THE EFFECTIVENESS OF USING LECTURING METHOD TOWARD THE EIGHT GRADE STUDENTS’ ACHIEVEMENT OF GRAMMAR AT MTsN TUNGGANGRI ACADEMIC YEAR 2015/2016

THESIS

Presented to

State Islamic Institute of Tulungagung in partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam in English Education

By

RINI SETYANI
NIM. 2813123133

ENGLISH EDUCATION DEPARTEMENT FACULTY OF TARBIYAH AND TEACHER TRAINING STATE ISLAMIC INSTITUTE (IAIN) OF TULUNGAGUNG

JULY 2016
- Intelligence is not the determinant of success,

but hard work is the real determinant of your success -
DEDICATION

This thesis is dedicated to:

☞ My beloved parents “Sujarno and Winartin” who always support and pray for me every time. I am very grateful for your motivation, attention and love. To my parents I love you so much.

☞ My beloved young sister “Sofia Ulfa Cahyani” thanks for your kindness and your support to finish my thesis.

☞ My beloved grandmother “Rakim and Yati” thanks to support and pray me every time.

☞ My special one who really cares and supports me in any occasion

☞ All my family, thanks for your support and motivation.

☞ My advisor Mrs. Nany Soengkono Madayani, thanks for your advice, guidance and motivation, so I can finish this thesis.

☞ All of my unforgettable friends in TBI-D class, thanks for your accompanying me in 4 years at this campus and thanks for beautiful friendship and thanks for your smile.

☞ All my friends who always give me motivation to finish this thesis.
ABSTRACT


Key words: Effectiveness, Lecturing Method, Achievement of Grammar,

Grammar is one the most important part when studying English. However, to master the language the students have to know and understand the language elements. One of the language components is grammar. There will be no speaking, listening, writing, and reading without grammar, so grammar should be mastered by the students when they want to be successful in learning English.

There are many methods or ways to master in English, especially in grammar. One of method is lecturing method. So the researcher wants to know the effectiveness of lecturing method in teaching and learning English grammar of eight grade at MTsN Tunggangri.

This study was focused on the effectiveness of using lecturing method toward students’ achievement of grammar at the eight grade of MTsN Tunggangri. The problems of the study were: 1) How is students’ vocabulary mastery before being taught using lecturing method? 2) How is students’ vocabulary mastery after being taught by using lecturing method? 3) Is there any significant difference scores between the students before being taught by using lecturing method and after being taught by using lecturing method?

The purposes of the study were: 1) To know the students’ achievement of grammar before being taught by using lecturing method? 2) To know the students’ achievement of grammar after being taught by using lecturing method? 3) To know whether there is significant difference scores before being taught by using lecturing method and after being taught by using lecturing method.

The research design in this study was pre-experimental design. In this study the researcher takes 42 students as the sample of the research by using purposive sampling. Data collecting method used in this research are administering test. The data analysis technique used is t-test.

From the analysis it is found that the score before being taught using crossword puzzle (pre-test) is 17.88. And the score after being taught using crossword puzzle (post-test) is 21. The calculation using t-test formula showed
that $t_{\text{table}} = 2.0195$ is bigger than $t_{\text{count}} = 11.248$. It means that Ho there is no significant different score of the students who are taught after and before lecturing method. Meanwhile, Ha there is significant different scores of the students who are after taught with and before taught lecturing method. The hypothesis testing is Ho is accepted and the Ha is rejected. The results above shows that there is significant different scores of the students’ after being taught by using lecturing method and those who are taught before using lecturing method as method in teaching grammar. It means that the lecturing method as method of teaching grammar is effective.
ABSTRAK


Kata kunci: keefektifan, Metode Ceramah, tata bahasa


Banyak metode atau cara untuk menguasai bahasa Inggris, tepanya pada tata bahasa (grammar). Salah satu metode untuk menguasai grammar adalah metode ceramah. Peneliti ingin mengetahui keefektifan metode ceramah dalam mengajar dan belajar tata bahasa Inggris di kelas delapan MTsN Tunggangri.

Penelitian ini fokus terhadap keefektifan penggunaan metode ceramah untuk meningkatkan pengetahuan grammar siswa kelas 8 di MTsN Tunggangri. Masalah penelitian ini yaitu: 1) bagaimana penguasaan tata bahasa siswa sebelum pengajaran menggunakan metode ceramah? 2) bagaimana penguasaan tata bahasa siswa sesudah pengajaran menggunakan metode ceramah? 3) apakah ada perbedaan nilai pada siswa sebelum pengajaran menggunakan tata bahasa dan sesudah pengajaran menggunakan tata bahasa?

