

**THE EFFECT OF ENGLISH POP SONGS IN BUILDING
VOCABULARY TO SEVENTH GRADE STUDENTS OF
SMP ANGKASA ADISUTJIPTO YOGYAKARTA
IN THE ACADEMIC YEAR OF 2010/2011**

A Thesis

Presented as Partial Fulfilment of the Requirements for the Attainment of
a *Sarjana Pendidikan* Degree in English Language Education



by

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2012**

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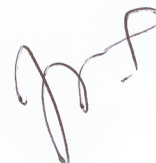
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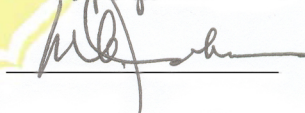
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RATIFICATION

THE EFFECT OF ENGLISH POP SONGS IN BUILDING VOCABULARY TO SEVENTH GRADE STUDENTS OF SMP ANGKASA ADISUTJIPTO YOGYAKARTA IN THE ACADEMIC YEAR OF 2010/2011

A THESIS

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the State University of Yogyakarta on December, 12th 2012 and Declared to
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PERNYATAAN

Yang bertanda tangan di bawah ini, saya,

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Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Desember 2012

Penulis,



Wahyu Dwi Widhiastuti

DEDICATIONS

*I dedicate this thesis to
Romo and Biyung, my beloved parents,
for the love and happiness you've given to me.
Mbak Siwi, Mahardhika and Pamungkas, my sisters and brother,
for encouraging and supporting me.
My hero, Septama; thank you for the support, prayers, love, laughter,
and the togetherness we shared. I love you for a thousand years.*

MOTTOS

LIFE IS AN ADVENTURE

Be aware of what you are
And what you want to be;
You can turn your life around
From A to Z.
Nothing is impossible,
Belief is all you need;
You don't have to trust to luck,
Just plant the seed.
Oh, Life is an adventure,
Life is all a dream;
Everything is flexible
And not what it would seem
Dare to give yourself a chance
To do the best you can;
Plan the way to live your life
And walk you plan!
When the world is getting dark
And you are full of fear,
Remember to turn on the light
And make things clear.
When you are unhappy
And when you're full of doubt,
Fill yourself with energy
And then begin to shout:
There's a little secret
That's as old as it can be;
Faith can make a mountain move
And love can set you free;
So bless the world each morning,
And by it you'll be blessed;
Trust the power deep within
And then expect the best!

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**THE EFFECT OF ENGLISH POP SONGS IN BUILDING
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YEAR OF 2010/2011**

By

**Wahyu Dwi Widhiastuti
05202244177**

ABSTRACT

The objective of the study is to find out whether there is a significant difference between the vocabulary mastery of eleventh grade students taught using English pop songs and that taught without using English pop songs as a medium.

This study involved 64 students of the seventh grade students at SMP Angkasa Adisutjipto Yogyakarta in the academic year of 2010/2011 as the objects of the study. They were randomly taken and divided into two classes. Class VII A consisting of 29 students was assigned as the experimental group and class VII C consisting of 35 students was assigned as the control group. The data were collected by using the vocabulary test. From the try-out, it was found that 30 items of the test items were valid with a reliability coefficient of 0.8516. These items were administered to the two groups as pre-test and post-test. The data were collected by means of the descriptive and the inferential statistics technique. The test of normality and homogeneity were done before the test of hypothesis was applied while the *t*-test was conducted to test the hypothesis.

The result of the study shows there is a significant difference in the student's vocabulary mastery between the experimental group who are taught using English pop songs and that taught without using English pop songs as a medium. The mean of post test score of the experimental group is 16.93 while the mean score of the control group is 14.54. The result of *t*-test shows that *t*-observed value which is higher than the *t*-value of the table ($2.572 > 1.99$), with a probability value of 0.008 which is lower than the significance level ($0.008 < 0.05$). In conclusion, the use of English pop songs could improve the students' vocabulary mastery.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is very important for human life. Language contains words and phrases used to communicate with each other. Using language, people are able to convey their ideas, views, and feelings. It is well known that most of world population use English as a means of communication. Asrianti (2011: 1) states that according to British Council research results in 1997, 80 percent of information is delivered in English, 1.5 billion people worldwide use English and one billion people are learning English language.

In Indonesia, English is regarded as a favorite foreign language due to the increasing of English language use in offices and daily life. People believe that someone with English proficiency will get a higher income and better job than those who are not. That is only one of reasons why English is regarded as a first foreign language taught in educational institutions. English is taught from the elementary schools, junior high schools, senior high school, and Universities.

Considering the importance of English in educational institutions, Indonesia's government states the purpose of English teaching and learning process in Permendiknas No.22 Tahun 2006 and Permendiknas No.23 Tahun 2006. The purpose as stated in it is to make the students able to communicate in English both orally and written in order to face the development of science and technology in the global era. They are also expected to understand and develop the four skills in the language proficiency (listening, speaking, reading and

writing). Moreover other language components such as pronunciation, vocabulary, and grammar are also taught to support the acquisition of four basic language skills.

In order to communicate using English in oral and written forms, the students should prepare themselves with vocabulary mastery. According to Wilkins in Harmer (2002) “Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed.” The vocabulary mastery as one of language components will support the students’ ability in communication both oral and written. Vocabulary is one of the core components of language proficiency and determines how well learners speak, listen, read, and write (Richards and Renandya, 2002: 255). The words that students choose in speaking will affect how well they understand what the speaker says. In writing, the students’ vocabulary mastery describes how clearly they can convey the readers’ mind. In reading, the students’ vocabulary mastery will affect their ability in comprehending and in understanding the writers’ message through the writers’ writing. For the first time, people will understand a sentence by looking at the vocabulary. In listening, the students’ vocabulary mastery will influence their understanding in hearing the teachers’ explanation, the conversation of native speakers and other speeches.

However, some problems have existed in classroom that make the learners have less knowledge on vocabulary for the ultimate objective of learning the foreign language. The monotonous way on remembering the vocabulary becomes the basic problem of many students. The students usually just receive English

words from their teacher or lecturer and never try to improve their vocabulary mastery. Moreover, the teacher lacks creativity to improve students' vocabulary mastery. The condition where the learners rarely face the real situation of using English vocabulary makes the students have less mastery about English vocabulary.

The problem that the researcher most concern in this research is the use of media in teaching vocabulary. The teacher should prepare all the components in the teaching-learning process well. The components are the media, the materials, and the teaching method. In fact, the teachers do not prepare them in balance. It means that the teacher usually ignores one or the two components of the teaching-learning process. For example, the teacher should prepare in arranging the materials which are based on the lesson plan well. In this case, the teacher does not use the media to teach the new vocabulary. For example, when she will teach a text type with a lot of new English words, she does not use any media to motivate their students. It can make the teaching-learning process ineffective and the students will get the consequence. They do not know what the teacher explains.

In this research, the researcher would like to find out an alternative way to improve students' vocabulary by implementing the effective and appropriate media.

B. Identification of the Problems

There are some components which can influence the teaching English; they are teachers, students, materials, and method of teaching vocabulary. Those aspects will determine the effectiveness of teaching English which give the impacts of the students' vocabulary mastery. Those components are presented below.

1. Teachers

Teachers have an important role in the class including in teaching vocabulary. They have a role as a facilitator who provide the students with the instructional tasks and motivate them to be involved actively in class. Teachers facilitate and make the process of teaching and learning easier for the students.

2. Students

Students are the center of learning which have important role in the teaching and learning process. They regarded as independent individuals who have their own strengths, weaknesses, feelings, attitudes, hopes, aspiration, beliefs, values, needs, and fantasies

3. Materials

Material is one of the important factors influencing teaching vocabulary. The teacher should be able to choose the materials which are interesting and motivating the students. Besides, the teachers also should be able to create and organize their own materials based on the students' level, needs, and capacity in order to be suitable and easier to be learned by students.

4. Methods

A method is a step-by-step description of a procedure of doing something which is based on a number of assumptions of an approach (Sugeng, 1997: 91). There are some methods in the process of English teaching and learning such as Communicative Language Teaching, Grammar Translation Method, and Total Physical Response, and others. Based on the methods, it is necessary for teachers to try some methods in order to achieve the goal of English teaching and learning. The appropriate methods and materials, selected by teachers make the process of English teaching and learning more interesting.

5. Media

A media is one of the important factors in teaching learning process. It is an important aspect for transferring information of knowledge to the students. So that, it becomes the main focus of attention in this research. Sadiman (1986:7) states that media are something that can be used to convey message from the sender to the receiver. It will stimulate idea, feeling, attention, and interest of the students in the teaching learning. If there are any effective media, students will be motivated in the teaching learning process, and the objective of teaching learning will be achieved. Generally, there are many kinds of teaching media which can be used in the teaching learning process. Sugeng (1997:117) mentions some types of media in teaching learning process such as; printed media, still media, audio media,

visual media, audio-visual media, and real object media. One media that is concerned in this research is pop song.

C. Delimitation of the Problems

Because of the large scope, the limitation of fund, time and ability, the writer just limits the problems that will be investigated to the effects of using pop songs to build vocabulary mastery of seventh grade students at SMP Angkasa Adisutjipto Yogyakarta in the academic year of 2010/2011. This has been decided on the following reasons.

Learning a language involves learning the vocabulary of the language and mastering vocabulary means knowing the knowledge of vocabulary. According to Hammer (2002:2), knowing the vocabulary does not only from dictionary meaning (or meanings) – it also means knowing the words commonly associated with it (its collocation) as well as its connotation, including its register and its cultural accretions. Accordingly, the vocabulary mastery as one of language components will support the students' ability in communication both orally and in written

The researcher believes that Pop Songs is an effective teaching medium which can build vocabulary mastery. This media is an audio medium and it will be more attractive and interesting medium for the students. Pop Songs also still rarely to be a research subject. The English teachers at the school still face some difficulties to provide educational media in teaching. While SMP Angkasa Adisutjipto Yogyakarta is one of the schools which have complete facilities to

hold a research, so that research will be done there. The reason for choosing the seventh grade students is that they are at the first level in the junior high school and have limited vocabulary.

D. Formulation of the Problems

Based on the background, identification, and limitation of the problem, the problem can be formulated as follows: “Is there any significant differences in vocabulary mastery of the students who are taught using English pop songs and those who are taught with conventional media of seventh grade at SMP Angkasa Adisutjipto in the academic of 2010/2011?”

E. The Objective of Study

Related to the formulation of the problem, this research is aimed to find out whether there are any significant differences between the students’ vocabulary mastery who are taught using English pop songs and those who are taught with conventional media of seventh grade at SMP Angkasa Adisutjipto in the academic of 2010/2011?

F. The Significance of the Study

This study is expected to have some benefits in the teaching vocabulary using Pop Songs.

1. Scientific Significance

This study is very important to support and find out new ideas of the effective media in teaching vocabulary.

2. Theoretical Significance

a. For the Teachers

The result of the research can be input for the teacher to select the alternative media of teaching vocabulary, in order that the teaching learning process will be more interesting.

b. For the learners

The students are able to learn vocabulary easily. Interesting media can support students' vocabulary mastery and release their boredom in the class.

c. For other researchers

Hopefully, this study can be an input or may give information to the other researchers who are interested in the similar or related type.

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

Based on the discussion in Chapter I, in this chapter, the writer describes some theories related to the vocabulary, English pop-songs, conventional teaching method and teaching vocabulary to junior high school students.

A. Theoretical Description

1. Vocabulary

a. The Definition of Vocabulary

Vocabulary is the collection of words that an individual knows (Linse, 2005: 121). There are some experts who give definitions of vocabulary. Hatch and Brown (2001) define vocabulary as a list of words for a particular language or a list or set of word that individual speakers of language might use.

According to Roget (1980: 1036) vocabulary is:

- a) A list of words often defined or translated
- b) All the words of language
- c) Specialized expression which are indigenous to a particular field, subject, trade or subculture.

Vocabulary is an important aspect in teaching language, as stated by Edward in Linse (2005), "Vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn

structure and as they practice sound system". Sometimes, it is difficult to determine the words that students need to communicate effectively because there are a lot of things that should be learnt by students related to vocabularies such as meaning, spoken/written forms, collocations, connotations, grammatical behavior (Linse, 2005: 121).

Kamil and Hiebert as quoted by Lehr, Osborn, and Hiebert (2005:2-3) also define vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive forms. More specifically, they use vocabulary to refer to "the kind of word that students must know to read increasingly demanding text with comprehension."

Vocabulary is more complex than the definitions suggested above. Some expert proposes the categories of vocabulary. Lehr, Osborn, and Hiebert (2005) explain that vocabulary comes in two forms: oral and print form. Oral vocabulary includes those words that one recognizes and uses in listening and speaking. Print vocabulary includes those words that one recognizes and uses in reading and writing. According to Nation (2001: 13) vocabulary also comes in two forms: receptive and productive form. Receptive vocabulary includes words that one recognizes when one hears or sees them. Productive vocabulary includes words that one uses when one speaks or writes. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which one assigns some meaning, even if one does not know their full definitions and connotations or ever use them. Some experts like Meara (1990), Corson (1995), and Laufer

(1998) use the term active vocabulary is for speaking and writing and passive vocabulary is for listening and reading.

b. Types of Vocabulary

There are some types of vocabulary as stated by Nation (1990), Aeborsold and Field (2000). They are active or productive vocabulary and passive or receptive vocabulary. Active or productive vocabulary refers to language items which learner can use appropriately in speaking or writing. It is in line with Nation (2002: 25) who states that productive vocabulary refers to the words that students can pronounce, spell and write. It involves how to use the words in grammatical pattern.

Passive or receptive vocabulary refers to language items that can be recognized and understood in the context of reading or listening. This receptive vocabulary, as stated by Nation refers to the words that students can be organized when they are heard and they are expected to be able to distinguish a word which has similar sound.

From the explanation above, it can be concluded that there are different types of vocabulary; this is relevant to the fact that people have different ways in understanding words in terms of visual, aural, oral, and written words. Not all words suit that are needed by the learners, so vocabulary selection is important to be considered to teach learners and these criteria for vocabulary selection will be discussed below.

From the definition above, the researcher concludes that testing vocabulary consists of three indicators, they are: spelling, meaning, and part of speech. Those three indicators are included in the test of vocabulary and being tested to students.

c. Teaching Vocabulary

There are many theories of teaching vocabulary that have been stated by the experts. Vocabulary has a very important role in gaining the success of language learning. Vocabulary can support the development of the four basic skills: reading, listening speaking, and writing. It can be said that each of the four language skills requires the mastery of vocabulary.

Cameron (2001: 73) states that vocabulary development is about learning words, but it is about much more than that. It is true that learning vocabulary cannot be separated from other language elements. After mastering new words, the students must be trained how the words are pronounced, spelled and used in a sentence. It can also be said that vocabulary is a basic part in mastering language.

In fact, teaching and learning vocabulary is not as easy as people think. To improve vocabularies are not just by learning more words, but also how using its words in a language. Learning word is cyclical process of meeting new words and initial learning, followed by meeting those words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language (Cameron, 2001:74).

Hatch and Brown in Cameron (2001: 84) describe five 'essential steps' in vocabulary learning based on research into learners' strategies:

- 1) Having sources for encountering new words
- 2) Getting a clear image, whether visual or auditory or both, for the forms of the new words
- 3) Learning the meaning of the words
- 4) Making a strong memory connection between the forms and the meanings of the words
- 5) Using the words

Based on the statements above, learning words is continuing process. A good teacher should use appropriate presentations, techniques, methods and media for certain words in order to the students will interest.

1). Strategies on Teaching Vocabulary

There are some strategies on teaching vocabulary that have been observed by authors (Cross, 1995; Nation 1990, 2001; Gains and Redman, 1986; Allen, 1983). They classify the strategies into three categories such as; presentation strategy, practical strategy, and training strategy.

The first is presentation strategies; presentation strategies are those that introduce the target vocabulary for the first time. These will involve either presentation of the meaning (i.e. concept) or the form. The meaning presentation is divided into three strategies according to Cross (1995: 72). The first is visual strategies (i.e. pictures, body, actions, real objects or video.) The second is verbal presentation strategies (i.e. definition, translation, and

explanation) and the last is audio strategies (i.e. imitation of sound or having learners to listen to a tape-recording). Moreover, Gairns and Redman (1986: 66- 67) state that there are two categories of strategies in teaching vocabulary. They are visual (pictures, real object, gestures) and verbal (definitions and illustrative sentence, synonyms and antonyms, scales, explanations, translations).

The second is practical strategies as proposed by Nation (1990) and Gains and Redman (1986). It involves classroom review of the previously introduced vocabulary repeatedly as well as homework (i.e. classroom test, games, and semantic maps, written repetition). It is affirmed that repetition is meaningful in doing activities at the classroom (i.e. matching the words with pictures and completing the sentences) to help learners to memorize vocabulary as long as possible (Thornbury, 2004: 24).

