

THE EFFECTIVENESS OF USING *THE GOAT'S SECRET*; ILLUSTRATED ENGLISH SHORT STORIES TO IMPROVE GRAMMAR ABILITY OF THE SECOND GRADE OF SMPN 20 PURWOREJO IN THE ACADEMIC YEAR OF 2015/2016

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Abstract

This study is aimed to describe whether or not there is any the effectiveness of using *The Goat's Secret*; illustrated English short stories to improve grammar ability of the second grade of SMPN 20 Purworejo in the academic year of 2015/2016. In order to master English well, the elements of the language such as vocabulary, grammar, and sound system must also be taught to the students as the basic knowledge to words the English use and skill. Through the study of grammar, students would become more familiar with the grammar of their native language and that this familiarity would help them understand, so they can speak and write better. The result of the research revealed that the mean score of control group is 76.27 fell in good category. The mean score of experimental group is 81.93 fell in excellent category. Besides, to know whether H_0 is accepted or rejected the researcher consulted to the t-test. The t-value was consulted to the t-table at the 5% significance level. It shows that t table is 2.000 and the t value is 14.275. It means that t value is higher than t table. Therefore, it can be concluded that the use of illustrated English short stories in improving students' grammar ability at the second grade students of SMPN 20 Purworejo in the academic year of 2015/2016 is effective.

Key words : Effectiveness, illustrated short stories, grammar ability

A. Introduction

English is the first foreign language in Indonesia, which is taught from elementary level to university level. English is also intensively used in international communication, in written as well as in spoken communication. In order to master English well, the elements of the language such as vocabulary, grammar, and sound system must also be taught to the students as the basic knowledge to words the English use and skill. Through the study of grammar, students would become more familiar with the grammar of their native language and that this familiarity would help them understand, so they can speak and write better.

In learning a language, the students have to concern with its grammar because it helps them a lot to perform better in listening, speaking, reading, and writing. In classical Greek and Latin, the word grammatical referred to "the general study of literature and language" (Howard, 1985:1). Moreover, Lamb and Martin stated:

"The grammar is thus the latest part of human language to have evolved; and it likewise the last part to develop in the growth of the individual child. It emerges through deconstructing the original sign and reconstructing with the content plane split into two distinct strata, semantics, and lexicogrammar. Such a system (a higher-order semiotic organized around a grammar) is therefore said to be stratified. (in Halliday, 2002: 389)

Grammar is a very important aspect of written language beside unity, coherence, and mechanics. Ungrammatical pieces of written language may show immaturity of language acquisition. In communication practice, ungrammatical error may cause to misunderstand towards the intended meaning. Therefore, the students must have grammatical ability in using language.

Although creating a good grammar is difficult, the students are hoped to be able to master the grammar of English. In teaching-learning process, media can help the students' difficulties in studying the lesson. Media is very helpful in teaching-learning process, although some teachers do not use media because of limitation of the knowledge and fund. Most of the teachers usually give long explanation so that the classes become boring. The students are regarded as objects and teacher controls them. The students are rarely given opportunity to be active in teaching-learning process. This kind of teaching will not be effective to improve the students' English ability.

In order to solve learning English grammar that makes the students boring is by using an illustrated short story. By an illustrated short story in learning English grammar, student have fun and relaxed.

B. Research Methods

In conducting the study, the researcher uses experimental research. Iskandar, (2010:29), states that experimental is the most conclusive and scientific methods because the researcher actually establishes different treatments and then studies their effects. He also defines that experimental research as the kind of study in which the researcher is interested in learning about the effects of a certain conditions (independent variables) and other conditions (dependent variables) in controlled setting. In addition, Arikunto (2002: 20) state that experimental research is carried out within the context of an experiment. One or more variables are varied and the others are kept constant. It can be included that experimental research is a systematic and scientific approach to research in which the researcher manipulates one or more variables, controls and measures any change in other variables. This research was conducted at SMP N 20 in February 2016. The researcher started his study by proposing title to the head of English department, finding some theories, getting the data, analyzing it, and finally making a report. The researcher took two classes as the sample of the research by applying purposive sampling technique. In collecting the data, the researcher used two instruments. According to Creswell (2012: 142), population is a group of individuals who have the same characteristics. In this research, the population is the eighth grade students of SMP N 20 Purworejo that consist of 6 classes. The total number of population is 190 students. The researcher also took two classes as

the sample of the research by applying purposive sampling technique. The samples are VIII A as experimental group that consists of 30 students and VIII B as the control group that consists of 30 students.