Tujuan penelitian ini adalah: 1) untuk mengetahui penguasaan tata bahasa sebelum pengajaran menggunakan tata bahasa 2) untuk mengetahui tata bahasa siswa sesudah pengajaran menggunakan metode ceramah 3) untuk mengetahui apakah ada perbedaan nilai pada siswa sebelum pengajaran menggunakan metode ceramah dan sesudah pengajaran menggunakan metode ceramah.


Dari analisis ditemukan bahwa nilai sebelum menggunakan metode ceramah adalah 17.88. dan nilai sesudah menggunakan metode ceramah adalah 21. Kalkulasi menggunakan formula t-tes menunjukkan bahwa \( t_{\text{count}} = 2.0195 \) lebih besar dari pada \( t_{\text{table}} = 11.248 \). Ini berarti bahwa Ho tidak ada perbedaan nilai pada siswa sesudah pengajaran dan sebelum pengajaran menggunakan metode ceramah. Sementara itu, Ha ada perbedaan nilai antara siswa sesudah dan sebelum pengajaran menggunakan lecturing method. Hypothesis testing menunjukkan...
bahwa Ho diterima dan Ha ditolak. Dari hasil tersebut menunjukkan bahwa terdapat perbedaan nilai siswa sesudah diajarkan menggunakan metode ceramah dan sebelum diajarkan menggunakan metode ceramah. Artinya, penggunaan metode ceramah efektif untuk meningkatkan kosa kata siswa.
ACKNOWLEDGEMENT

In the name of Allah SWT The Most Beneficent and The Most Merciful. All praises are to Allah SWT for all the blesses so that the writer can accomplish this thesis. In addition, may Peace and Salutation be given to the prophet Muhammad (pbuh) who has taken all human being from the Darkness to the Lightness.

The researcher would like to express her genuine gratitudes to:

1. Dr. H. Abd. Aziz, M.Pd. I., the Dean of Faculty of Tarbiyah and Teacher Training of IAIN Tulungagung for his permission to researcher this thesis.

2. Arina Shofiya, M.Pd, the Head of English Education Departement who has given her some insight so the researcher can accomplish this thesis.

3. Nany Soengkono Madayani, S.S M.Pd, the researcher’s thesis advisor, for her invaluable guidance, suggestion, and feedback during the completion of this thesis.

4. Drs. H. Kahfi Nurudduja, M.Pd.I., the headmaster of MTsN Tunggangri who has given the researcher permission to conduct a research at this school.

5. The second grade 8-C of MTsN Tunggangri in the academic year 2015/2016 for the cooperation as the sample of this research.

6. All my unforgettable friends in KKN Geger 1 Sendang, thanks for your togetherness and kindness.

7. All my unforgettable friends in PPL MTsN Tunggangri, thanks for your spirit and kindness.

8. My Almamater IAIN Tulungagung.

The researcher realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, July 2016

The researcher
TABLE OF CONTENT

Cover                                                                 i
Logo                                                                 ii
Thesis Title ....................................................................................... iii
Advisor’s Approval Sheet ................................................................. iv
Board of Examiners’ Approval Sheet ................................................... v
Motto ..................................................................................................... vi
Dedication ........................................................................................... vii
Declaration of Authorship ................................................................. viii
Abstract .............................................................................................. ix
Abstrak .............................................................................................. x
Acknowledge ....................................................................................... xi
Table of Content ................................................................................. xii
List of Tables ....................................................................................... xvi
List of Appendices ............................................................................. xvii

CHAPTER I INTRODUCTION

A. Background of the Study ............................................................... 1
B. Research Problem .......................................................................... 4
C. Purpose of the Study ...................................................................... 5
D. Research Hypothesis ...................................................................... 5
E. Significance of the Research ......................................................... 6
F. Scope and Limitation ..................................................................... 6
CHAPTER II REVIEW OF RELATED LITERATURE

A. Vocabulary ............................................................................................................. 9
   1. The Definition of Lecturing Method ................................................. 9
   2. The Advantages of Using Lecturing Method ......................... 10
   3. The Disadvantages of Using Lecturing Method ................. 11

