



**THE EFFECT OF USING SONGS ON THE LISTENING
COMPREHENSION ACHIEVEMENT OF THE SEVENTH
GRADE STUDENTS**

THESIS

Composed to fulfill as One of the Requirement to Obtain S1 Degree at the English
Language Education Study Program of the Language and Arts Education
Department of Faculty of Teacher Training and Education
The University of Jember

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2018

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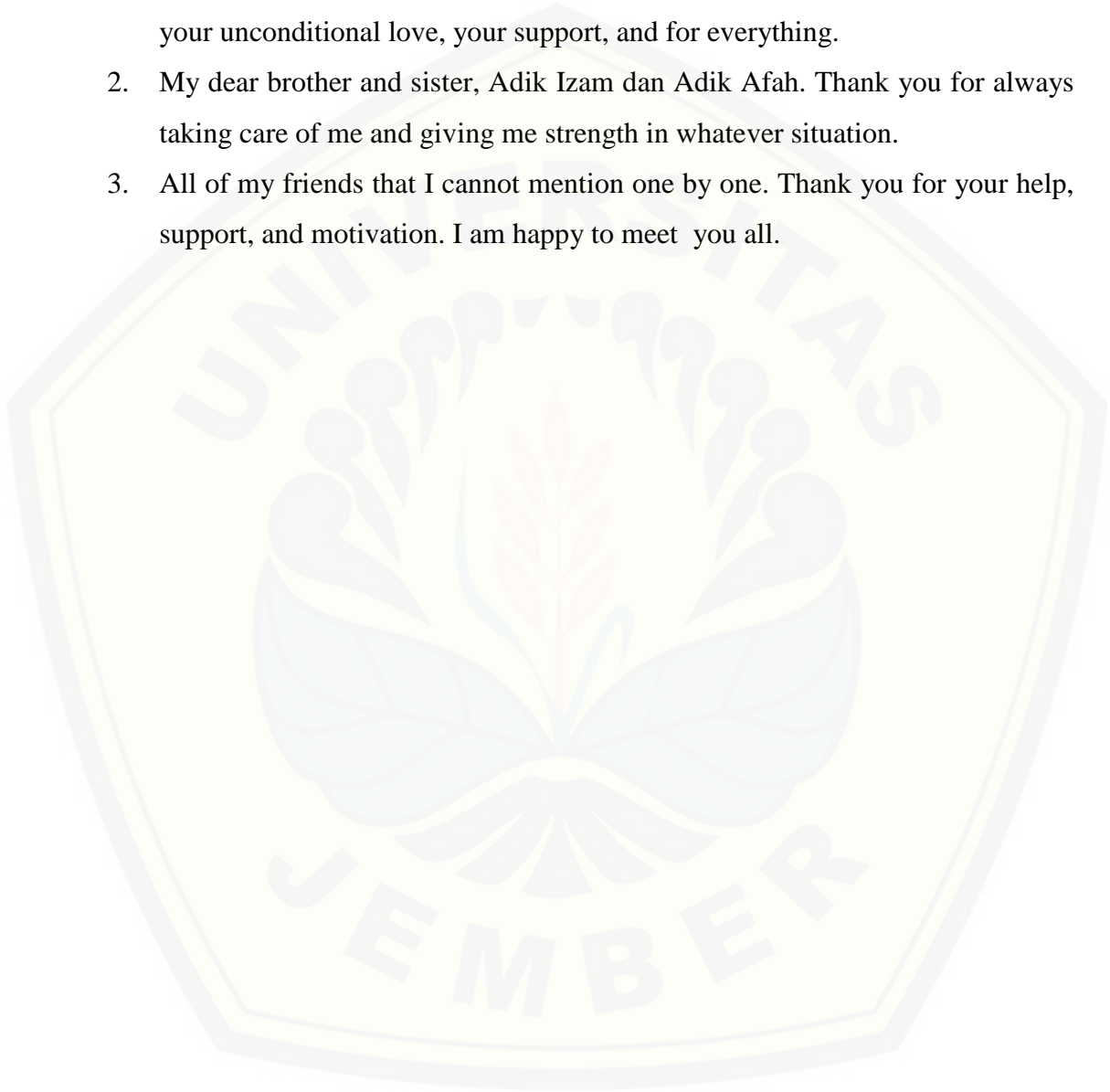
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DEDICATION

I genuinely dedicate this thesis to:

1. My beloved parents, Mukhammad Fauzi and Kholidatus Sofia. Thank you for your unconditional love, your support, and for everything.
2. My dear brother and sister, Adik Izam dan Adik Afah. Thank you for always taking care of me and giving me strength in whatever situation.
3. All of my friends that I cannot mention one by one. Thank you for your help, support, and motivation. I am happy to meet you all.



