

**THE EFFECTIVENESS OF USING LECTURING METHOD
TOWARD THE EIGHT GRADE STUDENTS' ACHIEVEMENT
OF GRAMMAR AT MTsN TUNGGANGRI ACADEMIC YEAR**

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THESIS

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By

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MOTTO

- *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.
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ABSTRACT

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

Grammar is one of the most important parts when studying English. However, to master 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 the methods is the lecturing method. So the researcher wants to know the effectiveness of the lecturing method in teaching and learning English grammar of eighth grade at MTsN Tunggangri.

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

The purposes of the study were: 1) To know the students' achievement of grammar before being taught by using the lecturing method? 2) To know the students' achievement of grammar after being taught by using the lecturing method? 3) To know whether there is a significant difference in scores before being taught by using the lecturing method and after being taught by using the 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 collection methods used in this research are administering tests. 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 H_0 there is no significant different score of the students who are taught after and before lecturing method. Meanwhile, H_a there is significant different scores of the students who are after taught with and before taught lecturing method. The hypothesis testing is H_0 is accepted and the H_a 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

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Kata kunci: *keefektifan, Metode Ceramah, tata bahasa*

Kosa kata sangat penting ketika belajar bahasa Inggris. Bagaimanapun, untuk menguasai bahasa siswa harus mengetahui dan mengerti elemen atau unsure bahasa. Salah satu elemen adalah tata bahasa (grammar). Tidak ada yang bisa berbicara, mendengarkan, menulis, dan membaca tanpa tata bahasa. Jadi, tata bahasa harus dikuasai oleh siswa ketika mereka ingin sukses dalam mempelajari bahasa Inggris.

Banyak metode atau cara untuk menguasai bahasa Inggris, tepatnya 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 di 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.

Penelitian ini menggunakan desain pre-experimental. Peneliti mengambil 42 siswa sebagai sampel didalam penelitian dengan menggunakan purposive sampling. Metode pengumpulan data di dalam penelitian ini menggunakan tes. Data dianalisis menggunakan teknik analisis t-tes.

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 $t_{count} = 2.0195$ lebih besar dari pada $t_{table} = 11.248$. Ini berarti bahwa H_0 tidak ada perbedaan nilai pada siswa sesudah pengajaran dan sebelum pengajaran menggunakan metode ceramah. Sementara itu, H_a ada perbedaan nilai antara siswa sesudah dan sebelum pengajaran menggunakan lecturing method. Hypothesis testing menunjukkan

bahwa H_0 diterima dan H_a 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.

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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	
Logo	
Thesis Title	i
Advisor's Approval Sheet	ii
Board of Examiners' Approval Sheet	iii
Motto	iv
Dedication	v
Declaration of Authorship	vi
Abstract	vii
Abstrak	ix
Acknowledge	xi
Table of Content	xiii
List of Tables	xvii
List of Appendices	xviii

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

G. Definition of Key Terms	7
H. Organization of the Research	8

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 CONCLUSSION AND SUGGESTION

A. Conclusion	60
B. Suggestion	61

REFFERENCES

APPENDICES

LIST OF TABLES

	TABLES	PAGE
3.1	A Diagram One Group Pretest-Posttest Design	32
3.2	Content Validity of the Objective of Syllabus	38
3.3	List Scores of Try Out Pre-Test	27
3.4	List Scores of Try Out Post-Test	28
3.5	The Criteria of Coefficient Correlation	29
3.6	One-Sample Kolomogorov-Smirnov Test	31
3.7	Test of Homogeneity Variance	32
4.1	Criteria of the Score	36
4.2	The Students' Score of Pre-test	37
4.3	The Students' Score of Post-test	39
4.4	Significance Difference Before and After Taught by Using Lecturing Method	41
4.5	Paired Sample of T-test Paired Sample Statistic	43
4.6	Paired Sample of T-test Paired Sample Correlation	44
4.7	Paired Sample of T-test Paired Sample Test	45

LIST OF APPENDICES

Appendix 1	Instrument of Pre-test
Appendix 2	Key Answer of Pre-test
Appendix 3	Instrument of Post-test
Appendix 4	Key Answer of Post-test
Appendix 5	RPP (Lesson Plan)
Appendix 6	The Computation of Instrument Reliability
Appendix 7	Validation
Appendix 8	T-table
Appendix 9	The Students Name of 8-C
Appendix 10	Kartu Bimbingan
Appendix 11	Laporan Selesai Bimbingan Skripsi
Appendix 12	Curriculum Vitae