aim to clarify objects, calculate them and use statistical models to clearly explain what has been observed during the study.

This research is an experimental research which requires the collection, analysis and interpretation of quantitative data carefully. Adelman (1998) explained that experimental research is a research situation in which one of the independent variables is called an experimental variable, deliberately manipulated or varied by the researcher. While quantitative research is the collection and

analysis of numerical data to explain, predict, or control interesting phenomena. Also, the experimental research is needed to prove the hypothesis.

This study used pre-test and post-test in data collection. Which is the pre-test used to determine the limits of students' abilities before being given treatment. After being given treatment, it will be tested through the post-test.

This method combines numerical data through evaluation sheets made by researcher. Aims to answer questions related to the current status of the research subject. Questionnaire sheet is used to find out students' responses to using flowchart technique on indefinite and definite article are effective or not. Researchers also use research in the field. Field research is a quantitative method of data collection that aims to understand, survey, and interact with people related to research naturally.

B. **Population and Samples**

1. **The Population**

    The population is the subject of research. According to Sugiyono (2010), the population is an area of generalization which consists of objects or subjects that have certain qualities and characteristics set by Researcher to be studied and then drawn conclusions. So the population is not only people but also objects and other natural objects. The population is also not just the amount that exists in the object or subject being studied but includes all the characteristics/characteristics possessed by the subject

or object. The population of this study was the first-grade students who studied at SMPN 1 Baktiya Barat, Aceh Utara. The population of this study is 67 students consisting of students in class VII/A, VII/B, and VII/C.

2. The Sample

According to Sugiyono (2010), the sample is part of the number and characteristics possessed by the population. If researcher conduct research on a large population, while researcher wants to examine the population and researcher have limited funds, energy and time, the researcher used sampling techniques, so that generalization to the population under study. The meaning of the sample taken can represent or represent the population. In this case, the sample is grade VII/B and VII/C students at SMPN 1 Baktiya Barat, Aceh Utara.

The sampling technique was a purposive sampling. The sample register are in class VII/B and VII/C. The researcher chooses this sample based on the recommendation from English teacher there. The number of students is 43 students. This is according to Arikunto (2003) who says that if the subject is less than 100, it is advisable to take the entire population.

C. Technique of Data Collection

To support this research, the research needs to collect data. The researcher will apply some of the processes needed to collect the data, namely: Experimental teaching, tests, and questionnaires. The explanation will be discussed below:

1. Experimental Teaching

The Researcher used experimental teaching. It is one technique used by the researcher to obtain data. It is selected two classes as a sample. First class as experimental class (VII/C) and other class as control class (VII/B). Four meetings for per class will be held to teach students how to improve their understanding of articles using Flowchart as a technique in experiment class. This technique is very important to provide treatment as expected to improve students' understanding ability related to the problems faced. Meanwhile, for control class did not use flowchart technique to improve their understanding on treatment. This research used a pretest-posttest group design. At the first meeting and the last meeting was used to do the test, also the Researcher gave some treatment to students. At the last meeting of experiment class, the researcher gave them the questionnaire.

2. Test

Tests in this study are given to measure students' skills before and after treatment. The test is divided into two parts; pre-test and post-test. The pre-test is a test that aims to find out students' skills before being given treatment. While the post-test is given after students got the

treatment, which served to find out whether there is an increase or not to students.

3. Questionnaire

To get additional data, the researcher needs a questionnaire. The questionnaire aims as a 'tool', to collect and record information about the problem being examined. It will be distributed to students to find out their response during the research process that occurred. The questionnaire consists of several questionnaires but must include clear instructions and space for answers or administrative details (Lisa, 2006). Questionnaires will be given 15 questions at the last meeting in experiment class and they will be given 20 minutes to answer all questions. These test results will be analyzed and discussed.

D. Technique of Data Analysis

1. Test

The Researcher used the statistical formula that to analyzing the data of two tests; pre-test and post-test. The researcher used 20 questions that answered by the student. Each question is 5 points.

Sudjana (2002) stated that the mean of students' score was calculated by using the formula as follow:

$$X = \frac{\sum fixi}{\sum fi}$$

Note:

X   : mean

fi   : frequency

xi   : the middle score interval class

fixi   : the amount of multiplication between the frequencies and the middle scores of interval class

After calculating the mean of each test. The data is served in a table named *Table of Frequency Distribution*. Based on Sudjana (2009), when the pre-test and post-test mean has been calculated, the data would be analyzed to the significant improvement toward the mean score by using the following formula:

$$t0 = \frac{MX - MY}{SX - Y}$$

Note:

t_0 : t observation

M   : Mean of Difference (the difference of pre-test and

post-test score)

S   : Standard error of Mean Difference

2. Questionnaire

In order to get the data, the researcher created the questionnaire. The data from questionnaire were analyzed by finding the average in each statement for each option on questions. In this research was designed questionnaire consists of 15 questions. The questionnaire used Likert Scale by the form close-ended question that is by checking an item from a list of suggested responses. The students were expected to choose the best answer that suitable for them. The questionnaire was given for the students in experiment class (VII/C). In the process of giving the questionnaire, the researcher gave the time 20 minutes to answer all the questions.

E. Research Procedures

There are three stages in doing experiment research; they are pre-test, treatment and post-test.

1. Pre-test

The pre-test was given before the treatments. Firstly, the teacher came to the classes. Then, she asked about the difficulties in mastering indefinite and definite articles and explained about flowchart technique is.

Last, the teacher gave them the pre-test and asked them to answer all questions how to see far they understood about the material before treatment.

2. **Treatment**

    a. **In Experimental Class**

        1) **First Meeting**

            In the first meeting, the teacher gave an easy example to provoke their understanding of related material. After that, the teacher explained in detail about the answers from the previous example, most importantly the teacher explained the basic parts before entering the actual material, namely the count and non-count noun. The teacher gave a sheet of questions paper, which contains 11 questions about count and non-count nouns. Each student can fill in the right answer.

        2) **Second Meeting**

            The teacher explained about indefinite and definite articles and the used in sentence. After that, the teacher gave 10 questions on the whiteboard and order students to come to the front of the class and fill in the answers they

think are right. After the question is fully filled, the teacher and students discussed together.

The teacher used the flowchart technique as media to learn indefinite and definite articles easily. The teacher explained the definition of the flowchart, the function of the symbols in the flowchart and how to use or read the correct flowchart. After students understood, the teacher told students to sit in pairs and gave 22 questions that they had to do together.

b. In Control Class

1) First Meeting

The teacher gave an easy example to attract children's attention based on daily life examples. After that, the teacher explained about the count and non-count nouns, also how to use them. After that, the teacher gives 11 questions and tells them to answer them individually. Last, the teacher and students discussed together the questions that have been answered.

2) Second Meeting

The teacher introduces the students about the use of indefinite articles in sentence. The teacher wrote some

questions on the whiteboard and tells some students to answer. After that, the teacher and students discussed together.

The teacher introduces the students about the use of indefinite article in the sentence. The teacher wrote some questions on the whiteboard and told some students to match the sentence with the answer they think is right. After that, the teacher and students discussed together.

3. Post-test

Post-test was held after all treatments were conducted. This test was used to measure students' understanding of the material after given treatments. The result of the test was analyzed statistically.