The third strategy is training strategies as proposed by Cross (1995) and Allen (1983). The purpose of strategy training is to teach learners strategies for independent vocabulary learning (i.e. guessing meaning from context, word-building, dictionary use and keeping vocabulary notes. It is in line with the forth principle as offered by Linse (2005: 127) to keep vocabulary notebook. Moreover, Schmitt (2000: 111) offers a method to teach learners how to organize a vocabulary notebook.

In other words, there are some strategies that can be used to teach vocabulary. This study is concerned with the use of pop song. The discussion in the subsequent section will be done with pop-songs.

2). Effective Teaching of English Vocabulary

There are many requirements of the effective teaching and learning vocabulary as presented below.

1) The Teacher

Teachers as facilitators have an important role in the success of the process of English teaching and learning. The teacher should master the vocabularies that are taught. Besides, teacher should be able to create a comfortable learning environment, so that the students can learn well. In developing the material, teacher should consider the students' interest, need and ability.

2) The Student

The students as the center in the teaching learning process are individuals who have different characteristics and intelligences. Nation in Cameron (2001: 84) says that the vocabulary that is taught to the children should be repeated for several times. It is difficult for children to learn new words quickly, they need to practice regularly, consolidate and recycle words in different context. Furthermore, children will learn better, if their senses are involved in the process.

3) The Material

Materials are the important parts of stimulus that influence students' motivation. The material should be designed to attract the students' interest

and motivation. The activities in the learning process should stimulate the students to move actively so that the students can feel comfort.

4) The Method and Technique

A method is a step-by-step description of a procedure of doing something which is based on a number of assumptions of an approach (Sugeng, 1997: 91). There are some methods in the teaching vocabulary, for example: Translation Method, Total Physical Response Method, and others.

Sugeng (1997: 91) also states that a technique is a detailed description of actions that the learners and teacher do in a classroom interaction session. A technique contains the steps and actions that really happen in a classroom. According to Ur (1996: 63) there are different ways of presenting new vocabulary. In the following, different techniques of presenting the meaning of new vocabulary are shown:

- a) Concise definition
- b) Detailed description (appearance and qualities)
- c) Illustration (picture and object)
- d) Demonstration (acting and mime)
- e) Context (story or sentence in which the item occurs)
- f) Synonym and antonyms
- g) Translation

5) The Media

Media in teaching learning process are used as a means of achieving the learning objectives. Media help the teacher in teaching a lesson in order

that the teaching learning process will be more interesting. Children should learn the concrete words. Therefore, it is important to introduce the words by using the real object.

As mentioned before, one way of teaching vocabulary for children is by bringing the representative things such as: book pencils, rulers etc. However, it is impossible to bring “a plane, a car, a house” in the classroom. So that, media becomes the alternative way to solve it. The media can be visual media or audio visual media. Those media are important to help convey meaning and to help pupils memorize new vocabulary.

Media help the teacher in teaching a lesson in order that the teaching learning process will be more interesting. Media can be in the form of printed media, still media, audio media, visual media, and audiovisual media. There are some criteria in choosing media used in the process of English teaching and learning. Sudjana and Rivai (2005: 4-5) list six criteria for the selection of media. The criteria are shown:

- a) The media match the teaching objectives.
- b) The media support the content of teaching materials.
- c) The media are easy to be obtained.
- d) Teachers are able to use the media.
- e) There is time to use the media, and.
- f) They are relevant with students' cognitive level.

2. English Pop Songs

a. Definitions of English Pop Songs

According to Richard (2002) a song is a relatively short musical composition for the human voice, which features words or lyrics. Sometimes it has rhymes and uses a language style that is different from the language style which is used in a scientific or formal text. The words within a song are sung in particular tones, rhythms, speed and style.

A song usually is accompanied by music instruments, which perfect and beautify its performance. Related to the singing of songs, Piaget in Murphey (1992) describes songs as an egocentric language. It means that the students simply enjoy hear the songs. It can be said that the need for the egocentric language is fulfilled partly through songs. The touch of music instruments sometimes makes a song have more emotion value than a poem. Because of the specially, more and more people can enjoy songs easier than they can enjoy poems.

Songs have rhymes and rhythms. They also use beautiful words and convey subjective feelings. Kamien (1997) stated that song is a relatively short musical composition for the human voice that is possibly accompanied by other musical instrument which features words or lyrics. A song is often employed in literature to refer to a lyric poem adapted to expression in music. This definition, then, supports the previous statement which declares that songs have rhymes and rhythms are considered as inevitable parts of poem.

A rhyme is more than an ornament in poetry or songs. It provides pleasing sense impression; it helps to establish stanza form; it is an aid in memorizing; and it contributes to unity of poem or a song. A rhythm which is the uniform of recurrence (repetition) of beat or accent is the measured flow of words in verse or prose. It is most often established by a combination of accents and numbers of syllables. Song is an ideal vocabulary learning media for students. It is because song helps students remember the vocabulary easily.

One of many songs genres is pop song that comes from pop music (a term that originally derives from and abbreviation of “popular”.) which originated in its modern form in 1950’s, deriving from rock and roll. The word popular music and pop music is interchangeably, even though the former is a description of music which is popular and can include any style, whilst the latter is a specific genre containing qualities of mass appeal (Lamb, 2005).

b. Benefits of English Songs in Language Learning

Some teachers underestimate the value of songs in the classroom, whereas the repetitive nature of songs and rhythm mean a lot because it could help learners to learn vocabulary and rhythm of a language. The activity of hearing song subconsciously will enrich learners' vocabulary. Lynch (2002) says, 'songs are usually directed to the native-speaking population so they usually contain contemporary vocabulary, idioms, and expressions.'

Moreover, Nattinger (1992) states that the repetition words on the songs provide students with different ways in memorizing the new words. As we

know the comprehension of vocabulary relies on strategies that permit one to understand words and store them, to commit them to memory.

Furthermore, the use of song in vocabulary teaching also helps the teacher in teaching English in a way that is readably absorbed, fun, and much less frustrating than standardized textbook instruction. According to Wilcox (1995), "Teachers should consider using songs as a regular part of their classroom activities since it give a pleasure and enjoyable way to teach vocabulary."

In line with Wilson, Norton (2005) states that teaching vocabulary through songs allows the students to learn vocabulary in alternate way, one is that is less threatening yet still provides the repetition needed to learn new vocabulary. It also provides students a chance work with their musical intelligence. Since the goal of the lesson is to give students a foundation and a means to learn and apply new vocabulary words.

Some researchers have conducts the research on the use of song in teaching vocabulary. Songs as teaching medium is very effective especially when teachers have to present new material. Using songs could motivate students and make them feel relax during teaching and learning process.

Sonianingsih (2004) states that students who have interest in English Songs could help their vocabulary building. She found that most of the respondents learn English through songs, because they believe the repetitive words in the songs could be memorized in some different ways.

Furthermore, Domoney (1993) recommended using English songs for teaching phonetic, grammar, vocabulary and speaking skills. In his research, he finds that the topic of teaching vocabulary through songs is very appealing. Students will find words easier to remember and will be motivated in the class. Songs cover all teachers and students needs in teaching and learning a language, because it is the easier way in learning a new language.

c. Songs in Vocabulary Teaching

Song has always played a big part of human's lives, beginning with child's birth and mothers singing lullabies to their children. Song brings emotions to life and it also serves as a testimony of people from any land or time, it speaks for us where words fail (Medina, 2002). Nowadays, it is almost impossible to escape from song. It is used in films, advertisements, radio, and even song is played in most shops, restaurants, and other public places. Current technological inventions, such as the iPod, mobile phone and MP3 player enable people to enjoy their favorite music anywhere at any time.

It is believed that song can be one of very useful media for introducing new English words to increase the English foreign Language students' vocabulary. Some researchers have conducted the study on the use of song in teaching vocabulary. The content of song is not only for entertaining, but also can offer a new way in learning a language. Song is a natural way for people to learn a language. Playing song can set a positive mood of the day or the

beginning of the classroom, or to maintain the positive attitude during the day (Brewer, 2005).

Lozanov (1999) states that the atmosphere created by the song enhances the ability to remember new vocabularies. It is because people found it much easier to memorize something that is fun and melodic than normal sentence. Moreover, song helps sustain students' attention and concentration (Brewer, 2005). He also states that using song as a teaching medium could motivate students and make them feel much less frustrating than standardized textbook instruction and create a peaceful classroom environment. It is proven by Zatnikasari (2008), who found a positive mood during the lesson, because songs for students are natural and fun. Also by using song, Mega (2011) found more pleasant and comfortable learning atmosphere despite the boring routine class, because they could sing along the song in the class. Thus song evokes positive emotions which can bring and increases student confidence in the language acquisition (Medina, 2002).

Song also contains some elements of language that is used in everyday communication; therefore a variety of new vocabulary, grammar, a wide range of accents and cultural aspects can be introduced in a natural way (Lynch, 2005). In line with Siskova (2008), songs can be used to understand and produce language, remember words over time and be able to recall them readily, and also strategy development for coping with gaps in word knowledge, including coping with unknown words or unfamiliar uses of known words. Song, for some people, has become an element in their daily that could

not be separated, especially to most young people. Mauliyanti (2010) found it is a part of the students' way of living and it can be used as a mean for a teacher to get into his or her students world, to get closer to them in the aim to meet the students need in the teaching learning process. Through songs students are exposed to the authentic examples. In addition, Brown (2001: 258) states that authentic language and real-world tasks enable students to see the relevance of classroom activity to their long-term communicative goals.

This indicates that song is a subject of everyday communication and it is something that is present in people's lives intentionally and intentionally. It can be very beneficial for the method of using songs to teach English vocabulary since it increases the possibility that students will come across the taught material comprehensible (Siskove, 2008). In line with Mega (2011) found students were curious about the meaning of the words in the song and makes them understand the lesson easier.

In other study, Bacha (2003), found that the students were more willing to participate in an activity if incorporates playfulness. In line with Brewer (2005), playing song can motivate, inspire, and build students' enthusiasm. The intrinsic motivation seems to stimulate students feeling and give them the desire to learn. This finding validates Thornburry (2002), he states that the learners need to be actively involved in the learning process so that the learners can get the meaning, because memory of new words can be reinforced if they are used to express personally relevant meanings.

However, time and efforts are needed in gaining and understanding new vocabulary, moreover, in foreign acquisition. Anderson (1999) cited in Angliawati (2011), states that the acquisition of vocabulary need to be part of an overall listening improvement program. Song can be one way in improving listening ability. Since songs linger in daily life, students will experience the target language easily. It will sharpen their listening comprehension skill, whereas it could also enhance their vocabulary mastery. If it applies to their habitual, it could create a love to the language as one of lifelong learning characteristics (Brown, 2001: 429) which would be beneficial for their communication skill.

3. Conventional Teaching Technique

Conventional teaching technique is a technique that is used by the teacher to teach vocabulary commonly in the classroom. There are some techniques that are used in teaching vocabulary like common such as; first, *using picture*; a picture as one of the visual aids that gives much contribution to the teachers in teaching language. There are many kinds of pictures which can be used to increase the students' vocabulary mastery. They can be drawn by the teacher or by the students on the board. The teacher can also find them from newspapers, magazines, or many kinds of books. Second, *translating words*, the way of teacher to teach English in the classroom is by translating a word into the first language. Third, *memorizing the words*; students are asked to make a list of

words with meaning, memorize the words on the list, and recall what they remember in front of class.

4. Teaching Vocabulary to Junior High School Students

The curriculum of the English teaching and learning is developed based on the 2003 Education Law, Education Ministry Decree No. 23/2006 on Graduate Competencies and their appendices. The materials in the curriculum involve the graduate competence standards of competencies and basic competence. The implementation of the curriculum is school-based curriculum. The teachers have authorities to develop the materials that are appropriate with the students need based on Competence-Based Curriculum.

The objective of the English teaching and learning in Junior High School is to enable students to communicate in English in both oral and written forms. It encourages the students to achieve the functional level in learning English language communication. In addition, the scope of the English subject in Junior High School includes:

- a) Discourse competence. It is skill in understanding and/or creating oral and written text that is applied into four language skills; listening, speaking, reading, and writing.
- b) Skill of understanding and creating any short of functional and monolog text and short paragraph in the form of procedure, descriptive, recount, narrative, and report. The gradation of the learning materials seems in the use of the vocabularies, the languages and the patterns of organization of text.

- c) Supporting competence; linguistic, socio cultural, strategic, and forming discourse competence.

Based on the objective of English teaching and learning in Junior High Schools presented above, it can be seen that the students hopefully can communicate in English properly and achieve the functional level. In other words, the students can communicate using language based on function, Genre-Based materials are also included in the teaching and learning process.

According to Hammond (1992), there are four stages in teaching and learning activities in the genre approach. Stage one is building context or field of the topic or text type. Stage two is modeling the genre under focus. Stage three is joint construction of the genre, This cycle is almost similar to the teaching method of Presentation, Practice, and Production (PPP). The first step in the genre approach becomes warming up in the teaching method of PPP. The second, the third, and the last step in the genre approach is the same as the step in PPP method. Now, this type of teaching method is selected because this method is more appropriate for teaching materials which are related to text types. However, it is difficult to implement the Genre-Based Curriculum at schools. This condition emerges at SMP Angkasa Adisutjipto especially in teaching vocabulary.

The English teachers of SMP Angkasa used materials in the form text book in teaching students. They did not develop the materials by themselves. They only use text book as their resource in teaching. When teaching, sometimes the teachers should give more explanation beyond the materials in the text book.

This is good but it is better for them to make the hand out or materials by themselves. They can select the materials and develop them into more appropriate to the students need. It is the materials which are contextual and authentic for the students. In fact, the materials were oriented to the National Examination. The teachers tended to do explaining or tutoring rather than giving more time to the students to practice their English. The teaching of English there also could not cover all language skills; the reading skills played the most being learnt and other language skills are taught at least. Those most taught and learnt skill cannot be fully completed without the support of language component; vocabulary. That is why vocabulary teaching regarded as the complementary in teaching the English skills. The teacher usually use the monotone way in teaching vocabulary in order to accomplish the language skill. That is by translating and memorizing words and meaning.

B. Conceptual Framework

Vocabulary, in addition to grammar and pronunciation, is one of language elements considered necessary for language mastery. In other words, it is known that vocabulary support the mastery of four basic language skills: listening, speaking, reading and writing. As mentioned above the students should master the vocabulary in order to master the four major skills that are speaking, writing, reading, and listening. To master the vocabulary the learners not only depend on dictionary. Knowing the vocabulary does not just know its dictionary meaning (or meanings) – it also means knowing the words commonly associated with it

(its collocation) as well as its connotation, including its register and its cultural accretions. Moreover, they should build their understanding about the vocabulary itself.

In order to achieve the objective of learning vocabulary, it needs a strategy in teaching vocabulary in order to make an effective vocabulary teaching. Nevertheless, there are some obstacles related to the teaching and learning vocabulary in the class. In the class that uses teaching conventional method, students often bored if they have to follow English vocabulary lesson. In this class, vocabulary is taught in monotonous and uninteresting technique. The teacher usually shows the picture, and then he or she mentions what the picture is, finally he or she will translate it into Indonesian or English. This technique cannot fulfill the requirements of effective teaching and learning English vocabulary. As a result, the students are low in the vocabulary mastery and they are lazy to follow this lesson in the classroom.

Most of students find difficulties in learning vocabulary. Sometimes they get bored or uninterested in the lesson. It is necessary to create the process of English teaching and learning which increase students' motivation in the classroom activities. The use of interactive media can give a stimulus to students to learn. It is also can be used to help provide the context of situation. The things that cannot be brought into classroom can be facilitated by media. There are some media that can be applied in the teaching learning process. One of them is English songs, there are many genres of songs can be used as media, but in this research the researcher use English pop-song.

The same as other English songs, English pop songs, contain lyrics or words in it. Indirectly those become probable means to learn the vocabulary complete with the way to pronounce it. The most different point that English pop-songs bring is the popularity of the song. So, most of students would probably well known about the song. In addition the easy-listening and easy to be sung are other characteristics that enable students to memorize the vocabulary easily. English pop-songs also give variable words that are provided in the lyrics includes the formal and informal words that can be learned. It is because most everyone loves song to hear it and also sing it; song could be the fun way to learn vocabulary. It also could be the probable way to raise the enthusiastic on building and learning vocabulary.

C. Hypothesis

Based on the theoretical review and theoretical framework, a hypothesis is proposed in this study. The hypothesis is in the following statement:

“There is a significant difference between the vocabulary mastery of seventh grade taught using English pop-songs and taught without using them.”

