THE USE OF VIDEOMAKING TO TEACH STUDENTS’ GRAMMAR MASTERY IN ELEVENTH GRADERS OF 12TH SURABAYA STATE HIGH SCHOOL

THESIS

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2018
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ACKNOWLEDGEMENT

In the name of Allah, The beneficent, The merciful. All praised be to Allah, The lord of the world who has given His bless, love and compassion to the writer in completing this thesis. Peace and salutation be upon to the Prophet Muhammad SAW, his family, his companion and his followers.

The writer would also like to thank her beloved parents; Heru Santoso (Alm.) and Muntini who have given their greatest love, support, guidance and prayer to the writer, also for her brother who has also given their support in accomplishing her study.

This thesis will not finish without any help from some people. Thus, the writer would also to thank the following:

1. Prof. Sri Harmadji, dr., Sp.THT-KL(K) as the Head of Wijaya Kusuma Surabaya University.

2. Dr. Fransisca Dwi Harjanti, M. Pd as the Head of Language and Science Faculty, Wijaya Kusuma Surabaya University.

3. Dr. Ribut Surjowati as the Head of English Department, Language and Science Faculty, Wijaya Kusuma Surabaya University.

4. Dra. Bekti Wirawati, M.Pd. and Drs. Johny Sugiono, M.Pd as the writer’s advisor who have given their time, support, guidance and motivation to the writer during completing this thesis and help the writer to compose this thesis as best as it can be.
5. All lecturers and staffs of English Department who have given the writer a lot of knowledge which can be useful for the writer in the lifetime.

6. The writer’s special babe, Rizki Fahrizal Nur Arif, who has been with her during the hard time when the writer has struggle a lot in facing a lot of revision. Thank you for always being ready whenever the writer needs help.

7. The writer’s closest friends (Nila, Adelia, Nabila, Novalia, Agitha), who have been together for these 4 years and keep supporting each other.

8. The teachers and staff of 12th Surabaya State High School, especially Mrs. Elianah, S.Pd. as the English Teacher. The writer thanks them for giving permission during the research.

9. The writer’s students of XI IPA 2 and XI IPA 4 at 12th Surabaya State High School in the academic year of 2017 / 2018 who have kindly been the sample of this study

10. And thanks to everyone who might not be mentioned specifically to the writer’s thesis.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers. Words may not be enough to return their helps and contribution, so may Allah bless them all. The writer is also pleased to accept some suggestion and criticism from the reader for the improvement of her thesis

Surabaya, 19th July 2018

The writer
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ABSTRACT


Key Words: Grammar mastery, Video-making,

The objective of the study was to know empirical evidence whether there was any difference grammar achievement between students who were taught grammar mastery using video making and those who were taught using textbook at 12th Surabaya State High School.

This is an experimental research. The writer taught two different classes using two different media. There were 60 eleventh graders students of 12th Surabaya State High School who had been chosen from two classes, XI IPA 2 as an experimental class and XI IPA 4 as a control class.

It was started with a pre-test for both classes. From the pre-test, it was known that both of the classes have the same level of ability. Thus, the writer started to give treatment using video-making in experiment class and using textbook in control class in order to find the difference. Lastly, after the writer gave them treatment until 3 meetings, she conducted the post-test.

The data, score of pre-test and post-test, was collected by data instrument which problem sheet consist of 25 questions. To test the hypothesis, the score of post-test, were analyzed by using the Independent Samples T-test with SPSS to calculate the data. The result of this research is Sig. 0.01 < 0.05, it means that Null Hypothesis (H0) is rejected and Alternative Hypothesis (Ha) is accepted. Consequently, it has been proven that there is a difference grammar achievement between students who are taught grammar mastery using video making and those who are taught using textbook at 12th Surabaya State High School.