F. A Brief Illustration during the Research Using Flowchart

This is a brief illustration by the researcher during conducted the research through flowchart.

```
          ┌──────────────────────┐
          │        Title         │
          └──────────┬───────────┘
                     ▼
          ┌──────────────────────┐
          │  Research Questions   │
          └──────────┬───────────┘
                     ▼
          ┌──────────────────────┐
          │      Hypothesis       │
          └──────────┬───────────┘
                     ▼
          ┌──────────────────────┐
          │   Research Design;    │
          │     Quantitative      │
          └──────────┬───────────┘
                     ▼
          ┌──────────────────────┐
          │    Population and     │
          │        Sample         │
          └──────────┬───────────┘
                     ▼
┌───────────────────────────────────────────┐
│  Technique of Data Collections; Experimental │──────────┐
│    teaching, tests, and questionnaire      │          │
└──────────────────┬──────────────────────── ┘          │ Yes
                   ▼                                      │
          ┌──────────────────────┐                        │
          │ Research Procedure; pre- │                     │
          │ test, treatment, post-test │                   │
          └──────────┬───────────┘                        │
                     ▼                                      │
              ◇────────────────◇                           │
             ╱  Experiment class  ╲◄───────────────────────┘
            ╱   using flowchart     ╲
            ╲      technique        ╱
             ╲────────────────────╱
                     │
```
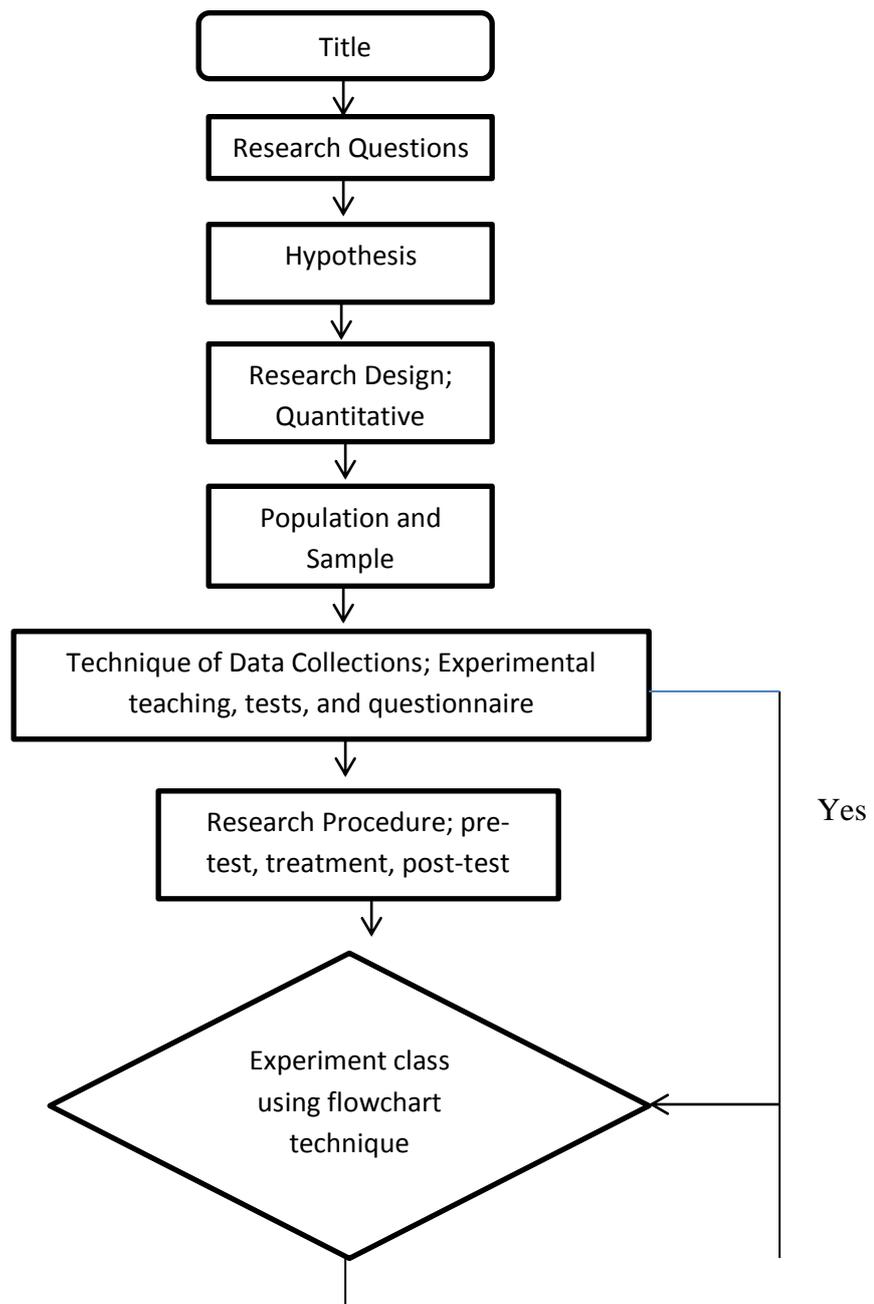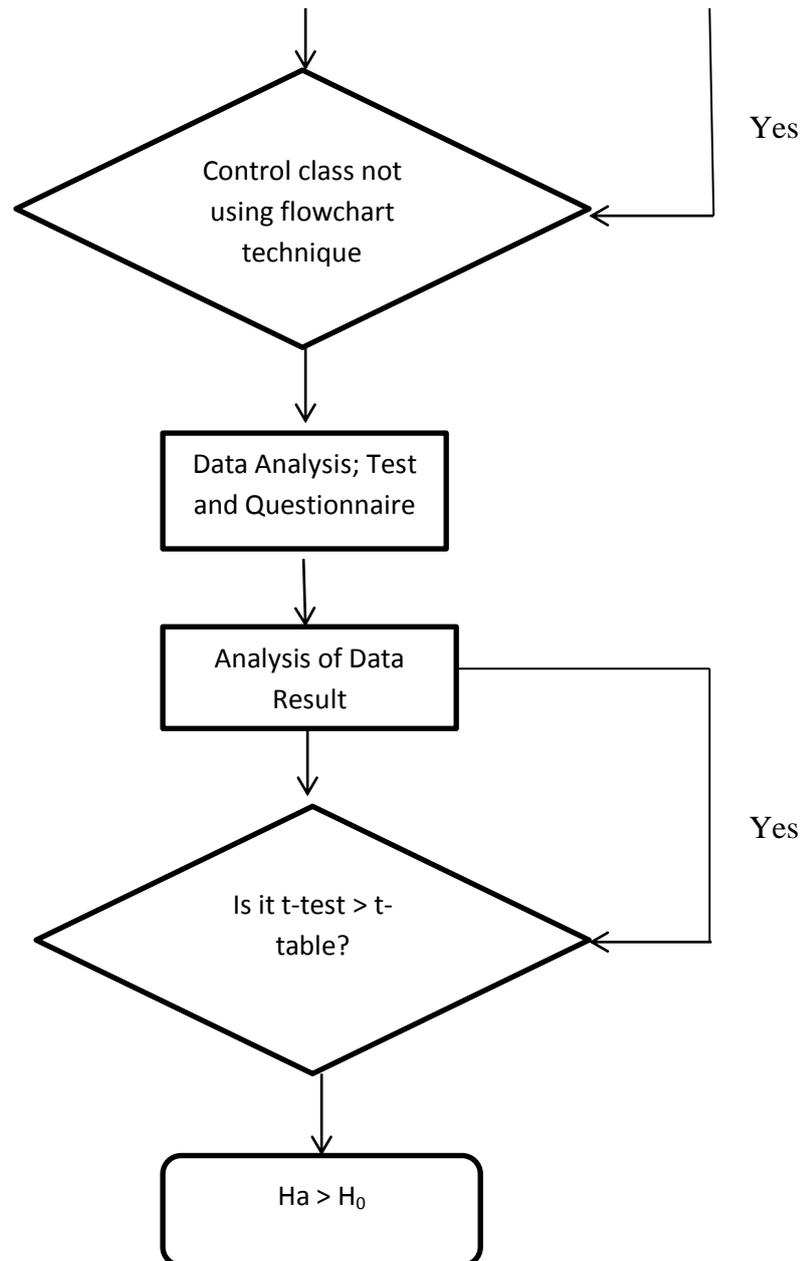
Figure 3.1 A Brief Illustration during the Research Using Flowchart

G. Summary of Data Collection

This is a summary of data collection used by researcher in her research based on what has been described above in this chapter.

Table 3.1 *Summary of Data Collection*

No	Research Questions	Methods	Participants	Reasons
1.	How is the effect of using a flowchart on students' understanding of English article?	- Tests (Pre-test and Post-test) - Treatment	Students	To measure the data and students' knowledge.
2.	How do the students perceive the use flowchart technique in teaching English article?	- Questionnaire	Students	To know students perceive about flowchart technique in classroom based on their learning experiences.