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher presents the research method. It covers type of the research, subject of the research, research instrument, tryout of the instrument, technique of collecting data, and technique of data analysis.

A. Type of the Research

This study is classified as quasi experimental research. This research randomly divided the students into two groups: an experimental group and a control group. The two groups received different teaching media treatments. The experimental group had English pop song as treatment and the control group received the conventional media as treatment. Furthermore, the pre-test was given at the beginning of the experiment before the treatment was begun. In addition, the post-test was given at the end of the treatment after the last treatment was given.

B. Research Design

The research design involved one test that is given before treatment (pre-test) and after treatment (post-test). Group A1 and A2 got a pre test before the experiment was conducted and got a post test after the treatment was given. Group A1 received conventional technique in their English class and group A2 received pop song as the treatment.

Table 1: The Design of Post-Test of the Experimental Group and the Control Group

Group	Pre-test	Treatment	Post-test
Experimental Group	O	X	O
Control Group	O	-	O

C. Sample and Population

In this research, the population of research is seventh grade of SMP Angkasa Adisutjipto Yogyakarta in the academic year of 2010/2011. Two groups taken in this research, those are the experimental group and the control group. The researcher use cluster random sampling to decide whether a class belong to experiment or control class. The result is VIIA as an experimental group and class VIIC as a control group. The distribution of sample can be seen in the table below.

Table 1.1: The Members of the Experimental Group and the Control Group

Group	Class	Sample
Experiment Group	VIIA	29
Control Group	VIIC	35
Total		64

D. Time and Place of the Study

The researcher conducted the research at SMP Angkasa Adisutjipto in the end of March for nine times with seven treatments, one pre test and one post test.

Table 1.2: The Schedule of the Implementation of the Research

Class	Pre-Test	Implementation		Post-Test
		Month	Day	
Experimental Group	February 16 th , 2010	February- March	Tuesday Thursday	March 17 th , 2010
Control Group	February 17 th , 2010	February- March	Wednesday Friday	March 17 th , 2010

E. Research Instrument

1. Instrument Development

The instrument that is used to collect the data is an English vocabulary test. The English vocabulary test in this research is in the form of multiple choices. The test consists of 35 items and each item consists of 4 alternatives for each question. The test is intended to measure how much student improves their English vocabulary mastery. The distribution of the test can be seen as follow.

Table 1.3: The Items Distribution of Vocabulary Test

No	Aspects	Indicator	The Item Number	Total
1	Spelling	▪ Verb	24, 25	2
2	Meaning	▪ Synonym	8,14,17,18	4
		▪ Antonym	6, 7, 32	3
		▪ Definition	9,10, 11	3
		▪ Translation	3,22,33	3
3	Part of Speech	▪ Noun	2, 4, 13, 30	4
		▪ Verb	1,19,29,31, 35	5
		▪ Pronoun	15,23,26,28	4
		▪ Adjective	5, 12, 16, 21	4
		▪ Adverb	20, 27, 34	3
Total				35

2. The Validity of the Instrument

Arikunto (1987: 65) states that validity is an instrument that shows the level of the validity of an instrument. A valid instrument is the instrument which able to test what should be tested. It means it can explain the data from the variables which are accurately researched. There are two kinds of validity applied in this research: construct validity, and item validity.

The construct validity means that the vocabulary test used in the research is based on indicators of the item or based on the theories related to the material of vocabulary. The instrument was constructed according to the blue print of the

vocabulary mastery consisting of some specific indicators. The detail of the blue print is mentioned above.

In addition, to measure the item validity, the researcher used point-biserial formula as follow.

$$r_{\text{pbi}} = \frac{\bar{X}_p - \bar{X}_t}{s} \sqrt{pq}$$

\bar{X}_p =the mean score of students answering the item right

\bar{X}_t =the mean score of students answering the item wrong

p =proportion of student answering the item right

q =proportion of student answering the item wrong

s =standard deviation of the total score of the test

(Hatch and Farhady, 1982: 205)

From the test taken to measure the item validity of vocabulary mastery's instrument, it is found that the reliability is 0.8516 or 85.1 %, so this instrument is acceptable to be used in the research. Moreover, it was found that from 35 questions, only 5 questions which are invalid. The invalid questions are question number: 6, 11, 23, 30, and 34.

3. Reliability of Instrument

To measure the reliability of the instrument, the researcher used KR-20 formula. The formulation used was:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[\frac{v_t - \sum pq}{v_t} \right]$$

Where: k : the number of items
 V_t : total variance
 p : the proportion of correct answer
 q : the proportion of incorrect answer (Arikunto, 2002: 163)

From the test taken to measure the item validity of the vocabulary test' instrument, it is found that the reliability is 0.8516 or 85.1 %, so this instrument is acceptable to be used in the research.

4. Technique of Data Analysis

In this research, the researcher used the inferential statistic to test the hypothesis whether there is significant difference of vocabulary mastery between students who are taught by using English pop song and those who are taught by using conventional technique. The statistics used in this computation are the test of normality, and the test of homogeneity.

a) Test of Normality

It is used to see whether or not the distribution of the responses to the instrument is normal. In this case, the Chi-Square test was used. If the χ^2_o (the chi square) is lower than the χ^2_t (the chi table), it can be stated the scores have a normal distribution. The formula is as follows:

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Where: f_o = The Observed Frequency

f_e = The Expected Frequency (Arikunto, 2002: 259)

b) Test of Homogeneity

It is used to analyze whether or not the sample variance is homogenous or whether the two groups are in the same condition. The test used was the F -test. The F -test formula is as follows.

$$F = \frac{SD^2 \cdot bs}{SD^2 \cdot kt}$$

Where: SD^2_{bs} = the biggest variance

SD^2_{kt} = the smallest variance (Hadi, 2004: 312)

c) Test of Hypothesis

In order to test the hypothesis, the t-test was used. The formula is as

follows:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where: X_1 = mean of the control group

X_2 = mean of the experimental group

s_1 = standard of deviation of the control group

s_2 = standard of deviation of the experimental group

n_1 = the number of students of the control group

n_2 = the number of students of the experimental group

(Hadi, 2004: 312)

CHAPTER IV RESEARCH FINDING AND DISCUSSION

This chapter presents the descriptive analysis, inferential analysis, and discussion. The descriptive analysis describes vocabulary scores. The inferential analysis explains pre-testing analysis and hypothesis testing, while discussion describes the result of the hypothesis testing.

A. Descriptive Analysis

The sample of the study is 64 students, consist of experimental class consists of 29 students and control classes consist of 35 students. The data are taken from the result of vocabulary test. The data descriptions are as follows.

1. Pre-Test Scores of Vocabulary

- a. The description of vocabulary scores from pre test of the control class

Control class is a class taught not by using English pop songs which consists of 35 students. The calculation of descriptive analysis results the data in the following table.

Table 2: The Result of Vocabulary Pre-Test in the Control Class

Description	Value
Mean	14.34
SD	3.325
Median	14.00
Mode	11
Max. Score	21
Min. Score	9
n	35

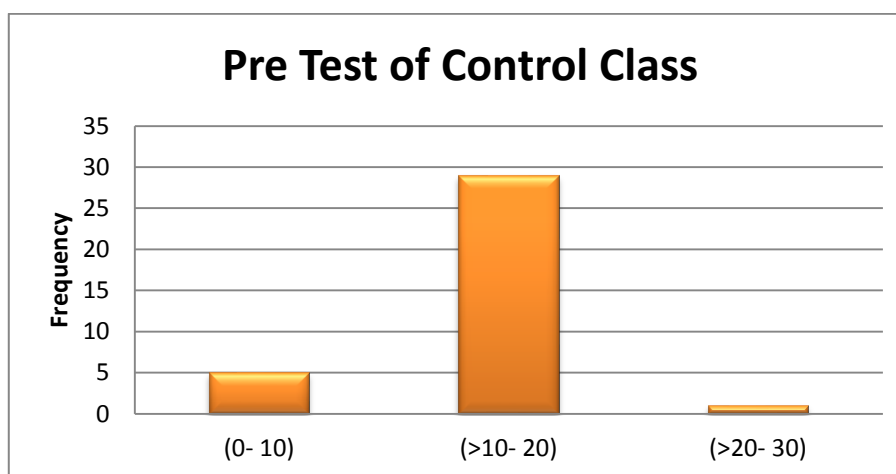
From the result of *pre test*, it is found that the minimum score is 9, and the maximum score is 21. Furthermore, by using computation of SPSS computer program, it is found that the mean is 14.34, the mode is 11, the median is 14, and the standard deviation is 3.325.

For the frequency distribution of the vocabulary pre test of the control class can be seen below.

Table 2.1: The Frequency Distribution of Vocabulary Pre Test of the Control Class

No	Interval	Frequency		
		Absolute	Valid Percent	Cumulative
1	0- 10	5	14.3	14.3
2	>10- 20	29	82.9	97.1
3	>20- 30	1	2.9	100.0
Total		35	100.0	

Below is also presented the histogram graphic of the vocabulary pre test of the control class.



Histogram I: The Graphic Distribution of the Vocabulary Pre Test of the Control Class

For the categorization of the vocabulary pre test of the control class is described in the table as follows.

Table 2.2: The Categorization of the Vocabulary Pre Test of the Control Class

No	Score	Frequency			Categorization
		Absolute	Valid Percent	Cumulative	
1	1- 10	5	14.3	14.3	Low
2	>10- 20	29	18.29	97.1	Middle
3	>20- 30	1	2.9	100.0	High
Total		35	100.0		

b. The description of vocabulary pre test of the experimental class

The experimental class is the class taught by using English pop songs.

The calculation of descriptive analysis results the data in the following table.

Table 2.3: The Result of Vocabulary Pre Test of the Experimental Class

Description	Value
Mean	15.97
SD	3.550
Median	16.00
Mode	13
Max. Score	22
Min. Score	9
n	29

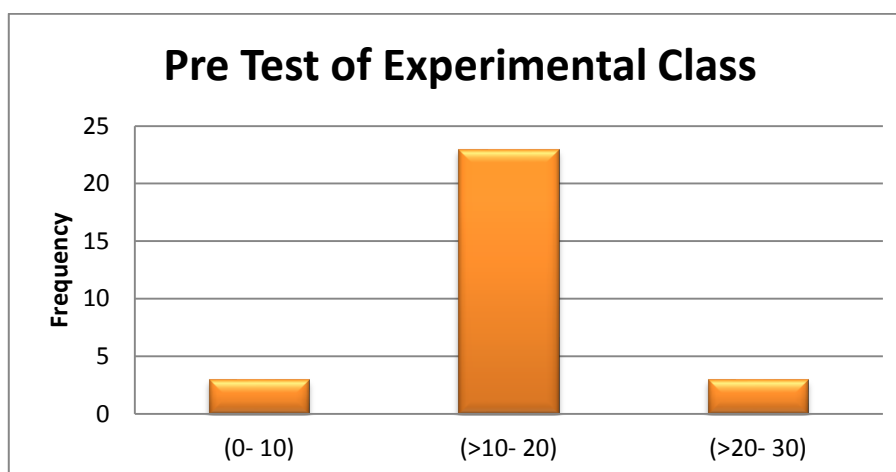
From the result of the *pre test*, it is found that the minimum score is 9, and the maximum score is 22. Besides, by using computation of SPSS computer program, it is found that the mean is 15.97, the mode is 13, the median is 16, and the standard deviation is 3.550.

For the frequency distribution of the vocabulary pre test of the experimental class can be seen below.

Table 2.4: The Frequency Distribution of the Vocabulary Pre Test of the Experimental Class

No	Interval	Frequency		
		Absolute	Valid Percent	Cumulative
1	0- 10	3	10.3	10.3
2	>10- 20	23	79.3	89.7
3	>20- 30	3	10.3	100.0
Total		29	100.0	

Below is also presented the histogram graphic of the vocabulary pre test of the experimental class.



Histogram II: The Graphic Distribution of the Vocabulary Pre Test of the Experimental Class.

For the categorization of vocabulary pre test of the experimental class is described in the table below.

Table 2.5: The Categorization of the Vocabulary Pre Test of the Experimental Class

No	Score	Frequency			Categorization
		Absolute	Valid Percent	Cumulative	
1	1- 10	3	10.3	10.3	Low
2	>10- 20	23	79.3	89.7	Middle
3	>20- 30	3	10.3	100.0	High
Total					

c. The comparison of vocabulary between pre test of the control class and the experimental class

The following table is the comparison between the pre test of the control class and the experimental class.

Table 2.6: The Comparison between Vocabulary Pre Test of the Control and the Experimental Class.

Description	Control Group	Experimental Group
Mean	14.34	15.97
SD	3.325	3.550
Median	14.00	16.00
Mode	11	13
Max. Score	21	22
Min. Score	9	9
N	35	29

From the test of homogeneity in pre test, it is found that F observed is 1.140, while F table is 3.996, the significance is 5 %, and df is 62. It means F-observed= 1.140 < F table = 3.996. It can be concluded that vocabulary score of

the students both in the control class and the experimental class in the pre test has no significant difference. The resume of the F-test is as follows.

Table 2.7: The Resume of the F-Test Result of Vocabulary Pre Test

Data	F-observed	F-table	Df	Interpretation
Pre test	1.140	3.996	62	$F_o < F_t =$ insignificant

2. Post-Test Scores Of Vocabulary

a. The Description of the Vocabulary Post Test of the Control Class

The calculation of descriptive analysis results the data in the following table.

Table 2.8: The Result of Vocabulary Post Test of the Control Class

Description	Value
Mean	14.54
SD	3.459
Median	14.00
Mode	14
Max. Score	21
Min. Score	9
n	35

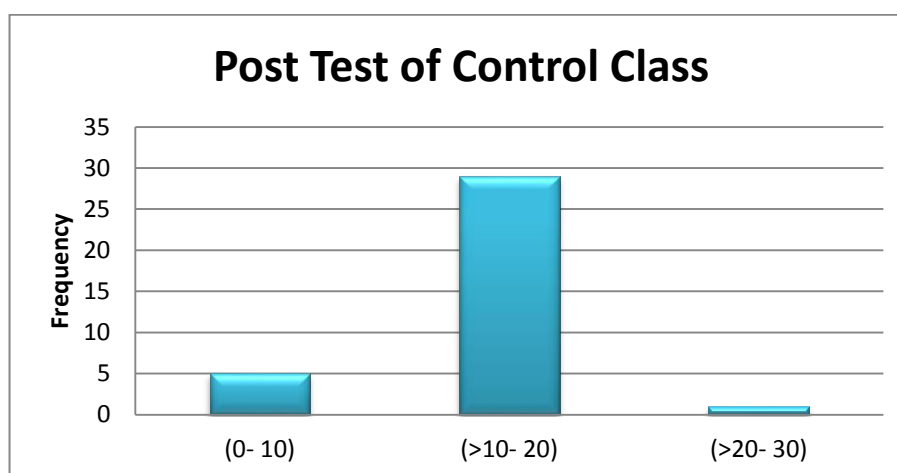
From the result of *post test*, it is found that the minimum score is 9, and the maximum score is 21. Besides, by using computation of SPSS computer program, it is found that the mean is 14.54, the mode is 14, the median is 14.00, and the standard deviation is 3.459.

The frequency distribution of the vocabulary post tests of the control class can be seen below.

Table 2.9: The Frequency Distribution of the Vocabulary Post Test of the Control Class

No	Interval	Frequency		
		Absolute	Valid Percent	Cumulative
1	1-10	5	14.3	14.3
2	>10- 20	29	82.9	97.1
3	>20- 30	1	2.9	100.0
Total		35	100.0	

Below is also presented the histogram graphic of the vocabulary post test of the control class.



Histogram III: The Graphic Distribution of the Vocabulary Post Test of the Control Class

For the categorization of the vocabulary post test of the control class is described in the table below.

Table 2.10: The Categorization of the Vocabulary Post Test of the Control Class

No	Score	Frequency			Categorization
		Absolute	Relative	Cumulative	
1	1-10	5	14.3	14.3	Low
2	>10- 20	29	82.9	97.1	Middle
3	>20- 30	1	2.9	100.0	High
Total					

b. The description of the vocabulary post test of the experimental class

The calculation of descriptive analysis results the data in the following table.