In this research, the researcher uses descriptive and inferential analysis to analyze the data. The descriptive analysis consist of mean, median, mode, standard deviation, and variance. Meanwhile, the inferential analysis consists of test of normality, test of homogeneity and test of hypothesis.

C. Research Findings and Discussion

1. Descriptive Analysis

a. Post-test of experimental group

The highest score of experimental group is 96 and the lowest is 70. The mean of experimental group is 81.93. The standard deviation is 6.46 and the variance is 41.79. It meant that the students' achievement of experimental group on the second grade students of SMPN 20 Purworejo have excellent result on their grammar ability.

b. Post-test of control group

The highest score of control group is 86 and the lowest is 66. The mean of control group is 76.27. The standard deviation is 5.38 and the variance is 28.89. It meant that the students' achievement of control group the second grade of SMPN 20 Purworejo have good result on their grammar ability.

2. Inferential Analysis Interpretation

a. Test of Normality

1) The result normality test of experimental group is the value of chi-square obtained is 6.22. Then, this value is compared to the value of chi-square table with degree of freedom $6-1 = 5$. Based on the table of chi-square available on appendix, it could be known that with $df = 5$ and level of error is 5% the value of chi-square table is 11.07. Because the value of chi-square obtained (6.22) is lower than the value of chi-square table (11.07), so that the distribution of data for students' grammar ability of experimental group is normal.

2) The result normality test of control group is the value of chi-square obtained is 4.59. Then, this value is compared to the value of chi-square table with degree of freedom $6-1 = 5$. Based on the table of chi-square available on appendix, it could be known that with $df = 5$ and level of error is 5% the value of chi-square table is 11.07. Because the value of chi-square obtained (4.59) is lower than the value of chi-square table (11.07). So, the distribution of data for students' grammar ability of control group is normal.



b. Test of Homogeneity

From the computation above, the value of F is 1.446. Then, it was compared with the value of F table with degree of freedom (df) of numerator ($30-1=29$) and degree of freedom (df) of denominator ($30-1=29$). According to the F table on Sugiyono (2012: 386), it was known that at the F value on the significant level 0.05 was 1.86. Because of F obtained was lower than the value of F table ($1.446 < 1.86$), it meant that the variance of two sample was homogeneous.

c. Test of Hypothesis

The result of hypothesis test is compared with t-table to prove that using *The Goat's Secret*; illustrated English short stories to improve grammar ability is effective or not. The result of t-value is 14.275 and t-table is 2.000. It means that t-value is higher than t-table ($14.275 > 2.000$). So, the alternative hypothesis (H_a) is accepted.

Therefore, the hypothesis of this study which says "using an illustrated English short story is effective to improve students' grammar ability at the second grade students of SMPN 20 Purworejo in the academic year of 2015/2016" is accepted.

D. Conclusion

The mean score of experimental group in the post-test result is 81.93. It means that grammar ability of the students in experimental group belonged to excellent category. The mean score of control group in the post-test is 76.27. It means that grammar ability of the students in control group also belonged to good category. The use of Illustrated English short stories is effective to comprehend, it can be proved by the result of t-value 14.275 which is higher than t-table 2.000 ($14.275 > 2.000$). Seeing that the t-value is higher than the t-table, the researcher makes conclusion that the alternative hypothesis (H_a) states that using an illustrated English short story is effective to improve students' grammar ability at the second grade students of SMPN 20 Purworejo in the academic year of 2015/2016 is accepted.

E. References

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