Table 3.1 depicts that the summary of the data collection in this study. The researcher makes a shorter explanation to make it easier for readers to understand. Therefore there are several stages where each stage answers the research questions found in chapter 1. Using 3 methods namely, tests, treatments and questionnaires. Tests and treatments will be carried out in two classes, namely experimental and control classes. The aim is to find out the students' knowledge. While the use of flowchart techniques and questionnaires are only used in experimental classes. It purposes to

determine students' responses to flowchart techniques and how far this technique is effective in learning English articles.

CHAPTER IV
FINDING AND DISCUSSION

This chapter discussed the finding of the research related to using flowchart technique to improving students' understanding on indefinite and definite articles to the students that were done at SMP Negeri 1 Baktiya Barat. The following is the explanation related to the finding and discussion of the research as well as the research setting, finding of the result, discussion and examining hypothesis.

A. The Research Setting

Researcher took SMPN 1 Baktiya Barat as a place of research. This school is under the auspices of the local government. It is located in Matang Kumbang, Baktiya, Kabupaten Aceh Utara, Aceh. This school was founded in November 1984. The head master is Mansur S.Pd. This school is accredited A with the 2013 Curriculum learning.

The school has a land area of 9000. Also, it has a 4500 electricity source. This school has 9 study rooms, consists of 3 classes per grade. There has 1 library, 2 canteens and 1 teacher room. Then, the school has a large ceremony field and volleyball court. The school is also equipped with a school bell that rings automatically according to its use, usually used during class changes. This school is not yet equipped with a special computer room, and internet access that is still intended for teachers only. However, this school has been equipped with a projector.

SMPN 1 Baktiya Barat has 251 students consisting of 67 students of grade one, 90 students of grade two and 94 students of grade three. The school has 32 teachers, 28 of who are permanent (PNS) and 16 are an attachment (Honor). 3 of 32 teachers are English teachers, 3 of them are permanent.

B. Finding of the Research

1. The Analysis of Test Result

The first step of calculating the data is tabulating the result of both pre-test and post-test in the two classes (experimental class and control class) as described in the table below.

a) Experimental Class (VII.C)

Table 4.1 *The result of Pre-test and Post-test*

No	Students' Initial	Pre-Test Score	Post-Test Score
1	AM	35	90
2	AR	35	90
3	EY	45	90
4	HA	35	95
5	HAZ	40	95
6	KN	40	95
7	LK	40	95
8	MD	35	90
9	MF	35	90
10	MFD	50	85
11	MI	55	100
12	MJ	50	100
13	MK	40	85
14	MR	40	100
15	MRD	35	100
16	MRN	40	90
17	MRY	50	90

18	MRZ	40	90
19	MU	45	100
20	MZ	40	95
21	ZB	40	90
22	ZF	40	70
Total		$\sum X = 695$	$\sum X = 2025$

■ The highest score
■ The lowest score

According to the table presented above, it can be seen that the highest score for the pre-test was 55 and the lowest one was 35. Meanwhile, the highest score for post-test was 100 and the lowest one was 70.

Following is the further statistical analysis of each test result, pre-test and post-test:

1) **Pre-test**

In order to calculate the mean of pre-test, the following formula is used.

$X = \frac{\sum X}{N}$

$X = \frac{695}{22}$

X= 31.59

2) Post-test

In order to calculate the mean of post-test, the following formula is used.

$$X = \frac{\sum X}{N}$$

$$X = \frac{2025}{22}$$

X= 92.04

a) Control Class (VII.B)

Table 4.2 *The result of Pre-test and Post-test*

No	Students' Initial	Pre-Test Score	Post-Test Score
1	AF	5	60
2	AW	15	80
3	CAZ	20	85
4	FH	45	95
5	FJ	10	65
6	HS	20	90
7	IM	45	75
8	JH	20	55
9	MR	45	70
10	MRA	50	95
11	MRF	45	90
12	NF	10	80
13	NL	20	80
14	RA	55	95
15	RH	25	100
16	RM	15	70
17	RS	35	85
18	SP	40	80
19	SUH	20	50
20	SY	10	50
21	ZK	10	50
	Total	$\sum X = 555.5$	$\sum X = 1600$

■	The highest score
■	The lowest score

Based on the table presented above, it can be seen that the highest score for the pre-test was 55 and the lowest one was 5. Meanwhile, the highest score for post-test was 100 and the lowest one was 50.

Following is the further statistical analysis of each test result, pre-test and post-test:

1) **Pre-test**

In order to calculate the mean of pre-test, the following formula is used.

$$X = \frac{\Sigma X}{N}$$

$$X = \frac{555.5}{21}$$

$$X = 26.45$$

2) **Post-test**

In order to calculate the mean of post-test, the following formula is used.

$$X = \frac{\Sigma X}{N}$$

$$X = \frac{1600}{21}$$

$$X = 76.19$$

b) The Result of T-score

Table 4.3 *The Result of T-score (used to analyze t-test formula)*

No	EC		CC		X	Y	X^2	Y^2
	Pre	**Post**	**Pre**	**Post**	**Post-Pre**	**Post-Pre**		
1.	35	90	5	60	55	55	3025	3025
2.	35	90	15	80	55	65	3025	4225
3.	45	90	20	85	65	65	4225	4225
4.	35	95	45	95	60	50	3600	2500
5.	40	95	10	65	55	55	3025	3025
6.	40	95	20	90	55	70	3025	4900
7.	40	95	45	75	55	30	3025	900
8.	35	90	20	55	55	35	3025	1225
9.	35	90	45	70	55	25	3025	625
10.	50	85	50	95	35	45	1225	2025
11.	55	100	45	90	45	45	2025	2025
12.	50	100	10	80	50	70	2500	4900
13.	40	85	20	80	45	60	2025	3600
14.	40	100	55	95	60	40	3600	1600
15.	35	100	25	100	65	75	4225	5625
16.	40	90	15	70	50	55	2500	3025
17.	50	90	35	85	40	50	1600	2500
18.	40	90	40	80	50	40	2500	1600
19.	45	100	20	50	55	30	3025	900
20.	40	95	10	50	55	40	3025	1600
21.	40	90	10	50	50	40	2500	1600
22.	40	70			30		900	
	NX=22		**NY=21**		$\sum X =$ **1140**	$\sum Y =$ **10 40**	**60650**	**5565 0**

1) Finding the mean score of variables X and Y using the following

formula:

Variable X: $MX = \dfrac{\sum X}{NX}$

$= \dfrac{1140}{22}$

$= 51.81$

Variable Y: $MY = \frac{\Sigma Y}{NY}$

$$= \frac{1040}{21}$$

$$= 49.52$$

2) Finding the score of standard deviation difference between the difference score of two variables, X and Y by using the following formula:

a) Standard Deviation

$$S_X = \sqrt{\frac{\Sigma (Xi-\chi)^2}{n-1}}$$

$$= \sqrt{\frac{\Sigma (1140-51.81)^2}{22-1}}$$

$$= \sqrt{\frac{\Sigma (1088.19)^2}{21}}$$

$$= \sqrt{\frac{1184157.47}{21}}$$

$$= \sqrt{56388.45}$$

$$= 237.46$$

$$S_Y = \sqrt{\frac{\Sigma (Yi-\chi)^2}{n-1}}$$

$$= \sqrt{\frac{\Sigma (1040-49.52)^2}{21-1}}$$

$$= \sqrt{\frac{\Sigma (990.48)^2}{20}}$$

$$= \sqrt{\frac{981050.63}{20}}$$

$$= \sqrt{49052.53}$$

$$= 221.47$$

b) Z-Score

Variable X: SD_X $= \frac{x-\mu}{\alpha}$

$$= \frac{1140-51.81}{237.46}$$

$$= \frac{1088.19}{237.46}$$

$$= 4.58$$

Variable Y: SD_Y $= \frac{x-\mu}{\alpha}$

$$= \frac{1040-49.52}{221.47}$$

$$= \frac{990.48}{221.47}$$

$$= 4.47$$

3) Calculating the standard error of mean difference (S_{X-Y}) between the

variable X and Y.