Table 2.11: The Result of Vocabulary Post Test of the Experimental Class

Description	Value
Mean	16.93
SD	3.453
Median	18.00
Mode	18
Max. Score	23
Min. Score	9
n	29

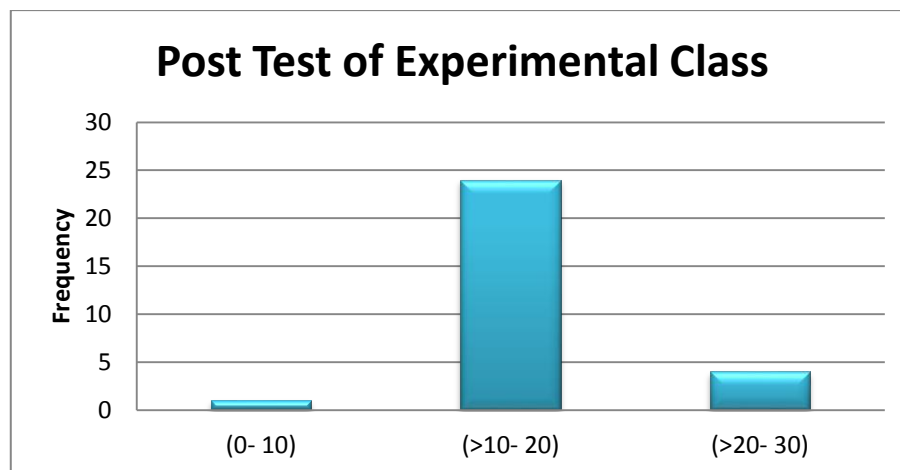
From the result of *the post test*, it is found that the minimum score is 9, and the maximum score is 23. Besides, by using computation of SPSS computer program, it is found that the mean is 16.93, the mode is 18, the median is 18.00, and the standard deviation is 3.453.

The Frequency distribution of the vocabulary post test of the experimental class can be seen below.

Table 2.12: The Frequency Distribution of the Vocabulary Post Test of the Experimental Class

No	Interval	Frequency		
		Absolute	Valid Percent	Cumulative
1	1-10	1	3.4	3.4
2	>10- 20	24	82.8	86.2
3	>20- 30	4	13.8	100.0
Total		29	100.0	

Below is also presented the histogram graphic of the vocabulary post test of the experimental class.



Histogram IV: The Graphic Distribution of the Vocabulary Post Test of the Experimental Class.

For the categorization of the vocabulary post test of the experimental class is described in the table as follows.

Table 2.13: The Categorization of the Vocabulary Post Test of the Experimental Class

No	Score	Frequency			Categorization
		Absolute	Relative	Cumulative	
1	1-10	1	3.4	3.4	Low
2	>10- 20	24	82.8	86.2	Middle
3	>20- 30	4	13.8	100.0	High
Total		29	100.0		

- c. The comparison between vocabulary of the post test in the control class and in the experimental class.

The following table is the comparison between vocabulary of the post test of the control class and the experimental class.

Table 2.14: The Comparison between Vocabulary Post Test of the Control and the Experimental Class

Description	Control Group	Experimental Group
Mean	14.54	16.93
SD	3.459	3.453
Median	14.00	18.00
Mode	14	18
Max. Score	21	23
Min. Score	9	9
N	35	29

From the post test, it is found that the mean of the control class is 14.54 and the mean of the experimental class is 16.93. At glance, the experimental class has higher achievement than the control class as the experiment's mean is higher than the control's. In the following discussion, it will prove whether the assumption is true or not by looking at the t-test result.

B. Inferential Analysis

In the inferential analysis, the researcher describes pre-testing analysis and hypothesis testing.

1. Pre-testing Analysis

Before doing hypothesis testing, pre-testing analysis should be done first. Pre-testing analysis consists of two tests; they are normality test to test whether the scores distribution of the samples are normal or not; and homogeneity test to test whether the samples' variation are homogeneous or not. The results are as follows.

a. Normality test

Normality test is used to find whether the scores' distribution of the samples is normal or not. All the computation data are computed by using SPSS 2000Sutrisna Hadi and Yuni Parmadiningsih edition. The normality test taken is Chi-Square test. In vocabulary testing the researcher makes the table of normality as follows.

Table 2.15: The Result of Normality Test of Vocabulary

Variables	df	χ^2	χ^2_t	Interpretation
Pre-test of the control class	5	10.214	11.070	Normal
Pre-test of the experimental class	3	1.159	7.815	Normal
Post-test of the control class	5	4.357	11.070	Normal
Post-test of the experimental class	4	1.323	9.488	Normal

a) Normality test of pre-test of the control class

From the table above, it is founded that in the pre-test of the control class, the result of the Chi-Square (χ^2) is 10.214, with degree of freedom = 5, and the significance is 5%, while the chi-table (χ^2_{α}) is 11.070. As Chi-Square is lower than the chi-table, it can be concluded that the scores of the vocabulary pre test of the control class have normal distribution.

b) Normality test of pre-test of the experimental class

From the table above, it is founded that the result of the Chi-Square (χ^2) is 1.159 with degree of freedom = 3, and the significance is 5%, while the chi-table (χ^2_{α}) is 7.815. As the Chi-Square value is lower than the chi-table, it can be concluded that the scores of the vocabulary pre test of the experimental class have normal distribution.

c) Normality test of post-test of the control class

From the table above, it is founded that the result of the Chi-Square (χ^2) is 4.357 with degree of freedom = 5, and the significance is 5%, while the chi-table (χ^2_{α}) is 11.070. As the Chi-Square value is lower than the chi-table, so it can be concluded that the scores of the vocabulary post test of the control class have normal distribution.

d) Normality test of post-test of the experimental class

From the normality test done by using SPSS 2000 Sutrisna Hadi and Yuni Parmadiningsih edition, it is founded that the result of the Chi-Square (χ^2) is

1.323 with degree of freedom = 4, and the significance is 5%, while the chi-table (χ^2_t) is 9.448. As the Chi-Square value is lower than the chi-table, it can be concluded that the scores of the vocabulary pre test of the experimental class have normal distribution.

b. Homogeneity test

1) Homogeneity test of pre-test

From the homogeneity test done by using SPSS Sutrisna Hadi and Yuni Parmadiningsih edition, it is found that the F observed value in the pre-test is 1.140, while F table with which the degree of freedom is 62 versus 1, and the significance is 5% is 3.996. In the calculation of the homogeneity, if F observed value < F table, it means that the data are homogenous. In this case, F observed (1.140) < F table (3.996), so the pre-test of vocabulary is homogenous.

2) Homogeneity test of post-test

From the homogeneity test done by using SPSS Sutrisna Hadi and Yuni Parmadiningsih edition, it is found that the F observed value in the pre-test is 1.003, while F table with which the degree of freedom is 62 versus 1, and the significance is 5% is 3.996. In the calculation of the homogeneity, if F observed value < F table, it means that the data are homogenous. In this case, F observed (1.003) < F table (3.996), so the post-test of vocabulary is homogenous.

2. Hypothesis testing

Hypothesis testing is used to test whether the hypothesis null is acceptable or not. The function of the null hypothesis (H_0) is to predict that the hypothesis has no legal effect. The null **hypothesis (H_0)** is as follows:

There is no significant difference between vocabulary score students who are taught by using English Pop Song and those who are taught by using conventional technique.

The researcher presents each hypothesis and the data in this research analyzed with the help of SPSS 2000 Sutrisna Hadi and Yuni Parmadiningsih edition. The test taken is *t-test*. In *t-test*, if the value of *t*-observed is higher than *t*-table, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. **Hypothesis alternative (H_a)** is as follows.

There is a significant difference between vocabulary scores students who are taught using English pop songs and those who are taught by using conventional technique.

The formulation used is *t-test*. The summary of the result is as follows.

Table 2.16: The Students Scores of Vocabulary Post Test in the Experimental class and the Control Class

Class	N	\bar{X}	SD
Experimental class	29	16.93	3.453
Control class	35	14.54	3.459

Table 2.18 shows that the mean score of the experimental group (16.93) after the treatment is higher than that of the control group (14.54). The *t-test*

formula is applied to test whether there are significantly and different results of the two groups. The result of the *t*-test can be described in the following table.

Table 2.17: The Resume of the T-Test Result of Vocabulary

Variables	df	t-observed	t-table	Interpretation
Control class and Experimental class	62	2.572	1.999	$t_o > t-t = \text{significant}$

From the table above, it shows that *t* observed is 2.572, with degree of freedom 62 and the significant level 5%. Statistically, if *t* observed $>$ than *t* table, the difference is significant. In this case, the *t*-observed is 2.572 and the *t* table is 1.999. It means that *t* observed $>$ *t* table, so the alternative hypothesis is accepted and the null hypothesis is rejected. It can be concluded that there is significant difference between vocabulary scores of the students who are taught by using English pop songs and those who are taught by using conventional technique.

3. Discussions

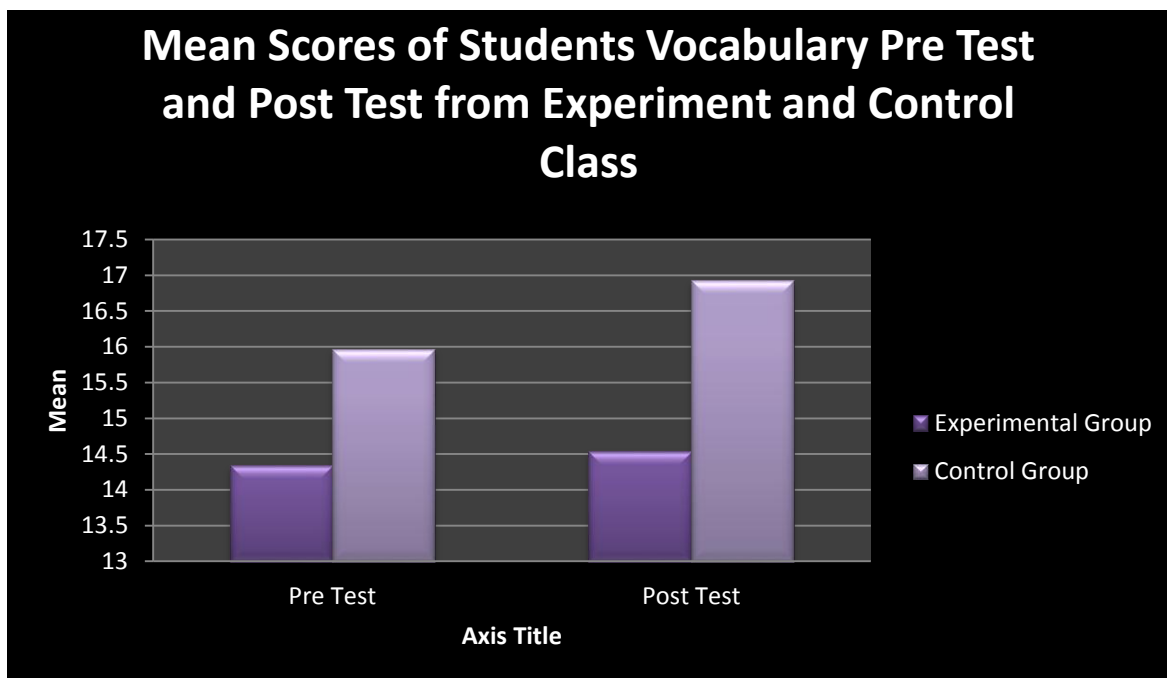
In this sub chapter, the researcher discusses the research findings that include the test result and the effectiveness of the medium used in teaching vocabulary. The result of research states that the hypothesis statement “there is a significant difference between vocabulary scores of the students who are taught by using English pop songs and those who are taught by using conventional technique” is accepted. It means media helps the teacher in teaching a lesson in order that the teaching learning process will be more interesting. Media in teaching learning process are used as a means of achieving the learning objectives.

In order to achieve the objective of learning vocabulary, the requirements of effective teaching and learning English vocabulary are adequately met.

Based on the research in SMP Angkasa Adisutjipto, in class VII A and class VII C, whereas the VII A (experimental class) consists of 29 students and VII C (control class) consist of 35 students. Moreover, it is found that there is significant difference between vocabulary scores of students who are taught using English pop songs and those taught by using conventional technique. It can be seen from the t-test result which is higher than t-table. In this case, the t-observed is 2.457 and t-table is 1.99, so $2.457 (t\text{-observed}) > 1.99 (t\text{-table})$.

English pop songs can give a stimulus to students to learn vocabulary. The use of English pop songs in classroom can improve the students' vocabulary scores. It is an attractive and effective medium in teaching and learning vocabulary, because it helps them to memorize the vocabulary easily. It can be seen from the gain score of the experimental group and control group. The mean score on the table of gain score shows that the mean score of the experimental group (16.93) is higher than the mean score of control group (14.54). The probability value is lower than the significance level ($0.008 < 0.05$). So, the hypothesis proposed in the research can be accepted.

For the resume of the vocabulary tests' result can be seen in the diagram below.



Histogram V: The Graphic of Mean Scores of Vocabulary Pre Test and Post Test from Experiment and Control Class

Furthermore, this research results support the theory from Brewer who states that song can be one of very useful media for introducing new English words to increase the English foreign Language students' vocabulary. Some researchers have conducted the study on the use of song in teaching vocabulary. The content of song is not only for entertaining, but also can offer a new way in learning a language. Song is a natural way for people to learn a language. Playing song can set a positive mood of the day or the beginning of the classroom, or to maintain the positive attitude during the day.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestion of the research. The conclusions are formulated from the research questions, while the suggestions present the recommendation for teaches, further researcher and related parties.

A. Conclusions

This study has been concerned with the implementation of English pop songs in teaching vocabulary to seventh graders. The purpose of this study is to investigate whether or not the use of English pop songs can significantly improve the students' vocabulary mastery. Furthermore, this study also aimed to find out students' perspective toward the use of English pop songs.

On the basis of findings and discussion, the following conclusions are drawn. There is a significant difference between the vocabulary scores of the students who are taught using English pop songs and those who are taught by using conventional technique.

It can be seen from the t-observed result which is higher than t-table. In this case, the t-test value is 2.572 and t-table is 1.99, so $2.572 (t\text{-test}) > 1.99 (t\text{-table})$. In class VII A, as the experiment class taught by using English Pop Songs, the mean of the pre-test is 15.97, while in class VII C, as the control class, the mean is 14.34. In post test, after experiment applied, the mean of the experiment class is 16.93, and the mean of the control class is 14.54. It shows that in experiment class, the mean is getting increased from 15.97 to 16.93, so it

increases for 0.97 points, while in the control class the mean increases only 0.20 points.

B. Suggestions

Based on the conclusions that have been mentioned above, some suggestions could be given to the teachers, the students, and the interested researchers.

1. To the English Teachers of High School

English pop songs have been reported to have a positive contribution to the students' vocabulary. Therefore, it is suggested that the English Teachers of Junior School tell their students that song can be used as means for learners who want to master the vocabulary mastery. The teachers could give the students a task to listen English song. Then, the teachers ask the students about the vocabulary they heard, the pronunciation of the vocabulary, and the meaning of the vocabulary, etc.

2. To the Students of Senior High School

This study shows that English pop songs have a positive and significant contribution to the students' vocabulary. To get better vocabulary mastery, the students can take a full benefit of English pop songs. English pop songs enable the students to acquire new vocabulary, practice the pronunciation, and remember the meaning of vocabulary. The researcher suggests that the students of Senior High School listen to English songs intensively. Therefore, they will achieve significant improvement in their vocabulary mastery.

3. To others Researcher

For others who concerning about the use of English pop songs in teaching vocabulary, it is recommended that the use of songs be used in other aspects and skills of language teaching. It is also recommended to have more than six meetings to implement the strategy of using English pop songs because in this study, limitation of time became a major problem.

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APPENDICES

APENDIX 1

TRY-OUT

A. Choose the correct answer by crossing (X) a, b, c, or d.

Text 1

Every morning Ani wakes up at six o'clock. She helps her mother in the kitchen preparing meals for the family. Then she takes a shower and prepares herself to go to school. Arround seven o'clock, she joins her father and brother in the diningroom to have breakfast. She goes to school at seven thirthy by bus.

1. "Every Morning Ani wakes up at six o'clock." The word 'wakes up' is included into a/an...
 - a. noun
 - b. verb
 - c. adverb
 - d. adjective
2. Which of the lists below are nouns?
 - a. Helps, Kitchen
 - b. She, Family
 - c. Takes, Prepares
 - d. Kitchen, School
3. "Arround seven o'clock, she joins her father and brother in the diningroom...". (line 3). What is the Indonesian word for 'dining room'?
 - a. Ruang makan
 - b. Ruang tamu
 - c. Ruang tidur
 - d. Ruang belajar
4. "She goes to school at seven thirthy by bus". (line 4). The word 'school' is included into a/an...
 - a. noun
 - b. verb
 - c. adverb
 - d. adjective

Text 2

Ana : Didi, who is the man over there?

Didi :Which one?

Ana :The one in the red T-shirt.

Didi :I don't see a man in a red T-shirt.

Ana :Over there sitting in the Bench. He has curly hair.

Didi :Oh, that's John. He's an exchange student.

Ana :What about the woman next to him?

Didi :You mean the woman that has long straight hair?