B. Grammar ............................................................................................................. 11
   1. Definition of Grammar ........................................................................ 11

C. Simple Past Tense ......................................................................................... 13
   1. Definition of Simple Past Tense .................................................... 13

D. Teaching Procedures by Using Lecturing Method ...................... 16

E. Previous Study .................................................................................................. 16

CHAPTER III RESEARCH METHODOLOGY

A. Research Design .................................................................................................. 18

B. Population and Sample .................................................................................. 20
   1. Population ............................................................................................... 20
   2. Sample and Sampling ............................................................................. 20

C. Variable of the Study .................................................................................. 22

D. Research Instrument .................................................................................. 22

E. Validity and Reliability Testing .................................................................. 24
   1. Validity .................................................................................................... 24
      a) Content Validity ............................................................................. 25
b) Construct Validity ................................................................. 26

2. Reliability .................................................................................. 27

F. Normality and Homogeneity Testing ........................................ 30
   1. Normality ............................................................................... 30
   2. Homogeneity ......................................................................... 32

G. Data Collecting Method ........................................................... 32
   1. Pretest .................................................................................... 33
   2. Posttest .................................................................................. 33

H. Data Analysis ............................................................................ 33

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. The Description of Data ............................................................. 35

B. Data Analysis ............................................................................ 31

C. Hypothesis Testing .................................................................... 46

D. Discussion .................................................................................. 47

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion ................................................................................ 60

B. Suggestion ................................................................................ 61

REFERENCES

APPENDICES
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLES</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 A Diagram One Group Pretest-Posttest Design</td>
<td>32</td>
</tr>
<tr>
<td>3.2 Content Validity of the Objective of Syllabus</td>
<td>38</td>
</tr>
<tr>
<td>3.3 List Scores of Try Out Pre-Test</td>
<td>27</td>
</tr>
<tr>
<td>3.4 List Scores of Try Out Post-Test</td>
<td>28</td>
</tr>
<tr>
<td>3.5 The Criteria of Coefficient Correlation</td>
<td>29</td>
</tr>
<tr>
<td>3.6 One-Sample Kolomogorov-Smirnov Test</td>
<td>31</td>
</tr>
<tr>
<td>3.7 Test of Homogeneity Variance</td>
<td>32</td>
</tr>
<tr>
<td>4.1 Criteria of the Score</td>
<td>36</td>
</tr>
<tr>
<td>4.2 The Students’ Score of Pre-test</td>
<td>37</td>
</tr>
<tr>
<td>4.3 The Students’ Score of Post-test</td>
<td>39</td>
</tr>
<tr>
<td>4.4 Significance Difference Before and After Taught by Using Lecturing Method</td>
<td>41</td>
</tr>
<tr>
<td>4.5 Paired Sample of T-test</td>
<td>43</td>
</tr>
<tr>
<td>Paired Sample Statistic</td>
<td></td>
</tr>
<tr>
<td>4.6 Paired Sample of T-test</td>
<td>44</td>
</tr>
<tr>
<td>Paired Sample Correlation</td>
<td></td>
</tr>
<tr>
<td>4.7 Paired Sample of T-test</td>
<td>45</td>
</tr>
<tr>
<td>Paired Sample Test</td>
<td></td>
</tr>
<tr>
<td>Appendix</td>
<td>Description</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Instrument of Pre-test</td>
</tr>
<tr>
<td>2</td>
<td>Key Answer of Pre-test</td>
</tr>
<tr>
<td>3</td>
<td>Instrument of Post-test</td>
</tr>
<tr>
<td>4</td>
<td>Key Answer of Post-test</td>
</tr>
<tr>
<td>5</td>
<td>RPP (Lesson Plan)</td>
</tr>
<tr>
<td>6</td>
<td>The Computation of Instrument Reliability</td>
</tr>
<tr>
<td>7</td>
<td>Validation</td>
</tr>
<tr>
<td>8</td>
<td>T-table</td>
</tr>
<tr>
<td>9</td>
<td>The Students Name of 8-C</td>
</tr>
<tr>
<td>10</td>
<td>Kartu Bimbingan</td>
</tr>
<tr>
<td>11</td>
<td>Laporan Selesai Bimbingan Skripsi</td>
</tr>
<tr>
<td>12</td>
<td>Curriculum Vitae</td>
</tr>
</tbody>
</table>