$$S_{X-Y} = \sqrt{\frac{SDX+SDY}{NX+NY-2}\left(\frac{1}{Nx}+\frac{1}{Ny}\right)}$$

$$= \sqrt{\frac{4.58 + 4.47}{22 + 21 - 2}\left(\frac{1}{22} + \frac{1}{21}\right)}$$

$$= \sqrt{\frac{9.05}{41}(0.045 + 0.047)}$$

$$= \sqrt{0.22\,(0.092)}$$

$$= \sqrt{0.020}$$

$$= 0.14$$

4) Calculating t_0 score

The writer used t_0 score to find out whether there is a significant difference between pre-test and post-test. The calculation is as follow:

$$t_0 = \frac{MX - MY}{S_{X-Y}}$$

$$= \frac{51.81 - 49.52}{0.14}$$

$$= \frac{2.29}{0.14}$$

$$= 16.35$$

5) Calculating degree of freedom

Interpreting the t_0 by determining degree of freedom by using following formula;

$$Df = (N_X + N_Y) - 2$$

$$= (21 + 22) - 2$$

$$= 43 - 2$$

$$= 41$$

Based on the results of the calculation value of the score t_0 and refers to the t_{table} value of a significant level of 0.5% (0.05). Tables showes that the critical score for differentiation score 41 in a level of 5% was 2.019 (see in appendix IV). After comparing the results of the t-score ($t_0 = 16.35$) and t-table ($t5\% = 2.019$), we can found if $t_0 > t_{table}$ or $16.35 > 2.019$. Because the results of t_0 are higher than t_{table}, that of conclusion can be made that Ha (Hypothesis) is accepted and H_0 (Hypothesis) is rejected. It can be concluded, there are differences in the improvement between using flowchart techniques on indefinite and definite articles and without using flowchart techniques. Brevity, because there is a significant difference between the two, it can be said that "using flowchart technique can improve students' understanding on indefinite and definite articles at first grade".

2. The Analysis of Questionnaire

The researcher created the questionnaire consists of 15 questions. The questionnaire was used likert Scale by the form close-ended question that is by checking an item from a list of suggested responses. The questionnaire was given by the researcher in the last meeting after using an experimental teaching at experimental class (VII/C). It was designed by researcher to know students' responses about using flowchart technique can improve their understanding on indefinite and definite articles.

Table 4.4 *The Number of Students in classroom*

Gender of Students	Number of Students	Percentage
Male	12	54.54 %
Female	10	45.45 %
Results	**22**	**100 %**

Here are the results of questionnaire analysis:

1. Students' attitude about English.

The means of each agreement that are described in table 4.5 below.

Table 4.5 *Types of questions related to students' attitude about English*

Question No	Students' Attitude about English	Anxiety Means
1	Students' agreement about their interest on learning English.	3.54
2	Students' opinions about their preferences for indefinite and definite articles.	3.18
4	Students' opinions about their previous understanding of definite articles.	2.86
5	Students' opinions about errors in using indefinite and definite articles that they often do.	2.81
3	Students' opinions about their previous understanding of indefinite articles.	2.77

Table 4.5 above shows that the mean of students attitude about English from the student participants in different value. Most of the means are between 2 and 3. There are 2 types of students' attitude about English which higher more than other are above 3, including students' interest on learning English and the materials. This means that the students really interest on learning English (Question 1) and most of them also like the material inside, including about indefinite and definite articles (Question 2) are easy for the researcher to do the research because they have passion in learning English. On the other side, their still lacking to understand the material indefinite (Question 3) and definite (Question 4) also they have do an error when put

the indefinite and definite articles in sentences without realize repeatedly (Question 5). It shows that the students do not master about the material and their need the solution about it.

Here is the detail of the respondents' answer:

Table 4.6 shows the reader of respondents' answer in detail below

Table 4.6 *Questions to participants related to students attitude about English*

Respondents	Q1	Q2	Q3	Q4	Q5
1	4	3	2	2	1
2	3	3	3	4	4
3	4	4	2	2	2
4	4	2	2	3	1
5	4	3	2	2	2
6	4	3	4	3	2
7	4	3	4	3	2
8	4	3	4	3	2
9	4	3	2	4	3
10	3	4	2	2	1
11	4	3	2	2	2
12	4	3	4	3	2
13	3	4	2	3	4
14	3	3	3	3	3
15	4	4	3	4	4
16	3	3	3	3	4
17	3	3	3	3	4
18	3	3	3	3	4
19	4	4	3	4	4
20	3	3	2	2	4
21	3	3	3	3	4
22	3	3	3	2	3
Means	3.54	3.18	2.77	2.86	2.81

Note:

1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree.

2. Students' opinions about flowchart technique in classroom

The results of students' opinions about flowchart technique in classroom are described in Table 4.7 below.

Table 4.7 *Types of students' opinions about flowchart technique in classroom*

Question No	Flowchart Technique	Anxiety Means
8	Students' opinions about using flowchart techniques can motivate them to learn English.	3.45
9	Students' opinions about the use of flowchart techniques can increase their understanding of indefinite and definite articles.	3.36
7	Students' opinions about the use of flowchart techniques for learning English.	2.86
6	Students' opinions about flowcharts.	2.59
10	Students' opinions about the difficulty of understanding the flowchart symbol.	2.40

Table 4.7 above clearly shows the means of each the students' opinion about using flowchart technique in classroom, especially in learning English. The most of students feeling that using flowchart technique motivate them to learning English more interesting than before (Question 8). Then, the use of flowchart technique improve their understanding about indefinite and definite articles (Question 9), it can proved by the result of the score between pre-test and post-test, before and after their get the treatment by using this technique in experimental class (see in Table 4.1). They have increasing score in post-test than pre-test. Also, most of students choose likert in scale 3 (Agree) and 4 (Strongly Agree) that by using flowchart technique can be suitable in learning English (Question 7). This means that flowchart technique success to make them interest to learning English in unique way and easy to learn

with it. Thus, Flowchart technique is effective for students to improve their understanding of English articles in the classroom related to students' learning experiences.

Here is the detail of the respondents' answer:

Table 4.8 shows the reader of respondents' answer in detail below

Table 4.8 *Questions of students' opinions about flowchart technique in classroom*

Respondents	Q6	Q7	Q8	Q9	Q10
1	1	1	3	2	2
2	2	4	4	4	2
3	4	4	4	4	4
4	4	4	4	4	2
5	4	4	4	4	4
6	2	2	3	4	1
7	2	2	3	4	1
8	2	2	3	4	1
9	2	4	3	3	3
10	2	3	4	3	4
11	1	1	3	3	3
12	2	2	3	4	1
13	4	3	4	3	4
14	3	3	4	3	3
15	3	3	3	4	1
16	3	3	3	3	2
17	3	3	4	3	3
18	3	3	3	3	2
19	3	3	4	3	3
20	2	3	3	3	3
21	3	3	4	3	3
22	2	3	3	3	1
Means	2.59	2.86	3.45	3.36	2.4

Note:

1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree.

3. The Advantages of Flowchart Technique in Classroom

Table 4.9 shows the result of students' opinions about the advantages of

Flowchart Technique in Classroom below.