Ana :Yes, that beautiful woman.

Didi :Oh, her name is Yuiko. She is from Japan.




5. He has curly hair. The word "curly" is included into a/an... .
- a. noun
 - b. verb
 - c. adverb
 - d. adjective


6. The antonym of the word 'straight' is?
- a. long
 - b. curly
 - c. short
 - d. wave
7. The opposite of the word 'beautiful' is...
- a. handsome
 - b. stupid
 - c. nice
 - d. ugly


My School

I go to SMP Harapan on Jalan Kartika 9. It is a big school. It has twenty-four classrooms, three teacher rooms, two laboratories, one library, a canteen, and a playground. SMP Harapan is a private school. I like my school. It has many good teachers. Mr. Hadi is the name of our headmaster.

I want to introduce you some of my favorite teachers.

	<p>This is Mrs. Hadi. She is our headmaster's wife and she teaches mathematics, I hate mathematics but when she teaches it, I forget that I hate it. She is very funny and nice. Her math class is always fun. Mr. And Mrs. Hadi have a son. His name is Andri. He is my classmate and my best friend.</p>
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	<p>This is Ms. Miranda. She is our English teacher. She is from Australia. I like her a lot because she is nice and smart. She doesn't like teaching in the classroom. She always takes us to the garden and we study there. Ms. Miranda lives on Jalan Bromo. It's very close to my house. She goes to school by bicycle. She doesn't want to drive a car or take the bus. She always says that we have to protect the world from pollution.</p>
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	<p>This is our art teacher Mr. Broto. He looks mean but he is actually very nice and funny. Mr. Broto is a very good artist. His drawings are beautiful. He also plays the guitar, piano, and drums. Mr. Broto is never late to class. He always comes at six thirty in the morning and prepare his lessons.</p>
---	--

8. "It is a big school". The underlined word is closest in meaning to...
- a. small
 - b. long
 - c. short
 - d. large
9. What is a classroom?
- a. A place to study with classmates and teachers.
 - b. A place to to borrow books, newspapers, or magazines
 - c. A place where you buy food and eat.
 - d. A place where you can play with your classmates.
10. What is a library?
- a. A place to study with classmates and teachers
 - b. A place to to borrow books, newspapers, or magazines
 - c. A place where you buy food and eat.
 - d. A place where you can play with your classmates
11. What is a canteen?
- a. A place to study with classmates and teachers
 - b. A place to to borrow books, newspapers, or magazines.
 - c. A place where you buy food and eat.
 - d. A place where you can play with your classmates.
12. "SMP Harapan is a private school". The word "private" is included into a/an... .
- a. noun
 - b. pronoun
 - c. adverb
 - d. adjective
13. "Mr. Hadi is the name of our headmaster". The word "headmaster" is included into a/an... .
- a. noun
 - b. pronoun
 - c. verb
 - d. adverb
14. "It has many good teachers" (line 3). The underlined word is closest in meaning to...
- a. bad
 - b. clever
 - c. nice
 - d. lazy
15. Which words are pronouns?
- a. goes, funny
 - b. teach, she
 - c. school, library
 - d. her, our
16. "I hate mathematics". The word "hate" is included into a/an... .
- a. noun
 - c. adverb

- b. pronoun
d. adjective
17. A “She is very funny and nice”. The closest in meaning to the underlined word is...
- a. serious
c. friendly
b. kind
d. humorous
18. “I like her a lot because she is nice and smart”. The synonym of the underlined word is...
- a. lazy
c. stupid
b. dilligent
d. clever
19. Which of the following word is a verb?
- a. good
c. teaches
b. many
d. always
20. “She always takes us to the garden....”. The word ‘garden’ is included into a/an... .
- a. noun
c. adverb
b. verb
d. adjective
21. “It’s very close to my house”. The word ‘close’ is included into a/an... .
- a. noun
c. adverb
b. verb
d. adjective
22. “She always says that we have to protect....”. What is the Indonesian word for ‘protect’...
- a. Merusak
c. Menjaga
b. Mengawasi
d. Melindungi
23. “His drawings are beautiful”. The word “his” is included into a/an... .
- a. noun
c. adverb
b. pronoun
d. adjective
24. Tino ... studying at his school.
- a. e-n-j-o-i-s
c. i-n-j-o-y-e-s
b. e-n-j-o-y-s
d. e-n-y-o-i -e-s
25. Mr. Hadi ... Mathematics.
- a. t-e-a-h-c-e-s
c. t-e-a-c-h-s
b. t-i-e-c-h-e-s
d. t-i-e-c-h-s

26. Rina : May I use ... mobile phone?

Rani : Sure. Here you are.

- a. my
- b. mine
- c. your
- d. Yours

Text 4

Today, Anto and his mother are going to the supermarket. His mother wants to buy a lot of things. She asks Anto to help her. Anto is happy to help his mother. Anto's mother buys somebread, some bananas, and six kilos of Cianjur rice. She wants to buy some tommatoes but they are too expensive. She does not find any margarine and so she cannot buy any. She also buys some carrots,cabbages, and onions. After shopping, they take the bus to get home. Anto carries five shopping bags while his mother carries three.

27. "Today, Anto and his mother are going to the supermarket". The word 'supermarket' is included into a/an... .

- a. noun
- b. pronoun
- c. verb
- d. adverb

28. Which of the following word is a pronoun?

- a. Anto
- b. Buy
- c. His
- d. Does

29. The word 'buy' is included into a/an... .

- a. noun
- b. pronoun
- c. verb
- d. adverb

30. Which of the lists below is nouns?

- a. Supermarket, buy
- b. Bread, Carrot
- c. Wants, Tomatoes
- d. Get, Carries

31. Which one the following word is a verb?

- a. His
- b. Mother
- c. Asks
- d. Bread

32. "Anto is happy to help his mother" (in line 3). The antonym of the underlined word is...
- a. love
 - b. hate
 - c. proud
 - d. sad
33. "She wants to buy some tomatoes but they are too expensive". What is the Indonesian word for "expensive"?
- a. Murah
 - b. Mahal
 - c. Rata-rata
 - d. Cocok
34. "After shopping, they take the bus to get home". The word "home" is included into a/an... .
- a. noun
 - b. pronoun
 - c. verb
 - d. adverb
35. The word "carries" is included into a/an... .
- a. noun
 - b. pronoun
 - c. verb
 - d. adverb

PRE TEST

A. Choose the correct answer by crossing (X) a, b, c, or d.

Text 1

Every morning Ani wakes up at six o'clock. She helps her mother in the kitchen preparing meals for the family. Then she takes a shower and prepares herself to go to school. Arround seven o'clock, she joins her father and brother in the diningroom to have breakfast. She goes to school at seven thirthy by bus.

1. "Every morning Ani wakes up at six o'clock". The word 'wakes up' is included into a/an... .
 - a. noun
 - b. verb
 - c. adverb
 - d. adjective
2. Which of the lists below are nouns?
 - a. Helps, Kitchen
 - b. She, Family
 - c. Takes, Prepares
 - d. Kitchen, School
3. "Arround seven o'clock, she joins her father and brother in the diningroom...". (line 3). What is the Indonesian word for 'dining room'?
 - a. Ruang makan
 - b. Ruang tamu
 - c. Ruang tidur
 - d. Ruang belajar
4. "She goes to school at seven thirthy by bus". (line 4). The word 'school' is included into a/an... .
 - a. noun
 - b. verb
 - c. adverb
 - d. adjective

Text 2

Ana : Didi, who is the man over there?

Didi : Which one?

Ana : The one in the red T-shirt.

Didi : I don't see a man in a red T-shirt.

Ana : Over there sitting in the Bench. He has curly hair.

Didi : Oh, that's John. He's an exchange student.

Ana : What about the woman next to him?

Didi : You mean the woman that has long straight hair?

Ana : Yes, that beautiful woman.

Didi : Oh, her name is Yuiko. She is from Japan.



5. He has curly hair. The word "curly" is included into a/an...
 - a. noun
 - b. verb
 - c. adverb
 - d. adjective
6. The opposite of the word 'beautiful' is...
 - a. handsome
 - b. stupid
 - c. nice
 - d. ugly

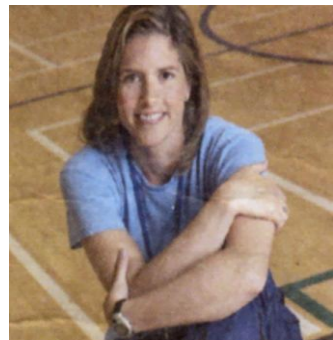
My School

I go to SMP Harapan on Jalan Kartika 9. It is a big school. It has twenty-four classrooms, three teacher rooms, two laboratories, one library, a canteen, and a playground. SMP Harapan is a private school. I like my school. It has many good teachers. Mr. Hadi is the name of our headmaster.

I want to introduce you some of my favorite teachers.



This is Mrs. Hadi. She is our headmaster's wife and she teaches mathematics, I hate mathematics but when she teaches it, I forget that I hate it. She is very funny and nice. Her math class is always fun. Mr. And Mrs. Hadi have a son. His name is Andri. He is my classmate and my best friend.



This is Ms. Miranda. She is our English teacher. She is from Australia. I like her a lot because she is nice and smart. She doesn't like teaching in the classroom. She always takes us to the garden and we study there. Ms. Miranda lives on Jalan Bromo. It's very close to my house. She goes to school by bicycle. She doesn't want to drive a car or take the bus. She always says that we have to protect the world from pollution.



This is our art teacher Mr. Broto. He looks mean but he is actually very nice and funny. Mr. Broto is a very good artist. His drawings are beautiful. He also plays the guitar, piano, and drums. Mr. Broto is never late to class. He always comes at six thirty in the morning and prepare his lessons.

7. "It is a big school". The underlined word is closest in meaning to...
- a. small
 - b. long
 - c. short
 - d. large

8. What is a classroom?
- A place to study with classmates and teachers.
 - A place to to borrow books, newspapers, or magazines
 - A place where you buy food and eat.
 - A place where you can play with your classmates.
9. What is a library?
- A place to study with classmates and teachers
 - A place to to borrow books, newspapers, or magazines
 - A place where you buy food and eat.
 - A place where you can play with your classmates
10. "SMP Harapan is a private school". The word "private" is included into a/an...
- noun
 - pronoun
 - adverb
 - adjective
11. "Mr. Hadi is the name of our headmaster". The word "headmaster" is included into a/an... .
- noun
 - pronoun
 - verb
 - adverb
12. "It has many good teachers" (line 3). The underlined word is closest in meaning to...
- bad
 - clever
 - nice
 - lazy
13. Which words are pronouns?
- goes, funny
 - teach, she
 - school, library
 - her, our
14. "I hate mathematics". The word "hate" is included into a/an... .
- noun
 - pronoun
 - adverb
 - Adjective
15. A "She is very funny and nice". The closest in meaning to the underlined word is...
- serious
 - kind
 - friendly
 - humorous
16. "I like her a lot because she is nice and smart". The synonym of the underlined word is...
- lazy
 - stupid

- b. dilligent d. clever

17. Which of the following word is a verb?

- a. good c. teaches
b. many d. always

18. "She always takes us to the garden....". The word "garden" is included into a/an... .

- a. noun c. adverb
b. verb d. adjective

19. "It's very close to my house". The word 'close' is included into a/an... .

- a. noun c. adverb
b. verb d. adjective

20. "She always says that we have to protect....". What is the Indonesian word for 'protect'...

- a. Merusak c. Menjaga
b. Mengawasi d. Melindungi

21. Tino ... studying at his school.

- a. e-n-j-o-i-s c. i-n-j-o-y-e-s
b. e-n-j-o-y-s d. e-n-y-o-i -e-s

22. Mr. Hadi ... Mathematics.

- a. t-e-a-h-c-e-s c. t-e-a-c-h-s
b. t-i-e-c-h-e-s d. t-i-e-c-h-s

23. Rina : May I use ... mobile phone?

Rani : Sure. Here you are.

- a. my c. your
b. mine d. Yours

Text 4

Today, Anto and his mother are going to the supermarket. His mother wants to buy a lot of things. She asks Anto to help her. Anto is happy to help his mother. Anto's mother buys somebread, some bananas, and six kilos of Cianjur rice. She wants to buy some tommatoes but they are too expensive. She does not find any margarine and so she cannot buy any. She also buys some carrots,cabbages, and onions. After shopping, they take the bus to get home. Anto carries five shopping bags while his mother carries three.

24. "Today, Anto and his mother are going to the supermarket". The word 'supermarket' is included into a/an... .
- a. noun
 - b. pronoun
 - c. verb
 - d. adverb
25. Which of the following word is a pronoun?
- a. Anto
 - b. Buy
 - c. His
 - d. Does
26. The word 'buy' is included into a/an... .
- a. noun
 - b. pronoun
 - c. verb
 - d. adverb
27. Which one the following word is a verb?
- a. His
 - b. Mother
 - c. Asks
 - d. Bread
28. "Anto is happy to help his mother" (in line 3). The antonym of the underlined word is...
- a. love
 - b. hate
 - c. proud
 - d. sad
29. "She wants to buy some tomatoes but they are too expensive". What is the Indonesian word for "'expensive'?"
- a. Murah
 - b. Mahal
 - c. Rata-rata
 - d. Cocok
30. The word "'carries'" is included into a/an... .
- a. noun
 - b. pronoun
 - c. verb
 - d. adverb

POST TEST

A. Choose the correct answer by crossing (X) a, b, c, or d.

Text 1

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1. "Every morning Ani wakes up at six o'clock". The word 'wakes up' is included into a/an... .
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 - d. Ruang belajar
4. "She goes to school at seven thirthy by bus". (line 4). The word 'school' is included into a/an... .
 - a. noun
 - b. verb
 - c. adverb
 - d. adjective

Text 2

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Didi :Which one?

Ana :The one in the red T-shirt.

Didi :I don't see a man in a red T-shirt.

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Didi :Oh, that's John. He's an exchange student.

Ana :What about the woman next to him?

Didi :You mean the woman that has long straight hair?

Ana :Yes, that beautiful woman.

Didi :Oh, her name is Yuiko. She is from Japan.



5. He has curly hair. The word "curly" is included into a/an... .
- | | |
|---------|--------------|
| a. noun | c. adverb |
| b. verb | d. adjective |
6. The opposite of the word 'beautiful' is...
- | | |
|-------------|---------|
| a. handsome | c. nice |
| b. stupid | d. ugly |

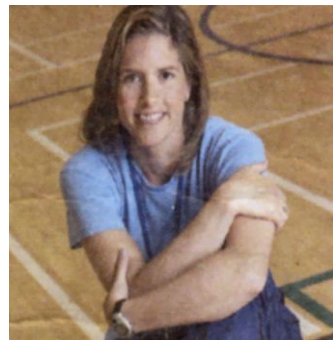
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 - A place where you buy food and eat.
 - A place where you can play with your classmates
10. "SMP Harapan is a private school". The word "private" is included into a/an...
- noun
 - pronoun
 - adverb
 - adjective
11. "Mr.Hadi is the name of our headmaster". The word "headmaster" is included into a/an... .
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12. "It has many good teachers" (line 3). The underlined word is closest in meaning to...
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 - clever
 - nice
 - lazy
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- b. verb
- d. adjective

19. “It’s very close to my house”. The word ‘close’ is included into a/an... .

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- a. Merusak
- c. Menjaga
- b. Mengawasi
- d. Melindungi

21. Tino ... studying at his school.

- a. e-n-j-o-i-s
- c. i-n-j-o-y-e-s
- b. e-n-j-o-y-s
- d. e-n-y-o-i -e-s

22. Mr. Hadi ... Mathematics.

- a. t-e-a-h-c-e-s
- c. t-e-a-c-h-s
- b. t-i-e-c-h-e-s
- d. t-i-e-c-h-s

23. Rina : May I use ... mobile phone?

Rani : Sure. Here you are.

- a. my
- c. your
- b. mine
- d. Yours

Text 4

Today, Anto and his mother are going to the supermarket. His mother wants to buy a lot of things. She asks Anto to help her. Anto is happy to help his mother. Anto’s mother buys somebread, some bananas, and six kilos of Cianjur rice. She wants to buy some tommatoes but they are too expensive. She does not find any margarine and so she cannot buy any. She also buys some carrots,cabbages, and onions. After shopping, they take the bus to get home. Anto carries five shopping bags while his mother carries three.