Table 4.9 *Types of students' opinions about the advantages of flowchart technique in classroom*

Question No	The Advantages of Flowchart Technique in Classroom	Anxiety Means
14	Students' opinions about the use of flowchart techniques can be applied continuously in the learning process, especially on indefinite and definite articles.	3.59
11	Students' opinions about using flowchart techniques can help them deduce the contents of the learning material.	3.22
13	Students' opinions about their ability to master flowchart techniques are easy to use.	3.22
15	Student opinions about flowchart techniques that can be used in other subjects.	3.22
12	Students' opinions about learning to use flowchart techniques are more difficult than not using techniques.	2.5

Based on table 4.9 above, almost the means (average) in 3, there

are questions 14, 11, 13, and 15, only means 2 in question 12. The table is

clearly explains about the use of flowchart technique can be applied

continuously in classroom, especially on indefinite and definite articles

(Question 14). It supported by the students' responses about using

flowchart techniques can help them deduce the contents of the learning

material (Question 11). At the same time, the students want to use this

technique into other subjects too (Question 15) because the technique easy

to use and they are master of it (Questions 13). Also, they think that the

technique is helping them to understand the material than without used it (Question 12). By students' perspectives, the researcher concluded that the use of flowchart technique is easy for them to understand the materials. Forth, they can avoid the error when put the English articles in sentences. Thus, they recommended this technique will be applied in learning process in the future.

Here is the detail of the respondents' answer:

Table 4.10 shows the reader of respondents' answer in detail below

Table 4.10 *Questions of students' opinions about flowchart technique in classroom*

Respondents	Q11	Q12	Q13	Q14	Q15
1	3	3	3	3	4
2	3	3	3	4	4
3	4	3	3	4	2
4	3	1	3	4	4
5	3	2	2	4	2
6	4	2	4	4	3
7	4	2	4	4	3
8	4	2	4	4	3
9	2	3	4	4	4
10	4	4	4	3	2
11	3	2	3	3	3
12	4	2	4	4	2
13	3	4	3	4	4
14	3	2	3	3	3
15	3	3	3	4	4
16	3	3	3	4	4
17	3	2	3	3	4
18	3	3	3	4	3
19	3	2	3	3	4
20	3	3	3	3	3

21	3	2	3	3	4
22	3	2	3	3	2
Means	3.22	2.5	3.22	3.59	3.22

Note:

1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree.

C. Discussion

In this section, the research presented the analysis of the data obtained from SMPN 1 Baktiya Barat. After analyzing the data provided in the previous section, the researcher explained and discussed the research findings here.

According to the data during the research, the researcher answered the research questions. The first research question is *How is the effect of using a flowchart on students' understanding of English article?*. The result in test showed that the experimental class got means score 31.59 in pre-test and 92.04 in post-test. Whereas, the control class got means score 26.45 in pre-test and 76.19 in post-test. As the result, the mean score of post-test in the experimental class is higher than the control class. So, flowchart technique has the effect to improving students' understanding of English article.

The second research question is *How do the students perceive the use flowchart technique in teaching English article?*. From the result of questionnaires given to the experimental class, students' responses are really excited and recommended that flowchart technique applied in classroom. The tables 4.9 and 4.10 shows that flowchart technique is the technique which is easy

to learn by the students. It helped them to deduce the material and most necessary to improve their understanding about English articles by using the technique than without using it.

Based on the results of the findings above. There are similarities and differences in this study with previous studies from Sholihatun (2016). We have the same problem as the research title, namely the problem of students in understanding the correct use of English articles. But the difference is, she is not looking for solutions to avoid the same mistakes. While in this study, researcher offers a solution to deal with problems so that they do not occur repeatedly in the future, namely using flowchart techniques in learning. Thus the results found that with the flowchart technique can help students better understand the material being taught and not make the same mistakes as before. So this technique is highly recommended for use in the learning system in the future.

D. Examining Hypothesis

In examining the hypothesis, t-test (t_0) was used to measure and examine the significant difference between two means of experimental class and control class. Then the result of the calculation of t-test compared to t-table. Thus, after comparing the amount of t-test obtained from the calculation is 16.35 with the critical value of t-table for 41 degree of freedom score (t5%= 2.019) (see in appendix IV). It can be found that the score of t-test was higher in the level of 5% where 16.35 > 2.019.

Related to the value obtained of t-test was higher than t-table, it showed that there was a significant difference mastery of English article of students taught by using flowchart technique and not using flowchart technique in the classroom. In the line, it found that the alternative hypothesis (Ha) was accepted and the zero hypothesis (H_0) was rejected. In conclusion, using flowchart technique has the effect to improve students' understanding of English article.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher would to presented the conclusions and suggestions that have been found in using flowchart technique to improve students' understanding on indefinite and definite articles.

A. Conclusions

Having conducted the research about using flowchart technique to improve students' understanding on indefinite and definite articles, the researcher would like to draw some conclusions. Using flowchart technique to improve students' understanding on indefinite and definite articles produced meaningful progress to the students to improve their understanding about the English article. It was proved by the result of the test is $16.35 > 2.019$. Because of the value of t-test is higher than t-table. It showed that there was a significant difference of mastery the English article of students taught by using flowchart technique and not using flowchart technique in the classroom. There is found that the alternative hypothesis (Ha) was accepted and the zero hypothesis (H_0) was rejected.

Teaching English article by using flowchart technique as media in the classroom is more effective. Based on the result of the questionnaire given to the students; all of them more interested in studying English through flowchart technique than not using the technique. It proved from the result of questionnaires

given to the experimental class, on tables 4.9 and 4.10 shows that flowchart technique is the technique which easy to be learned by the students. It helped them to deduce the material and most important to improve their understanding about English articles. Most of students agree if the use of flowchart techniques can be applied continuously in the learning process.

B. Suggestions

After drawing the conclusions, the researcher gave some suggestions. Although the flowchart technique has never been used in learning English in general. Based on research that researcher has done. This technique can be applied in the future learning, which can make students interested in learning English, help students more easy to deduce the learning material in a short time, make easy for students to remember the material in a unique way and can improve students' competence to be better. Flowchart techniques have the function to a process study for improvement, where the technique suitable for the teacher to teach English to students in interesting ways, especially English article.

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : SMPN 1 Baktiya Barat

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VII/1

Materi   : Definite & Indefinite Article

Alokasi Waktu   : 8 X 40 JP (4 Pertemuan)

A. Kompetensi Inti (KI)

- **KI3**

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

- **KI4**

  Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan	3.4.1 Menganalisis fungsi sosial yang terdapat dalam teks 3.4.2 Membedakan struktur teks yang terdapat dalam teks 3.4.3 Mengindentifikasi unsur

meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait *article a* dan *the, plural* dan *singular*).	kebahasaan yang terdapat dalam teks
4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.4.1 Menciptakan teks interaksi transitional, baik dalam lisan maupun tulis pendek dan sederhana.

C. *Materi Pembelajaran*

- **Fungsi Sosial**

  Mengenalkan, serta menjalin hubungan interpersonal dengan teman dan guru.

- **Struktur Teks**

  Dapat mencakup

  - Memulai,
  - Menanggapi (baik yang direncanakan/tidak) sesuai dengan konteks.

- **Unsur Kebahasaan**

- Nouns : count nouns dan non-count nouns.

- Noun singular dan plural dengan atau tanpa a/n, the, some, dsb.

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

- **Topik**

  Memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya.

D. *Kegiatan Pembelajaran*

a. Pertemuan Pertama (2JPx40m)

- **Pendahuluan (15 menit)**

a) Salam dan tegur sapa, berdoa

b) Apersepsi

  1)   Guru menyapa peserta didik dengan sapaan *"Good Morning".*

  2)   Guru melakukan apersepsi terhadap siswa.

  3)   Guru menyampaikan materi dan tujuan pembelajaran yang akan berlangsung pada hari ini.

- **Inti (60 menit)**

Kegiatan Belajar	
Guru	**Siswa**
1. Membagikan kepada siswa soal pre-test 2. Meminta setiap siswa untuk menjawab pertanyaan-pertanyaan pre-test yang telah dibagikan 3. Guru meminta siswa untuk mengumpulkan lembar jawaban	1. Siswa menjawab soal pre-test yang dibagikan secara individu.

siswa yang telah dikerjakan.	