24. "Today, Anto and his mother are going to the supermarket". The word 'supermarket' is included into a/an... .
- a. noun
 - b. pronoun
 - c. verb
 - d. adverb
25. Which of the following word is a pronoun?
- a. Anto
 - b. Buy
 - c. His
 - d. Does
26. The word 'buy' is included into a/an... .
- a. noun
 - b. pronoun
 - c. verb
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- a. His
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 - c. Asks
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- a. love
 - b. hate
 - c. proud
 - d. sad
29. "She wants to buy some tomatoes but they are too expensive". What is the Indonesian word for "'expensive'?"
- a. Murah
 - b. Mahal
 - c. Rata-rata
 - d. Cocok
30. The word "'carries'" is included into a/an... .
- a. noun
 - b. pronoun
 - c. verb
 - d. adverb

APENDIX 2

**SILABUS
BAHASA INGGRIS
KELAS VII**

SMP ANGKASA ADISUTJIPTO

SILABUS

Sekolah : SMP Angkasa Adisutjipto
 Kelas : VII
 Mata Pelajaran : Bahasa Inggris
 Semester : 1
 Standar Kompetensi : 1. Mendengarkan

memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok / Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri / orang lain, dan memerintah atau melarang	Contoh: A : <i>Good morning</i> <i>How are you ?</i> B : <i>Fine Thanks.</i> <i>Nice to meet you</i> A : <i>Hello, I' Nina</i> B : <i>Hi, I'm Reny</i> <i>Nice to meet you</i> A : <i>Don't do that</i> B : <i>No. I won't</i> A : <i>Stop it</i> B : <i>Ok</i>	<ul style="list-style-type: none"> Tanya jawab yang terkait dengan materi Membahas kosa kata dan tata bahasa yang terkait dengan sapaan, perkenalan, memberi perintah atau melarang Mendengarkan percakapan yang terkait dengan sapaan, perkenalan, memberi perintah atau melarang. Menjawab / merespon pertanyaan. 	Merespon ungkapan ungkapan <ul style="list-style-type: none"> Sapaan orang yang sudah / belum dikenal Perkenalan diri sendiri / orang lain Perintah / larangan 	<ul style="list-style-type: none"> Tes lisan Tes tertulis Unjuk kerja 	<ul style="list-style-type: none"> Merespon ungkapan lisan Pilihan Ganda Responding 	<i>Listen to the expressions and give your response.</i> <ul style="list-style-type: none"> A: <i>Good morning.</i> B: <i>Listen to the expressions and choose the best option.</i> <ul style="list-style-type: none"> "Hi, I'm Yeny,... ..to meet you a. Nice b. meet c. fine d. Thanks <ul style="list-style-type: none"> <i>Give it to me.</i> 	2x40 menit	<ul style="list-style-type: none"> Script Bahan-bahan rekaman (kaset, CD, VCD)

Standar Kompetensi : 2. Mendengarkan

Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok / Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
2.1 Merespon makna tindak tutur yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	<p>Contoh:</p> <ul style="list-style-type: none"> • <i>Keep closed !</i> • <i>Things to buy</i> <ul style="list-style-type: none"> - <i>Sugar</i> - <i>Flour</i> - <i>Meat</i> - <i>Butter</i> • <i>Congratulations !</i> • <i>Well done !</i> • <i>Announcement !</i> <i>" School will close tomorrow since it's the WAISAK day."</i> 	<ol style="list-style-type: none"> 1. Tanya jawab yang terkait dengan materi 2. Membahas kosakata & tata bahasa: verb phrase yang berkaitan dengan instruksi, ucapan selamat; <i>noun phrase</i> yang berkaitan dengan daftar benda/barang 3. Mendengarkan percakapan yang sesuai dengan materi 4. Menjawab/merespon pertanyaan tentang struktur percakapan 	<ul style="list-style-type: none"> • merespon makna dalam teks lisan fungsional pendek berupa: <ul style="list-style-type: none"> • Instruksi • Daftar benda / barang (<i>Shopping list</i>) • Ucapan selamat • Pengumuman 	<ul style="list-style-type: none"> • Tes lisan • Unjuk kerja • Tes tertulis 	<ul style="list-style-type: none"> • Pertanyaan • Respon tindakan • Benar-salah 	<ul style="list-style-type: none"> • <i>A:What does the writer want to buy?</i> <i>B:</i> • <i>Stand up!</i> • <i>Raise your hand!</i> <i>Listen to the statement and decide if the statement is True (T) or False (F)</i> • <i>I need to get a pack of sugar. (T / F)</i> 	2x40 menit	<ul style="list-style-type: none"> • <i>Script</i> percakapan • Gambar benda-benda kebutuhan sehari-hari • Bahan rekaman (kaset, CD,VCD,dll)

<p>2.2. Merespon makna gagasan yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat</p>	<p>Contoh:</p> <ul style="list-style-type: none"> • <i>Congratulations !</i> • <i>Well done !</i> • <i>Announcement !</i> <i>" School will close tomorrow since it's the WAISAK day</i> 	<p>1. Mendengarkan dan merespon <i>introduction</i> tentang makna yang tersurat dalam ungkapan-ungkapan fungsional pendek berupa instruksi, <i>shopping list, greeting card, announcement.</i></p>	<ul style="list-style-type: none"> • Mengidentifikasi makna gagasan dalam teks lisan fungsional pendek berupa: <ul style="list-style-type: none"> - Instruksi - <i>Shopping list</i> - <i>Greeting card</i> - <i>Announcement</i> 	<p>Tes lisan</p>	<p>Daftar pertanyaan</p>	<p><i>Listen and answer the questions orally!</i></p>	<p>2x40 menit</p>	<p><i>Script</i> teks fungsional pendek lisan Dari buku teks</p>
		<p>2. Memperhatikan kosakata dan tatabahasa yang mungkin muncul dalam makna yang tersurat dalam ungkapan-ungkapan fungsional pendek lisan berupa instruksi, <i>shopping list, greeting card, announcement</i></p>		<p>Tes tulis</p>	<p>Melengkapi</p>	<p><i>Listen and fill in the blank spaces</i></p>		<p>Rekaman kaset, CD, DVD, film</p>
		<p>3. Mendengarkan teks-teks lisan fungsional pendek yang terkait dengan topik materi terkait</p>			<p>T/F</p>	<p><i>Write down T/F for the statements</i></p>		
		<p>4. Mengidentifikasi makna gagasan teks lisan fungsional pendek yang terkait dengan topik materi</p>			<p>Pilihan ganda</p>	<p><i>Choose the best answer by crossing a, b, c, or d</i></p>		
		<p>5. Menjawab pertanyaan-pertanyaan tentang makna gagasan yang terdapat dalam materi teks fungsional pendek</p>		<p>Unjuk kerja</p>	<p>Respon tindakan</p>	<p><i>Listen the instruction and do it!</i></p>		
					<p>Menjodohkan</p>	<p><i>Match the statements in list A and B</i></p>		

Standar Kompetensi : 3. Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok / Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
3.1 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur : orang menyapa yang belum dikenal, memperkenalkan diri sendiri / orang lain, dan memerintah atau melarang	<p>Contoh:</p> <p>A : <i>Good morning</i> How Are you? B : <i>Fine thanks.</i></p> <p>A : <i>Hi, I'm Rani</i> B : <i>Hello, I'm Nina.</i></p> <p>A : <i>Go away !</i> B : <i>Okay.</i> A : <i>Don't be Noisy</i> B : <i>I won't.</i></p>	<ol style="list-style-type: none"> 1. Tanya jawab yang berkaitan dengan materi. 2. Meniru ungkapan-ungkapan sapaan dan respon sapaan. 3. Membahas kosakata dan struktur percakapan sesuai materi. 4. Latihan percakapan dalam bentuk dialog. 5. Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata. 	<ul style="list-style-type: none"> • Mengungkapkan berbagai tindak tutur: <ul style="list-style-type: none"> - Menyapa yang belum/sudah dikenal - Memperkenalkan diri sendiri/orang lain. - Memerintah/melarang 	<ul style="list-style-type: none"> • Tes lisan •unjuk kerja 	<ul style="list-style-type: none"> • pertanyaan <i>Performance</i> 	<ul style="list-style-type: none"> • <i>Answer the questions orally!</i> • <i>Perform the dialogue in front of the class!</i> 	2x40 menit	<ul style="list-style-type: none"> • <i>Script</i> percakapan • Buku teks yang relevan • Alat peraga
3.2 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi informasi, mengucapkan terima kasih meminta maaf dan mengungkapkan kesantunan	<p>Contoh :</p> <p>A. <i>Where is it ?</i> B. <i>It's here.</i></p> <p>A. <i>Thanks a lot.</i> B. <i>You' re Welcome.</i></p> <p>A. <i>I' m sorry.</i> B. <i>It's Okay.</i></p> <p>A. <i>Please, come in.</i> B. <i>Thank you.</i></p>	<ol style="list-style-type: none"> 1. Mendengarkan dan memberi respon tentang <i>introduction</i> tindak tutur topik materi yang akan disampaikan 2. Memperhatikan penjelasan tentang kosakata dan tatabahasa yang muncul dalam tindak tutur dengan topik materi yang akan disampaikan 	<ol style="list-style-type: none"> 1. Bertanya dan menjawab tentang berbagai hal : <ul style="list-style-type: none"> • Meminta dan memberi informasi • Mengucapkan terima kasih • Meminta maaf 2. Mengungkapkan 	<ul style="list-style-type: none"> Tes lisan Unjuk kerja 	<ul style="list-style-type: none"> Tanya jawab Bermain 	<ul style="list-style-type: none"> <i>Ask and answer questions to your friends based on the situation given or picture</i> <i>Perform a role play with your</i> 	4x40 menit	<ul style="list-style-type: none"> <i>Script</i> percakapan Buku teks berisi percakapan Alat peraga

		<ol style="list-style-type: none">3. Mendengarkan model percakapan yang menggunakan tindak tutur tentang topik materi yang disampaikan4. Menggunakan tindak tutur dengan topik materi yang disampaikan dengan teman5. Menggunakan tindak tutur dengan topik materi yang disampaikan dengan variasi-variasi atau kemungkinan-kemungkinan secara bebas	kesantunan		peran	<i>friend about asking and giving information</i>		
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Standar Kompetensi : 4. Berbicara

Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.1 Mengungkapkan makna tindak tutur fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	Teks Fungsional : <ul style="list-style-type: none"> • <i>Intruction</i> • <i>Shopping list</i> • <i>Greetings</i> • <i>Announcement</i> 	1.Tanya jawab yang berkaitan dengan materi 2.Menirukan ungkapan-ungkapan sesuai materi 3.Membahas kosakata dan struktur percakapan 4.Latihan memberi perintah, mengucapkan selamat, mengumumkan dengan singkat Menggunakan ungkapan percakapan dalam situasi nyata	1.Memberi instruksi 2.Menyebut daftar benda 3.Mengucapkan selamat 4.Mengumumkan dengan singkat	Tes lisan Unjuk kerja	•Membahas akan gambar • <i>Performance</i>	• <i>Write an instruction based on the picture shown!</i> • <i>Announce an information about the ceremony!</i>	2x40 menit	5. Buku teks yang relevan 6. Alat peraga 7. Rekaman kaset, CD,VCD,film 8. Rekaman percakapan otentik
4.2.Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat	1. Teks fungsional berbentuk : <ul style="list-style-type: none"> • <i>instruction</i> • <i>shopping list</i> • <i>greetings</i> • <i>announcement</i> 	1. Mendengarkan dan memberi respon <i>introduction</i> tentang makna gagasan teks lisan fungsional pendek sesuai topik materi yang akan disampaikan 2. Mendengarkan dan memberi respon penjelasan tentang kosakata, tatabahasa: noun, noun phrase, adj, verb, adverbs, shrrort answer,	1. Memberi insruksi secara lisan. 2. Menyebutkan daftar barang yang dibutuhkan. 3. Memberi ucapan selamat 4. Mengumumkan sesuatu	Tes lisan Unjuk kerja	Unjuk kerja	a. <i>Give instruction to your friend based on the picture.</i> b. <i>Mention the things that you find in your bedroom</i> c. <i>Congratulate your friend on his / her success in doing something</i> d. <i>Tell your friend about the coming school holiday</i>	2x40 menit	<i>Script of short functional text</i> Buku teks Rekaman kaset, CD,VCD, DVD, Fm Alat peraga

		<p>istilah-istilah dalam teks fungsional pendek.</p> <ol style="list-style-type: none">3. Mendengarkan model teks-teks lisan fungsional pendek4. Menggunakan teks-teks fungsional pendek dalam simulasi5. Mengidentifikasi makna gagasan teks-teks lisan fungsional pendek6. Menjawab pertanyaan tentang makna gagasan teks fungsional pendek secara lisan						
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Standar Kompetensi : 5. Membaca
Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
5.1 Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat	<i>Pronunciation</i> kata dan <i>Intonation</i> : frasa, kalimat yang telah dipelajari	<ol style="list-style-type: none"> Mendengarkan dan merespon hal-hal yang perlu diperhatikan dalam kegiatan membaca nyaring: pronunciation, intonation Mendengarkan model membaca nyaring Menirukan membaca nyaring dengan intonasi dan jeda sesuai model Membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar 	<ol style="list-style-type: none"> Melafalkan kata, frasa dan kalimat dengan baik dan benar Membaca kata frasa dan kalimat dengan intonasi yang benar Membaca nyaring dengan baik dan benar. 	<p>Tes unjuk kerja</p> <p>Observasi</p>	<p>Uji petik membaca nyaring</p> <p>Lembar observasi</p>	<p><i>Read the sentences aloud!</i></p> <p><i>Read the all the sentences loudly and carefully.</i></p>	2x40 menit	Buku teks teks otentik
5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat	<ul style="list-style-type: none"> Teks fungsional pendek berbentuk: <ul style="list-style-type: none"> Instruksi Daftar barang Kartu ucapan Pengumuman 	<ol style="list-style-type: none"> Tanya jawab yang terkait dengan materi Menirukan membaca nyaring Mengidentifikasi informasi yang terdapat dalam bacaan 	<ol style="list-style-type: none"> Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk : <ul style="list-style-type: none"> Instruksi Daftar barang Kartu ucapan Pengumuman Mengidentifikasi ciri 	<p>Unjuk kerja</p> <p>Tes tulis</p>	<p>Pilihan ganda</p> <p>Melengkapi kalimat/frase</p> <p>Menjawab pertanyaan</p>	<p><i>- Read the announcement loudly and communicatively!</i></p> <p><i>- Complete the noun phrases stated in the sentences below!</i></p> <p><i>- Answer the questions based on the text!</i></p>		<ul style="list-style-type: none"> Buku teks Sumber bacaan lain yang relevan

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		4. Membahas kosakata struktur kalimat, struktur bacaan	kebahasaan teks yang dibaca					

Standar Kompetensi : 6.Menulis

Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1 Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	<ul style="list-style-type: none"> Teks fungsional pendek berbentuk: <ul style="list-style-type: none"> - Instruksi - Daftar barang - Kartu ucapan - Pengumuman Kalimat sederhana terkait materi dan jenis teks. 	<ol style="list-style-type: none"> Membahas ciri-ciri jenis teks fungsional pendek Membuat frasa, kalimat sesuai materi Membuat teks fungsional pendek 	<ol style="list-style-type: none"> Melengkapi teks fungsional pendek Menyusun kata/urutan kata menjadi kalimat yang padu Menulis teks fungsional pendek 	Tes tulis	<ul style="list-style-type: none"> Melengkapi Menyusun kalimat Esai 	<p><i>Complete the blank spaces of the following text!</i></p> <p><i>Arrange the jumbled sentences in a good order</i></p> <p><i>- Make a greeting card (choose the topic you prefer: Happy birthday, Wedding, Season's greeting)</i></p>	4x40 menit	<ul style="list-style-type: none"> Buku teks - Alat peraga - Lingkungan sekitar yang terdapat pengumuman dan tanda peringatan
6.2.Mengungkapkan langkah retorika dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	<ol style="list-style-type: none"> Teks fungsional pendek tentang : <ul style="list-style-type: none"> - Instruksi - Daftar barang - Kartu ucapan - pengumuman Langkah retorika teks fungsional pendek 	<ol style="list-style-type: none"> Mendengarkan dan merespon penjelasan tentang ciri-ciri teks fungsional pendek Menyusun kata dalam bentuk frasa benda Menyusun kata, frasa dalam kalimat padu Mengidentifikasi ciri-ciri teks fungsional pendek yang diberikan dengan bantuan guru 	<ol style="list-style-type: none"> Membuat teks fungsional pendek Menggunakan langkah retorika dalam menulis teks fungsional pendek 	Tes tulis	<ul style="list-style-type: none"> Melengkapi Esai Project Uraian 	<p><i>Complete the blank spaces of the short text.</i></p> <p><i>Write down an nouncement based on the given situation</i></p> <p><i>Go to public places and find at least 10 written short texts</i></p> <p><i>Make a list of things you find in the following places :</i></p> <ol style="list-style-type: none"> bedroom bathroom kitchen 	4x40 menit	<ul style="list-style-type: none"> Buku teks Alat peraga Pengumuman, instruksi, daftar barang, kartu ucapan otentik

		<p>5. Mengidentifikasi ciri-ciri teks fungsional pendek yang diberikan secara mandiri</p> <p>6. melengkapi teks fungsional pendek dengan struktur teks yang benar.</p> <p>7. Menulis teks fungsional pendek.</p>						
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Mengetahui:
Kepala

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.....

Guru Mata Pelajaran,

NIP/NRK

NIP/NRK

RENCANA PELAKSANAAN PEMBELAJARAN
(EXPERIMENTAL CLASS)

SMP/MTs	: SMP Angkasa Adisutjipto
Kelas/Semester	: VII (Tujuh) / 1
Standar Kompetensi	: 2. Mendengarkan dan Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat
Kompetensi Dasar	: 2.1 Merespon makna tindak tutur yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat
Indikator	: Merespon makna dalam teks lisan fungsional pendek berupa: <ul style="list-style-type: none">• Daftar benda / barang• (<i>Shopping list</i>)
Jenis teks	: Lirik Lagu (Song Lyrics)
Aspek/Skill	: Mendengarkan
Alokasi Waktu	: 3 x 40 menit

1. Kegiatan Pembelajaran

1. Tanya jawab yang terkait dengan materi
2. Membahas kosakata & tata bahasa: verb phrase yang berkaitan dengan instruksi, ucapan selamat; *noun phrase* yang berkaitan dengan daftar benda/barang
3. Mendengarkan lagu yang sesuai dengan materi
4. Menganalisa kosakata&tata bahasa yang ada dalam lirik lagu
5. Mendengarkan pengucapan atau pelafalan kosa kata
6. Menjawab/merespon pertanyaan tentang struktur percakapan

2. Materi Pembelajaran : Lirik Lagu (Song Lyrics)

3. Metode Pembelajaran: PPP (Presentation, Practice, and Product)

4. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan

- Guru memulai pelajaran dengan mengucapkan salam
- Tanya jawab berbagai hal terkait kondisi siswa.

b. Kegiatan Inti

a. Presentation

- Guru menanyakan beberapa pertanyaan terkait dengan materi “Apakah ada yang suka mendengarkan lagu bahasa Inggris?” “Lagu apa yang kira-kira menjadi favorit?”
- Memotivasi siswa yang kurang menyukai lagu bahasa Inggris dan menceritakan manfaat mendengarkan lagu bahasa Inggris untuk perbendaharaan kosa kata (vocabulary) mereka.
- Siswa bertanya tentang lagu dan teknik menggunakan lagu untuk menambah kosa kata (vocabulary).
- Guru memutar lagu bahasa Inggris didepan kelas dan membagikan lirik lagu tersebut.
- Guru menjelaskan tentang menganalisa kosa kata didalam lirik lagu berdasarkan fungsi kosa kata (noun, verb, and adjective), arti kosa kata, dan tata bahasa dari kosa kata tersebut.
- Murid diminta untuk menganalisis fungsi kosa kata (noun, verb, and adjective), arti kosa kata, dan tata bahasa dari kosa kata dalam lirik lagu selanjutnya.
- Mendengarkan secara seksama pelafalan (pronunciation) dari kosa kata tersebut.
- Melafalkan pengucapan kosa kata tersebut bersama-sama dan individual.

b. Practice

- Guru memutar lagu didepan kelas dan memberikan lirik lagu kepada siswa untuk di analisis.
- Murid diminta mendengarkan dan menganalisa fungsi kosa kata, arti kosa kata, dan tata bahasa dari kosa kata tersebut.
- Murid diminta untuk mencari lagu favorit mereka sendiri dan mencari liriknya
- Menganalisa fungsi kosa kata, arti kosa kata, dan tata bahasa dari kosa kata tersebut.
- Murid diminta untuk mengucapkan kosa kata tersebut didepan kelas secara bersama atau individual.

c. Production

- Dari kosa kata yang dianalisa kemudain murid diminta untuk membuat kalimat sendiri.
- Murid diminta menuliskan kata yang dibuat menjadi kalimat didepan kelas dan melafalkannya.

c. Kegiatan Penutup

- Menanyakan kesulitan siswa selama KBM.
- Menyimpulkan materi pembelajaran.

5. Sumber belajar

- a. Lirik lagu (Song Lyrics)

6. Rubrik Penilaian:

No.	Uraian	Skor
1 sd 5	Setiap jawaban benar, tata bahasa benar, pilihan kata tepat dan lafal benar	5
	Setiap jawaban benar, tata bahasa kurang tepat, pilihan kata tepat dan lafal benar	4
	Setiap jawaban benar, tata bahasa salah, pilihan kata kurang tepat dan lafal benar	3
	Setiap jawaban benar, tata bahasa salah, pilihan kata kurang tepat dan lafal benar	2
	Setiap jawaban benar, tata bahasa salah, pilihan kata dan lafal kurang tepat	1
	Setiap jawaban kurang tepat, tata bahasa salah, pilihan kata dan lafal salah	0
	Tidak ada jawaban	

Skor Perolehan X 10

$$\frac{\quad}{10} = 10$$

Yogyakarta, 11 Agustus 2009
Researcher

WAHYU DWI WIDHIASTUTI

NIM: 05202244177

**RENCANA PELAKSANAAN PEMBELAJARAN
(EXPERIMENTAL CLASS)**

SMP/MTs	: SMP Angkasa Adisutjipto
Kelas/Semester	: VII (Tujuh) / 1
Standar Kompetensi	: 4. Berbicara dan mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat
Kompetensi Dasar	: 4.1 Mengungkapkan makna tindak tutur fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat
Indikator	: Merespon makna dalam teks lisan fungsional pendek berupa: <ul style="list-style-type: none">• Menyebut daftar benda
Jenis teks	: Lirik Lagu (Song Lyrics)
Aspek/Skill	: Berbicara
Alokasi Waktu	: 3 x 40 menit

1. Kegiatan Pembelajaran

1. Tanya jawab yang berkaitan dengan materi
2. Menirukan ungkapan-ungkapan sesuai materi
3. Membahas kosakata dan struktur percakapan

2. Materi Pembelajaran : Lirik Lagu (Song Lyrics)

3. Metode Pembelajaran: PPP (Presentation, Practice, and Product)

4. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan

- Guru memulai pelajaran dengan mengucapkan salam
- Tanya jawab berbagai hal terkait kondisi siswa.

b. Kegiatan Inti

a. Presentation

- Guru menanyakan beberapa pertanyaan terkait dengan materi “Apakah ada yang suka mendengarkan lagu bahasa Inggris?” “Lagu apa yang kira-kira menjadi favorit?”

- Memotivasi siswa yang kurang menyukai lagu bahasa Inggris dan menceritakan manfaat mendengarkan dan menyanyikan lagu berbahasa Inggris untuk perkembangan ketrampilan berbahasa mereka.
- Siswa bertanya tentang lagu dan teknik menggunakan lagu untuk melatih kemampuan berbicara mereka.
- Guru memutar lagu bahasa Inggris didepan kelas dan membagikan lirik lagu tersebut.
- Guru menjelaskan tentang menganalisa kosa kata didalam lirik lagu berdasarkan fungsi kosa kata (noun, verb, and adjective), arti kosa kata, dan tata bahasa dari kosa kata tersebut.
- Murid diminta untuk menganalisis fungsi kosa kata (noun, verb, and adjective), arti kosa kata, dan tata bahasa dari kosa kata dalam lirik lagu selanjutnya.
- Mendengarkan secara seksama pelafalan (pronunciation) dari kosa kata tersebut.
- Melafalkan pengucapan kosa kata tersebut bersama-sama dan individual.

b. Practice

- Guru memutar lagu didepan kelas dan memberikan lirik lagu kepada siswa untuk di analisis.
- Murid diminta untuk mendengarkan dan menirukan lirik lagu yang diputar dengan pelafalan yang benar.
- Murid diminta untuk mencari lagu favorit mereka sendiri dan mencari liriknya
- Guru memutar lagu sementara murid secara individual diminta untuk menyanyikan lagu yang mereka pilih dengan pelafalan yang benar.
- Murid yang lain diminta untuk mendengarkan dan menganalisa pelafalan tersebut secara bersama.

c. Production

- Murid diminta untuk membuat daftar kata berdasarkan fungsinya yang mereka temukan didalam lirik.
- Murid diminta untuk menyebutkan pelafalan dalam daftar tersebut secara benar.
- Guru secara acak memilih kosa kata didalamnya untuk diartikan oleh murid.

- Murid kemudian diminta untuk membuat kalimat secara spontan dengan menggunakan kosa kata yang telah dipilih oleh guru.

c. Kegiatan Penutup

- Menanyakan kesulitan siswa selama KBM.
- Menyimpulkan materi pembelajaran.

5. Sumber belajar

- a. Lirik lagu (Song Lyrics)

6. Rubrik Penilaian:

No.	Uraian	Skor
1 sd 5	Setiap jawaban benar, tata bahasa benar, pilihan kata tepat dan lafal benar	5
	Setiap jawaban benar, tata bahasa kurang tepat, pilihan kata tepat dan lafal benar	4
	Setiap jawaban benar, tata bahasa salah, pilihan kata kurang tepat dan lafal benar	3
	Setiap jawaban benar, tata bahasa salah, pilihan kata kurang tepat dan lafal benar	2
	Setiap jawaban benar, tata bahasa salah, pilihan kata dan lafal kurang tepat	1
	Setiap jawaban kurang tepat, tata bahasa salah, pilihan kata dan lafal salah	0
	Tidak ada jawaban	

Skor Perolehan X 10

$$\frac{\quad}{10} = 10$$

Yogyakarta, 11 Agustus 2009
Researcher

WAHYU DWI WIDHIASTUTI

NIM: 05202244177

**RENCANA PELAKSANAAN PEMBELAJARAN
(CONTROL CLASS)**

SMP/MTs	: SMP Angkasa Adisutjipto
Kelas/Semester	: VII (Tujuh) / 1
Standar Kompetensi	: 2. Mendengarkan dan Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat
Kompetensi Dasar	: 2.1 Merespon makna tindak tutur yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat
Indikator	: Merespon makna dalam teks lisan fungsional pendek berupa: <ul style="list-style-type: none">• Daftar benda / barang• (<i>Shopping list</i>)
Aspek/Skill	: Mendengarkan
Alokasi Waktu	: 3 x 40 menit

1. Kegiatan Pembelajaran

1. Tanya jawab yang terkait dengan materi
2. Membahas kosakata & tata bahasa: verb phrase yang berkaitan dengan instruksi, ucapan selamat; *noun phrase* yang berkaitan dengan daftar benda/barang
3. Mendengarkan lagu yang sesuai dengan materi
4. Menganalisa kosakata&tata bahasa yang ada dalam lirik lagu
5. Mendengarkan pengucapan atau pelafalan kosa kata
6. Menjawab/merespon pertanyaan tentang struktur percakapan

2. Materi Pembelajaran : English Focus for Grade IX, page 31, 2008

3. Metode Pembelajaran: Three Phase Technique

4. Langkah-langkah Kegiatan

- a. Kegiatan Pendahuluan
 - Guru memulai pelajaran dengan mengucapkan salam
 - Tanya jawab berbagai hal terkait kondisi siswa.
- b. Kegiatan Inti
 - Tanya jawab tentang teks yang akan dibaca.

- Mencari kata-kata yang sulit untuk dilafalkan
- Mencari kata-kata yang sulit untuk dicari makna katanya.
- Dalam kelompok kecil membaca secara bergiliran dengan intonasi dan pelafalan yang sesuai.
- Berdiskusi tentang isi bacaan yang baru saja dibaca.
- Mengidentifikasi part of speech dalam teks bacaan.
- Membuat daftar kosa kata berdasarkan part of speech-nya (noun, adjective, dan verb) dan menuliskan artinya.
- Murid diminta untuk maju kedepan untuk menghafalkan kosa kata sekaligus artinya didepan kelas.

c. Kegiatan Penutup

- Menanyakan kesulitan siswa selama KBM.
- Menyimpulkan materi pembelajaran.

5. Rubrik Penilaian

No.	Uraian	Skor
1 sd 5	Setiap jawaban benar, tata bahasa benar, pilihan kata tepat dan lafal benar	5
	Setiap jawaban benar, tata bahasa kurang tepat, pilihan kata tepat dan lafal benar	4
	Setiap jawaban benar, tata bahasa salah, pilihan kata kurang tepat dan lafal benar	3
	Setiap jawaban benar, tata bahasa salah, pilihan kata kurang tepat dan lafal benar	2
	Setiap jawaban benar, tata bahasa salah, pilihan kata dan lafal kurang tepat	1
	Setiap jawaban kurang tepat, tata bahasa salah, pilihan kata dan lafal salah	0
	Tidak ada jawaban	

Skor Perolehan X 10

$$\frac{\quad}{10} = 10$$

Yogyakarta, 11 Agustus 2009

Researcher

WAHYU DWI WIDHIASTUTI

NIM: 05202244177

**RENCANA PELAKSANAAN PEMBELAJARAN
(CONTROL CLASS)**

SMP/MTs	: SMP Angkasa Adisutjipto
Kelas/Semester	: VII (Tujuh) / 1
Standar Kompetensi	: 4. Berbicara dan mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat
Kompetensi Dasar	: 4.1 Mengungkapkan makna tindak tutur fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat
Indikator	: Merespon makna dalam teks lisan fungsional pendek berupa: <ul style="list-style-type: none">• Menyebut daftar benda
Jenis teks	: Lirik Lagu (Song Lyrics)
Aspek/Skill	: Berbicara
Alokasi Waktu	: 3 x 40 menit

1. Kegiatan Pembelajaran

1. Tanya jawab yang terkait dengan materi
2. Membahas kosakata & tata bahasa: verb phrase yang berkaitan dengan instruksi, ucapan selamat; *noun phrase* yang berkaitan dengan daftar benda/barang
3. Mendengarkan lagu yang sesuai dengan materi
4. Menganalisa kosakata & tata bahasa yang ada dalam lirik lagu
5. Mendengarkan pengucapan atau pelafalan kosa kata
6. Menjawab/merespon pertanyaan tentang struktur percakapan

2. Materi Pembelajaran : English Focus for Grade IX, page 31, 2008

3. Metode Pembelajaran: Three Phase Technique

4. Langkah-langkah Kegiatan

- a. Kegiatan Pendahuluan
 - Guru memulai pelajaran dengan mengucapkan salam
 - Tanya jawab berbagai hal terkait kondisi siswa.
- b. Kegiatan Inti
 - Tanya jawab tentang teks yang akan dibaca.

- Mencari kata-kata yang sulit untuk dilafalkan
 - Mencari kata-kata yang sulit untuk dicari maknanya.
 - Dalam kelompok kecil membaca secara bergiliran dengan intonasi dan pelafalan yang sesuai.
 - Berdiskusi tentang isi bacaan yang baru saja dibaca.
 - Mengidentifikasi part of speech dalam teks bacaan.
 - Membuat daftar kosa kata berdasarkan part of speech-nya (noun, adjective, dan verb) dan menuliskan artinya.
 - Murid diminta untuk maju kedepan untuk menghafalkan kosa kata sekaligus artinya didepan kelas.
 - Guru memilih secara acak kosa kata tersebut dan meminta murid membuat kalimat secara spontan menggunakan kata tersebut.
- c. Kegiatan Penutup
- Menanyakan kesulitan siswa selama KBM.
 - Menyimpulkan materi pembelajaran.

5. Rubrik Penilaian

No.	Uraian	Skor
1 sd 5	Setiap jawaban benar, tata bahasa benar, pilihan kata tepat dan lafal benar	5
	Setiap jawaban benar, tata bahasa kurang tepat, pilihan kata tepat dan lafal benar	4
	Setiap jawaban benar, tata bahasa salah, pilihan kata kurang tepat dan lafal benar	3
	Setiap jawaban benar, tata bahasa salah, pilihan kata kurang tepat dan lafal benar	2
	Setiap jawaban benar, tata bahasa salah, pilihan kata dan lafal kurang tepat	1
	Setiap jawaban kurang tepat, tata bahasa salah, pilihan kata dan lafal salah	0
	Tidak ada jawaban	

Skor Perolehan X 10

= 10

Yogyakarta, 11 Agustus 2009

Researcher

WAHYU DWI WIDHIASTUTI

NIM: 05202244177

APENDIX 3

I'M ALIVE

I get wings to fly

Oh, oh, I'm alive...