- **Penutup (5 menit)**
  1) Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

b. **Pertemuan Kedua (2JPx40m)**

Indikator Pencapaian Kompetensi (IPK):

3.4.1 Menganalisis fungsi sosial yang terdapat dalam teks.

3.4.2 Membedakan struktur teks yang terdapat dalam teks.

- **Pendahuluan (10 menit)**
  a) Salam dan tegur sapa, berdoa
  b) Apersepsi
     1) Guru menyapa peserta didik dengan sapaan *"Good Morning".*
     2) Guru melakukan apersepsi terhadap siswa.
     3) Guru menyampaikan materi dan tujuan pembelajaran yang akan berlangsung pada hari ini.

- **Inti (60 menit)**

Kegiatan Belajar	
Guru	**Siswa**
1. Guru melemparkan pertanyaan kepada siswa terkait materi yang akan	1. Siswa menanggapi pertanyaan yang dilontarkan oleh Guru.

dipelajari.	2. Siswa bertanya terkait materi yang
2. Guru memancing siswa untuk bertanya terkait materi yang akan dipelajari dengan membagikan materi count noun dan noncount noun kepada siswa.	akan dipelajari.
	3. Siswa mengindentifikasi kalimat indefinite dan definite artikel yang terdapat dalam teks sesuai dengan konteks secara individu.
3. Guru menjawab dan menjelaskan pertanyaan yang di lontarkan siswa terkait materi.	4. Siswa mempresentasikan hasil kerjanya di depan kelas.
4. Guru membagikan contoh soal materi tentang definite dan indefinite artikel kepada siswa.	
5. Guru meminta siswa mengindentifikasikan kalimat indefinite dan definite artikel yang terdapat dalam teks.	
6. Guru memonitor pekerjaan siswa.	
7. Guru meminta siswa mempresentasikan hasil dari identifikasi.	

- **Penutup (10 menit)**
  1. Guru mengarahkan siswa untuk menyimpulkan materi
  2. Guru memberi penguatan materi yang telah diberikan
  3. Guru menjelaskan materi yang akan di berikan pada pertemuan berikutnya
  4. Guru meminta siswa untuk memberikan refleksi terhadap pembelajaran yang telah dilaksanakan.

c. Pertemuan Ketiga (2JPx40m)

Indikator Pencapaian Kompetensi (IPK):

3.4.3 Mengindentifikasi unsur kebahasaan yang terdapat dalam teks

4.4.1 Menciptakan teks interaksi transitional, baik dalam lisan maupun

tulis pendek dan sederhana.

- **Pendahuluan (10 menit)**

a. Salam dan tegur sapa, berdoa

b. Apersepsi

    1) Guru menyapa peserta didik dengan sapaan *"Good Morning".*

    2) Guru melakukan apersepsi dengan mengajukan pertanyaan kepada peserta didik tentang materi yang telah diajarkan sebelumnya dikaitkan dengan materi yang akan dipelajari.

    3) Guru menyampaikan tujuan pembelajaran yang akan berlangsung pada hari ini.

- **Inti (60 menit)**

Kegiatan Belajar	
Guru	**Siswa**

1. Guru memberikan media article flowchart kepada masing-masing siswa 2. Guru menjelaskan cara penggunaan media article flowchart kepada siswa Setelah siswa memahami cara penggunaan article flowchart, guru meminta siswa duduk berpasangan (pair work). 3. Guru membagikan kertas soal tentang materi yang terkait. 4. Guru meminta siswa untuk menjawab soal tersebut dengan baik dan benar seperti yang telah di pelajari sebelumnya. 5. Guru memonitori pekerjaan siswa. 6. Guru meminta setiap pasangan mempresentasikan hasil kerja mereka ke depan.	1. Siswa memperhatiakan penjelasan dari guru mengenai penggunaan article flowchart 2. Siswa duduk berpasangan. 3. Siswa dan pasangannya berdiskusi untuk menjawab kertas soal dengan benar. 4. Siswa dan pasangannya mempresentasikan hasil kerjasama mereka di depan kelas.

- **Penutup (10 menit)**
  1) Guru mengarahkan siswa untuk menyimpulkan materi
  2) Guru memberi penguatan materi yang telah diberikan
  3) Guru menjelaskan materi yang akan di berikan pada pertemuan berikutnya
  4) Guru meminta siswa untuk memberikan refleksi terhadap pembelajaran yang telah dilaksanakan.

d. **Pertemuan Keempat (2JPx40m)**

- **Pendahuluan (15 menit)**

c) Salam dan tegur sapa, berdoa

d) Apersepsi

    4)   Guru menyapa peserta didik dengan sapaan *"Good Morning".*

    5)   Guru melakukan apersepsi terhadap siswa.

    6)   Guru menyampaikan materi dan tujuan pembelajaran yang akan berlangsung pada hari ini.

- **Inti (60 menit)**

Kegiatan Belajar	
Guru	**Siswa**
1. Guru membagikan kepada siswa soal pos-test yang telah dipersiapkan. 2. Guru meminta siswa untuk menjawab soal post-test secara individu. 3. Guru meminta siswa untuk mengumpulkan lembar jawaban siswa yang telah dikerjakan.	1. Siswa menjawab soal post-test yang dibagikan secara individu.

- **Penutup (5 menit)**

1) Guru menanyakan kesan siswa terhadap pembelajaran selama ini.

2) Guru mengucapkan terimakasih kepada siswa atas partisipasi mereka selama proses belajar mengajar berlangsung.

3) Guru mengakhiri pembelajaran dan mengucapkan salam.

E. Metode Pembelajaran : Scientific Approach

F. Media/Alat, Bahan dan Sumber Belajar

1. Media/Alat : Article Flowchart, Lembar Kerja Siswa

2. Bahan   : Alat tulis

3. Sumber belajar :

   - Buku Bahasa Inggris Kelas VII

   - Buku Basic English Grammar Third Edition

   - Internet

   - Sumber lainnya.

G. Materi Pembelajaran : Terlampir

H. Penilaian

1. Teknik penilaian : Tes tulisan

2. Scoring:

 a. Pedoman Penilaian

$$\text{Nilai} = \boxed{\frac{Skor\ yang\ diperoleh}{100} \text{x } 100\%}$$

Mengetahui

Lhoksukon, 26 November 2018

Kepala Sekolah   Guru Mata Pelajaran

(Mansur, S.Pd)   (Sherla Sepsa Rosiva)

NIP 19591231 198403 1 036   NIM 140203118

Lampiran 1

7-1 NOUNS: COUNT AND NONCOUNT

	SINGULAR	PLURAL	
COUNT NOUN	*a book* *one book*	*books* *two books* *some books* *a lot of books*	**A COUNT NOUN** SINGULAR: *a* + noun *one* + noun PLURAL: noun + *-s*
NONCOUNT NOUN	*mail* *some mail* *a lot of mail*	(no plural form)	**A NONCOUNT NOUN** SINGULAR: Do not use *a*. Do not use *one*. PLURAL: A noncount noun does not have a plural form.

COMMON NONCOUNT NOUNS

advice	*mail*	*bread*	*pepper*
furniture	*money*	*cheese*	*rice*
help	*music*	*coffee*	*salt*
homework	*traffic*	*food*	*soup*
information	*vocabulary*	*fruit*	*sugar*
jewelry	*weather*	*meat*	*tea*
luck	*work*	*milk*	*water*

□ **EXERCISE 1. Preview: noun practice.**

Directions: Describe the pictures. Add *-s* to the ends of the words if necessary.
Otherwise, write an "x."

Picture	Description
	1. one ring __X__
	2. two ring __S__
	3. three ring __S__
	4. some jewelry __X__
	5. two letter _____
	6. one postcard _____
	7. some mail _____
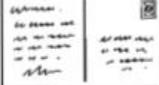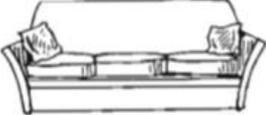
Picture	Description
	8. one sofa _____
	9. two table _____
	10. some chair _____
	11. some furniture _____
	12. a lot of car _____
	13. a lot of traffic _____
	14. a lot of money _____
	15. a lot of coin _____

Source: Basic English Grammar Third Ed – Betty S.Azar

Lampiran 2

A. Indefinite and Definite Articles

The words a, an, and the are special adjectives called articles.

1. Indefinite Article (a, an)

- "an" used before singular count nouns beginning with a vowel (a, e, i, o, u) or vowel sound: an apple, an elephant, an issue, an orange
- "a" used before singular count nouns beginning with consonants (other than a, e, i, o, u): a stamp, a desk, a TV, a cup, a book
- Used before singular nouns that are unspecified:
  a pencil
  an orange
- Used before number collectives and some numbers:
  a dozen
  a gallon
- Used before a singular noun followed by a restrictive modifier:
  a girl who was wearing a yellow hat
- Used with nouns to form adverbial phrases of quantity, amount, or degree:
- I felt a bit depressed.

2. Definite Article (the)

- Can be used before singular and plural, count and non-count nouns
- Used to indicate a noun that is definite or has been previously specified in the context:
  Please close the door.
  I like the clothes you gave me.
  - Used to indicate a noun that is unique:

Praise the Lord!

The Columbia River is near here.

- Used to designate a natural phenomenon:

  The nights get shorter in the summer.

  The wind is blowing so hard.

- Used to refer to a time period:

  I was very naïve in the past.

  This song was very popular in the 1980s.

- Used to indicate all the members of a family:

  I invited the Bakers for dinner.

  This medicine was invented by the Smiths.

EXERCISE 1

Choose the correct article in each sentence.

1) Did you bring _____ (a, an, the) umbrella?

2) Are you looking for _____ (a, an, the) shampoo?

3) I checked _____ (a, an, the) mailbox again.

4) Can I have _____ (a, an, the) spoon please?

5) I was born into _____ (a, an, the) poor family.

6) She will come back in _____ (a, an, the) hour.

7) Have you been to _____ (a, an, the) Space Needle Tower in Seattle?

8) I would love to talk to one of _____ (a, an, the) managers.

9) What _____ (a, an, the) amazing view!

10) The helicopter landed on _____ (a, an, the) roof of a building.

Source : https://www.talkenglish.com/grammar/articles.aspx

Lampiran 3

☐ **EXERCISE 28. Let's talk: pairwork.**

Directions: Work with a partner. Read the sentences aloud and complete them with **the** or **a/an**. Then change roles. When you have finished speaking, write the answers.

A: Look at the picture below. What do you see?

B: I see _____ chair, _____ desk, _____ window, _____
            1   2   3   4
   plant.

A: Where is _____ chair?
              5

B: _____ chair is under _____ window.
   6   7

A: Where is _____ plant?
              8

B: _____ plant is beside _____ chair.
   9   10

A: Do you see any people?

B: Yes. I see _____ man and _____ woman. _____ man is
               11   12   13
   standing. _____ woman is sitting down.
             14

A: Do you see any animals?

B: Yes. I see _____ dog, _____ cat, and _____ bird in
               15   16   17
   _____ cage.
   18

A: What is _____ dog doing?
             19

B: It's sleeping.

A: How about _____ cat?
             20

B: _____ cat is watching
   21
   _____ bird.
   22

Source: Basic English Grammar Third Ed – Betty S.Azar

Name :

Class :

PRE-TEST

EXERCISE 1. Noun Practice.

Directions: Look at the *italicized* words. <u>Underline</u> the noun. Is it count or noncount?

1. He sits on a <u>*chair*</u>.   **Count**

   Noncount

2. He sits on <u>*furniture*</u>.   Count

   Noncount

3. She has *a coin*.   **Count**

   Noncount

4. She has *some money*.   Count

   Noncount

5. The street is full *of traffic*.   Count

   Noncount

6. There are *a lot of cars* in the street.   **Count**

   Noncount

7. I know *a fact* about bees.   **Count**

   Noncount

EXERCISE 2. Sentence practice.

Directions: Complete the sentences. Use **a** or **an**.

1. Bob is eating **an** apple.

2. Tom is eating **a** banana.

3. Alice works in **an** office.

4. I have **an** idea.

5. I have **a** good idea.

EXERCISE 3. Sentence Practice.

Directions: Complete the sentences with **the** or **a/an**.

1. I have **a** notebook and **a** grammar book. **The** notebook is brown. **The** grammar book is red.

2. Right now Pablo is sitting in class. He's sitting between **a** woman and **a** man. **The** woman is Graciela. **The** man is Mustafa.

3. Susan is wearing **a** ring and **a** necklace. **The** ring is on her left hand.

- GOOD LUCK -

Name :

Class :

POST-TEST

EXERCISE 1. Sentence practice.

Directions: Complete the sentences. Use **the**, **a/an** or **some**.

1. Sue is taking **a** class.

2. Sue is taking **an** easy class.

3. Cuba is **an** island near the United States.

4. **An** hour has sixty minutes.

5. **A** healthy person gets regular exercise.

6. I need **some** money.

7. I need **a** dollar.

8. Alice has **some** mail in her mailbox.

9. Alice has **a** letter in her mailbox.

10. I'm hungry. I would like **some** fruit.

11. Tony and Sara are waiting for their plane to depart. Tony is reading **a** magazine. Sara is reading **a** newspaper. When Sara finishes **th**e newspaper and Tony finishes **the** magazine, they will trade.

12. Linda and Anne live in **an** apartment in **an** old building. They like **the** apartment because it is big. **The** building is very old. It was built more than one hundred years ago.

13. We stayed at **a** hotel in New York. **The** hotel was expensive.

Questionnaire

Nama   :

Usia   :

Jenis Kelamin   :

Petunjuk :

1. Pada kuesioner ini terdapat 15 pernyataan. Pertimbangkan baik-baik setiap pernyataan dalam kaitannya dengan kegiatan yang kalian alami. Berilah jawaban yang benar-benar cocok dengan pilihanmu.

2. Pertimbangkan setiap pernyataan secara terpisah dengan orang lain dan tentukan kebenarannya. Jawabanmu jangan dipengaruhi oleh jawaban orang lain.

3. Berilah tanda √ pada setiap jawaban yang kamu anggap cocok dengan pilihanmu.

Pilihan jawaban tersebut adalah:

SS : SANGAT SETUJU   S : SETUJU

TS : TIDAK SETUJU   STS : SANGAT TIDAK SETUJU

No	Pernyataan	SS	S	TS	STS
Attitude/Sikap					
1	Saya senang belajar bahasa Inggris				
2	Saya menyukai materi tentang definite dan indefinite artikel				
3	Saya sudah memahami materi indefinite artikel sebelumnya				
4	Saya sudah memahami materi definite artikel sebelumnya				
5	Saya sering melakukan kesalahan dalam penggunaan indefinite dan definite artikel				
Penggunaan teknik flowchart					
6	Apakah kamu mengenal flowchart?				
7	Apakah teknik flowchart cocok digunakan dalam pembelajaran bahasa Inggris?				

No	Pernyataan	SS	S	TS	STS
8	Belajar menggunakan teknik flowchart menambah motivasi untuk belajar bahasa Inggris				
9	Belajar menggunakan teknik flowchart dapat meningkatkan pemahaman dalam materi indefinite dan definite artikel				
10.	Saya mengalami kesulitan dalam memahami simbol bagan flowchart				
Manfaat teknik flowchart dalam pembelajaran di kelas					
11	Belajar menggunakan teknik flowchart dapat membantu saya menyimpulkan isi materi pembelajaran				
12	Belajar menggunakan teknik flowchart lebih sulit dibandingkan tidak menggunakan teknik				
13	Saya menguasai teknik flowchart yang mudah untuk dipelajari				
14	Saya setuju teknik flowchart ini diterapkan terus dalam kegiatan proses belajar				
15	Saya ingin menggunakan teknik flowchart ke dalam mata pelajaran lainnya, seperti matematika, bahasa Indonesia, dsb				

....................., ...

(..)