Yeah

When you call on me

When I hear you breathe

I get wings to fly

I feel that I'm alive

When you look at me

I can touch the sky

I know that I'm alive

When you bless the day

I just drift away

All my worries die

I'm glad that I'm alive

You've set my heart on fire

Filled me with love

Made me a woman

On clouds above

I couldn't get much higher

My spirit takes flight

Cause I am alive

(When you call on me)

When you call on me

(When I hear you breathe)

When I hear you breathe

(I get wings to fly)

Fly

I feel that I'm alive

I am alive

(When you reach for me)

When you reach for me

(Raising spirits high)

God knows that

That I'll be the one

Standing by

Through good and

Through trying times

And it's only begun

I can't wait for the

Rest of my life

(When you call on me)

When you call on me

(When you reach for me)

When you reach for me

I get wings to fly

I feel that I'm alive

(When you bless the day)

When you bless, you bless the day

(I just drift away)

I just drift away

(All my worries die)

I know that I'm alive

I get wings to fly

God knows that I'm alive

MORE THAN WORDS

Saying I love (V) you
Is not the words (N)
I want (V) to hear from you
It's not that I want you
Not to say
But if you only knew
How easy
It would be to
Show (V) me how you feel
More than words
Is all you (Pronoun) have to do
To make (V) it real
Then you wouldn't
Have to say
That you love me
Cos I'd already know

What would you do
If my heart was torn in two
More than words to show you feel
That your love for me is real
What would you say
If I took those words away
Then you couldn't make things new
Just by saying I love you
Its more than words,
Its more than what you say
Its the things you do

Oh yeah, Its more than words,
Its more than what you say
Its the things you do
Oh yeah
Now that I've tried to
Talk to you
And make you understand
All you have to do
Is close your eyes
And just reach out your hands
And touch me
Hold me close
Don't ever let me go
More than words
Is all I ever
Needed you to show
Then you wouldn't have to say
That you love me
Cos I'd already know
What would you do
If my heart was torn in two
More than words to show you feel
That your love for me is real
What would you say if I took those words
away
Then you couldn't make things new (Adj)
Just by saying I love you

YOU RAISE ME UP – JOSH GROBAN

When I am down (Adj) and oh my soul so weary (Adj)

When troubles come, and my heart burdened (Adj) be

Then I am still and wait here in the silence (Adj)

Until you come and sit a while with me.

You raise me up so I can stand on mountains.

You raise me up to walk on stormy (Adj) seas.

I am strong (Adj) when I am on your shoulders.

You raise (V) me up to more than I can be.

You raise me up so I can stand on mountains.

You raise me up to walk on stormy seas.

I am strong when I am on your shoulders.

You raise me up to more than I can be.

(enter choir in background)

You raise me up so I can stand on mountains.

You raise me up to walk on stormy seas.

I am strong when I am on your shoulders.

You raise me up to more than I can be.

You raise me up so I can stand on mountains!

You raise me up to walk on stormy seas!

I am strong when I am on your shoulders.

You raise me up to more than I can be.

You raise me up to more than I can be.

Big Big World

I'm a big big girl
In a big big world
It's not a big big thing
If you me (leaf, leave)
But i do do feel
That i too too will miss you much
Miss you much
I can the first leaf falling (see, she)
It's all ...and ... (hello, yellow) (nice, vice)
It's so very outside (could, cold)
Like the way i'm feeling inside
I'm a big big girl
In a big big world
It's not a big big thing
If you leave me
But i do do feel
That i too too will miss you much
Miss you much
Outside it's now raining
And tears are falling from my eyes
Why did it have to happen
Why did it all have to end

I'm a big big girl In a big big world
It's not a big big thing if you leave me
But ... do do feel (my, I)
That i too too will miss you much
Miss you much
I ... your arms around me (have, half)
Ooh like (Mire, fire)
But when i my eyes (often, open)
You're gone
I'm a big big girl in a big big world
It's not a big big thing if you leave me
But i do do feel
That i too too will.... you much (miss, kiss)
Miss you much
I'm a big big girl
In a big big world
It's not a big big thing
If you leave me, But i do do feel
That i too too will miss you much, miss you much

I Have A Dream

I ____ a dream, a song to sing (have, has)
To help me cope with anything
If you ____ the wonder of a fairy tale (see, she)
You can ____ the future even if you fail (cake, take)
I believe in angels
Something good in everything I see
I ____ in angels (believe, believe)
When I ____ the time is right for me (know, now)
I'll cross the stream - I have a dream

I have a dream, a fantasy
To help me through reality
And my destination makes it worth the while
Pushing through the darkness still another mile
I believe in angels
Something __ in everything I __ (wood, good), (see, she)
I believe in angels
When I know the time is ____ for me (right, raight)
I'll cross the stream - I have a dream
I'll cross the stream - I have a dream

I have a dream, a song to sing
To help me cope with anything
If you see the wonder of a fairy tale
You can take the future even if you fail
I believe in angels
Something good in everything I see
I believe in angels
When I know the time is right for me
I'll cross the stream - I have a dream
I'll cross the stream - I have a dream

Trouble is a Friend

Trouble will you ___ you no matter where you go, oh oh. (find, mind)

No Matter if you're ___ no matter if you're ___ oh oh. (last, fast)
(slow, flow)

The eye of the storm and the cry in the morn, oh oh.

Your fine for a while but then start to loose control.

Chorus 1:

He's there in the ____, (dark, park)

He's there in my heart,

he waits in the winds

he's gotta play a part.

Trouble is a friend,

yeah trouble is a friend of mine. oh oh!

Trouble is a friend but trouble is a foe, oh oh.

And no matter what I feed___ he always seems to grow, oh oh.
(team, him)

He ___ what I see and he knows what I know, oh oh. (see, sees)

So don't forget as you ease on down the road.

So don't be alarmed if he ___ you by the arm (make, take)

I won't let him win, but im a sucker for his charm.

Trouble is a friend,

yeah trouble is a friend of ___ Oh oh!(mine, my)

Oh how I ___ the way he makes me feel (hate, heat)

And how I ___ to ___ him leave; I try. (cry, try) (make, take)

Oh Oh I try!

APENDIX 4

Tabulasi Jawaban

No	1	2	3	4	5	6	7	8
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Tabulasi Jawaban

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APENDIX 5

Welcome to CompuStat

This program is licensed to Magic 2000 Solver , Gejayan gg. Bayu 16 A Yogyakarta, Phone 0274-523858

SMS : 0857 9988 4286 <> Email : magicsolver@gmail.com

ID File

Title	Instrumen
Number Of Item	35
Number Of Case	30

Item	Mean Correct	Item Difficulty	Point Biserial	Decision *
1	19.57	0.70	0.44	valid
2	20.00	0.63	0.46	valid
3	20.88	0.53	0.52	valid
4	20.62	0.43	0.39	valid
5	21.20	0.50	0.53	valid
6	17.33	0.50	-0.04	not valid
7	19.74	0.63	0.41	valid
8	19.38	0.70	0.40	valid
9	20.71	0.57	0.52	valid
10	19.62	0.70	0.45	valid
11	17.13	0.77	-0.14	not valid
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18	22.00	0.33	0.46	valid
19	22.20	0.33	0.48	valid
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30	19.67	0.30	0.20	not valid
31	20.31	0.53	0.43	valid
32	19.71	0.70	0.47	valid
33	19.71	0.70	0.47	valid
34	18.00	0.03	0.01	not valid
35	21.40	0.33	0.40	valid

Reliability KR - 20 : 0.8516

* Valid : More than 0.3

APENDIX 6

Variable	Pre test
Select	Eksperimen

Sample size	29
Lowest value	9.0000
Highest value	22.0000
Arithmetic mean	15.9655
95% CI for the mean	14.6150 to 17.3160
Median	16.0000
95% CI for the median	13.9881 to 18.0000
Variance	12.6059
Standard deviation	3.5505
Relative standard deviation	0.2224 (22.24%)
Standard error of the mean	0.6593
Coefficient of Skewness	-0.2215 (P=0.5896)
Coefficient of Kurtosis	-0.6390 (P=0.3534)
Chi-square test for Normal distribution	accept Normality (P=0.7628) (Chi-square=1.159 DF=3)

Variable	Pre test
Select	Kontrol

Sample size	35
Lowest value	9.0000
Highest value	21.0000
Arithmetic mean	14.3429
95% CI for the mean	13.2007 to 15.4850
Median	14.0000
95% CI for the median	12.4408 to 17.0000
Variance	11.0555
Standard deviation	3.3250
Relative standard deviation	0.2318 (23.18%)
Standard error of the mean	0.5620
Coefficient of Skewness	0.06786 (P=0.8567)
Coefficient of Kurtosis	-1.1534 (P=0.1540)
Chi-square test for Normal distribution	accept Normality (P=0.0694) (Chi-square=10.214 DF=5)

Variable	Post test
Select	Eksperimen

Sample size	29
Lowest value	9.0000
Highest value	23.0000
Arithmetic mean	16.9310
95% CI for the mean	15.6176 to 18.2445
Median	18.0000
95% CI for the median	15.0000 to 19.0000
Variance	11.9236
Standard deviation	3.4531
Relative standard deviation	0.2039 (20.39%)
Standard error of the mean	0.6412
Coefficient of Skewness	-0.4350 (P=0.2970)
Coefficient of Kurtosis	-0.3345 (P=0.5318)
Chi-square test for Normal distribution	accept Normality (P=0.8575) (Chi-square=1.323 DF=4)

Variable	Post test
Select	Kontrol

Sample size	35
Lowest value	9.0000
Highest value	21.0000
Arithmetic mean	14.5429
95% CI for the mean	13.3548 to 15.7309
Median	14.0000
95% CI for the median	12.4408 to 17.0000
Variance	11.9613
Standard deviation	3.4585
Relative standard deviation	0.2378 (23.78%)
Standard error of the mean	0.5846
Coefficient of Skewness	0.1079 (P=0.7743)
Coefficient of Kurtosis	-1.1393 (P=0.1572)
Chi-square test for Normal distribution	accept Normality (P=0.4992) (Chi-square=4.357 DF=5)

APENDIX 7

T-Test

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre test	1 Experimental	29	15.97	3.550	.659
	2 Control	35	14.34	3.325	.562
Post test	1 Experimental	29	16.93	3.453	.641
	2 Control	35	14.54	3.459	.585
Peningkatan	1 Experimental	29	.97	.981	.182
	2 Control	35	.20	.994	.168

Independent Samples Test

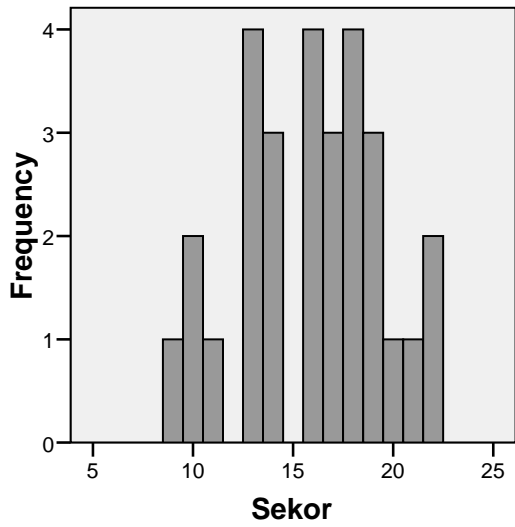
		F Test		t-test for Equality of			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Pre test	Equal variances assumed	1.140	.353	1.885	62	.064	1.623
	Equal variances not assumed			1.873	58.179	.066	1.623
Post test	Equal variances assumed	1.003	.501	2.752	62	.008	2.388
	Equal variances not assumed			2.752	59.843	.008	2.388
Peningkatan	Equal variances assumed	1.026	.476	3.084	62	.003	.766
	Equal variances not assumed			3.088	60.084	.003	.766

Statistics - Experimental

	Pre test	Post test
N	Valid	29
	Missing	0
Mean	15.97	16.93
Median	16.00	18.00
Mode	13 ^a	18
Std. Deviation	3.550	3.453
Minimum	9	9
Maximum	22	23
Sum	463	491

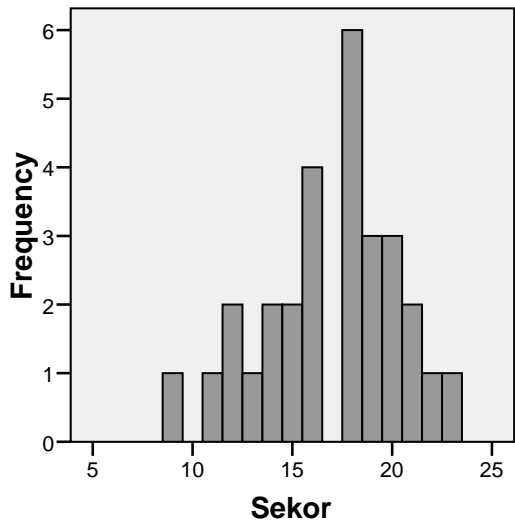
a. Multiple modes exist. The smallest value is shown

Pre test - Experimental



Mean =15.
97
Std. Dev.
=3.55
N =29

Post test - Experimental



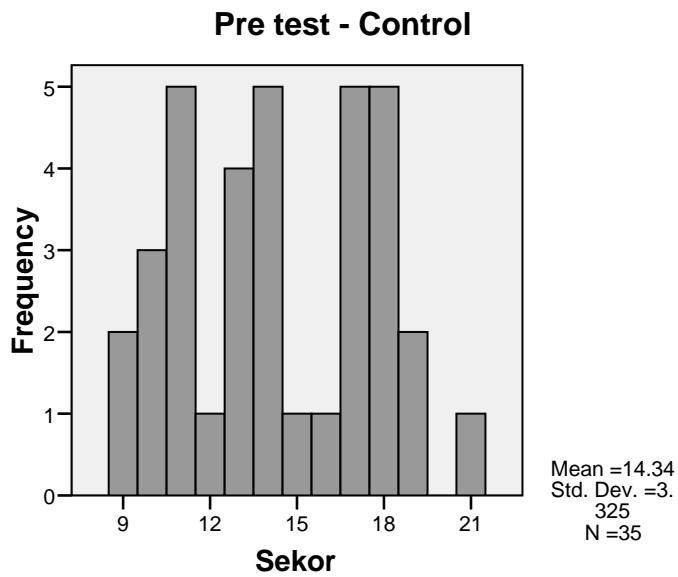
Mean =16.
93
Std. Dev.
=3.453
N =29

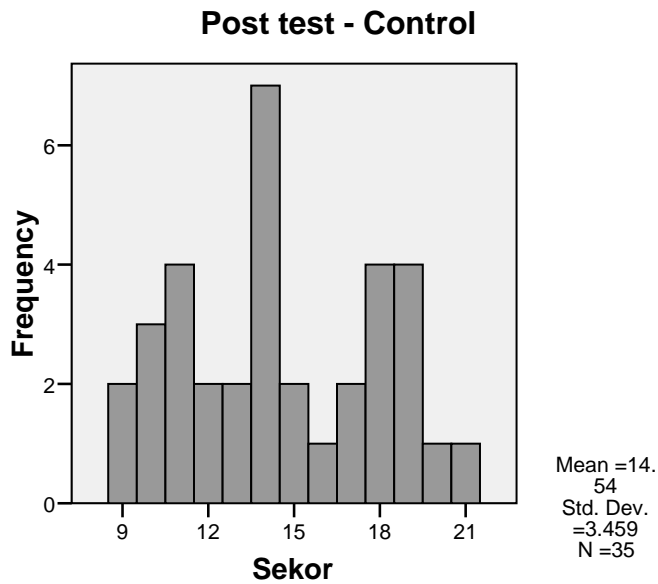
Statistics - Control

		Pre test	Post test
N	Valid	35	35
	Missing	0	0
Mean		14.34	14.54
Median		14.00	14.00
Mode		11 ^a	14
Std. Deviation		3.325	3.459
Minimum		9	9
Maximum		21	21
Sum		502	509

^a. Multiple modes exist. The smallest value is shown

Histogram





Frequency Table

Pre test - Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Rendah (0 - 10)	3	10.3	10.3	10.3
	2 Sedang (> 10 - 20)	23	79.3	79.3	89.7
	3 Tinggi (> 20 - 30)	3	10.3	10.3	100.0
	Total	29	100.0	100.0	

Post test - Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Rendah (0 - 10)	1	3.4	3.4	3.4
	2 Sedang (> 10 - 20)	24	82.8	82.8	86.2
	3 Tinggi (> 20 - 30)	4	13.8	13.8	100.0
	Total	29	100.0	100.0	

Frequency Table

Pre test - Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Rendah (0 - 10)	5	14.3	14.3	14.3
	2 Sedang (> 10 - 20)	29	82.9	82.9	97.1
	3 Tinggi (> 20 - 30)	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Post test - Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Rendah (0 - 10)	5	14.3	14.3	14.3
	2 Sedang (> 10 - 20)	29	82.9	82.9	97.1
	3 Tinggi (> 20 - 30)	1	2.9	2.9	100.0
	Total	35	100.0	100.0	