Article Flowchart (Definite & Indefinite Articles)

by Sherla Sepsa Rosiva
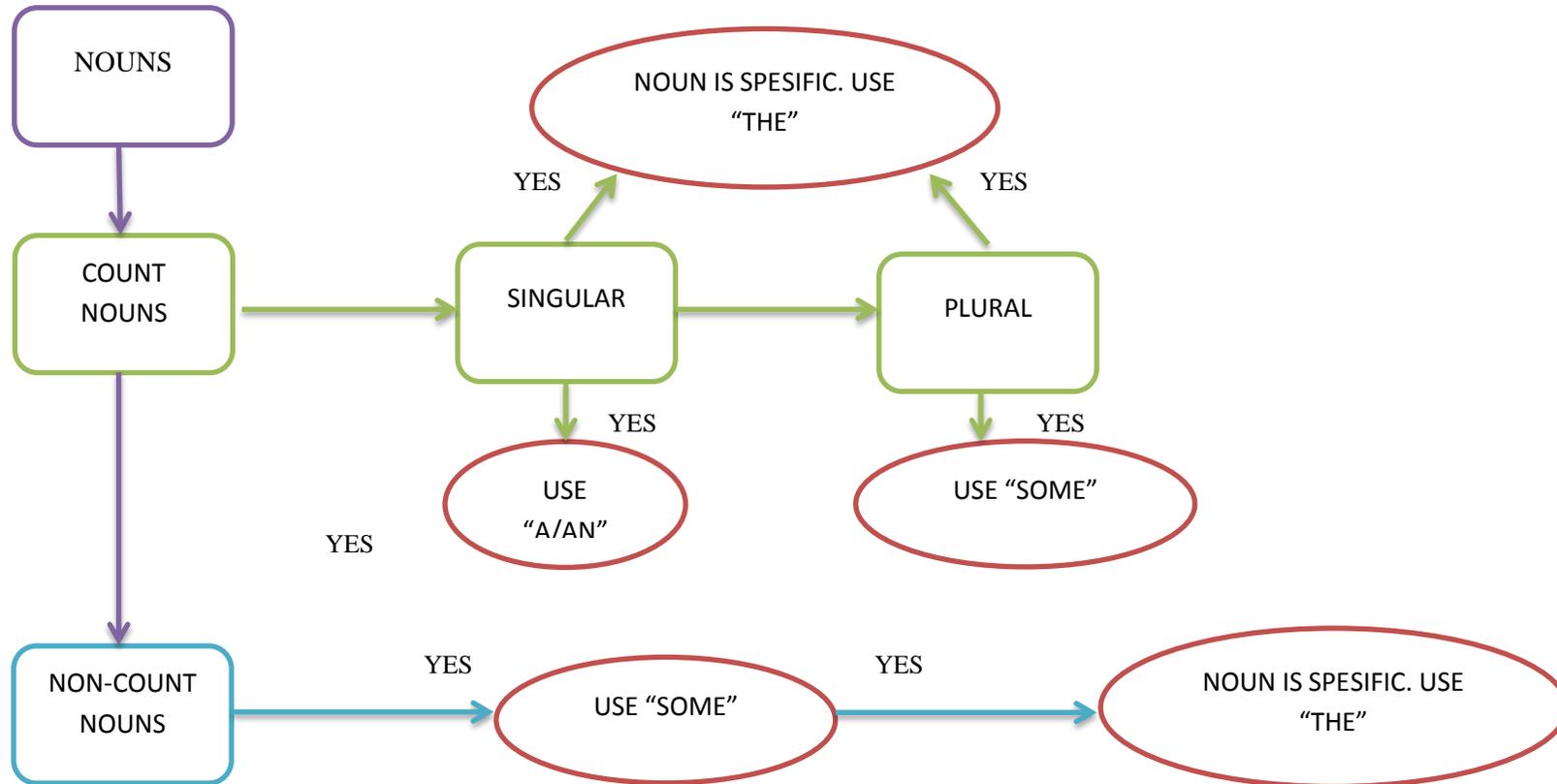
Titik Persentase Distribusi t (df = 1 – 40)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Titik Persentase Distribusi t (df = 41 – 80)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah
dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam
kedua ujung

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang   :   a.   bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
                     b.   bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat   :   1.   Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
                     2.   Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
                     3.   Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
                     4.   Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
                     5.   Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
                     6.   Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
                     7.   Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
                     8.   Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
                     9.   Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
                     10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
                     11. Keputusan Rektor UIN Ar-Raniry Nomor. 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan   :   Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Januari 2018

MEMUTUSKAN

Menetapkan   :
PERTAMA   :   Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-1062/UN.08/FTK/KP.07.6/01/2018 tanggal 22 Januari 2018

Menunjuk Saudara:
1. Dr. Jarjani, S.Ag.,S.Si.,M.Sc.,MA   Sebagai Pembimbing Pertama
2. Nidawati, M.Ag   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   :   **Sherla Sepsa Rosiva**
NIM   :   **140203118**
Program Studi   :   **Pendidikan Bahasa Inggris**
Judul Skripsi   :   **Using Flowchart Technique to Improve Students' Understanding on Indefinite and Definite Articles**

KEDUA   :   Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
KETIGA   :   Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
KEEMPAT   :   Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 10 September 2018
An. Rektor
Dekan

Muslim Razali

Tembusan
   1.   Rektor UIN Ar-Raniry (sebagai laporan);
   2.   Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
   3.   Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
   4.   Mahasiswa yang bersangkutan;

Nomor : B- 12514 /Un.08/TU-FTK/ TL.00/11 /2018   15 November 2018
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
       Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Sherla Sepsa Rosiva
N I M	: 140 203 118
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jeulingke, Lr. Beringin I, No.1, Kec. Syiah Kuala, Banda Aceh

Untuk mengumpulkan data pada:

SMPN 1 Baktiya Barat

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Using Flowchart Technique to Improve Students' Understanding on Indefinite and Definite Articles

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

Kode 8795

PEMERINTAH KABUPATEN ACEH UTARA
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 1 BAKTIYA BARAT
Jalan. Banda Aceh – Medan Km. 311 Sampoyniet Kec. Baktiya Barat Kab.A.Utara

SURAT KETERANGAN SUDAH MELAKUKAN PENELITIAN
Nomor. 422/SMPN 1/ 099 / 2018

Kepala UPTD Sekolah Menengah Pertama (SMP) Negeri 1 Baktiya Barat Kabupaten Aceh Utara dengan ini menerangkan bahwa :

Nama	: **SHERLA SEPSA ROSIVA**
NIM	: 140 203 118
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.

Berdasarkan Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Syiah Kuala Nomor :B–12514/Un.08/TU-FTK/TL.00/11/2018 Tanggal 15 November 2018.

Benar Mahasiswa tersebut diatas telah melakukan penelitian di UPTD SMP Negeri 1 Bkatiya Barat,dalam rangka menyelesaikan Skripsi dengan judul **"Using Flowchart Technique to Improve Students, Understanding on Indefinite and Definite Articles "**. Pada tanggal 26 November s/d 28 November 2018.

Demikianlah surat keterangan penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Sampoyniet, 29 November 2018
Kepala Sekolah,

MANSUR, S.Pd
Nip. 19591231 198403 1 036

DOCUMENTER OF RESEARCH

AUTOBIOGRAPHY

1. Name : Sherla Sepsa Rosiva
2. Place / Date of Birth : Lhokseumawe / September 7, 1996
3. Religion : Islam
4. Sex : Female
5. Nationality / Ethnic : Indonesia / Javanese
6. Marital Status : Single
7. Occupation : Student
8. Address : Jl. Mesjid, Jeulingke, Banda Aceh
9. E-mail : sherlasepsa96@gmail.com
10. Parents
    a. Father : Pujianto
    b. Mother : Erlina
    c. Occupation : POLRI
    d. Address : Desa Ceubrek, Lhoksukon, Aceh Utara
11. Education Background
    a. Elementary School : SDN 2 Lhoksukon (2002-2008)
    b. Junior High School : SMPN 1 Lhoksukon (2008-2011)
    c. Senior High School : SMAN 3 Putra Bangsa Lhoksukon (2011-2014)
    d. University : UIN Ar-Raniry (2014-2019)

Banda Aceh, January 2nd, 2019

Sherla Sepsa Rosiva