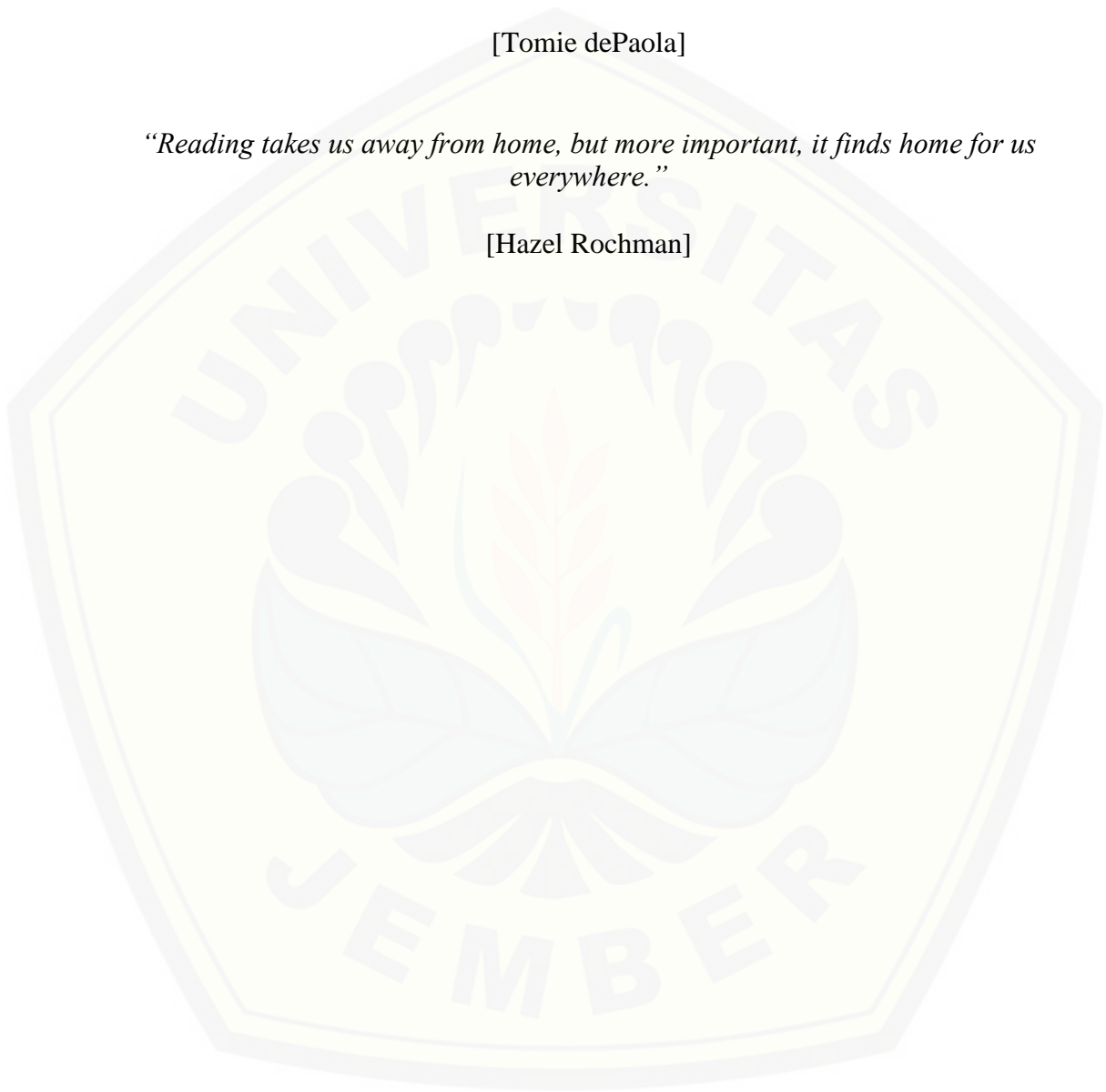
MOTTO

“Reading is important, because if you can read, you can learn anything about everything and everything about anything.”

[Tomie dePaola]

“Reading takes us away from home, but more important, it finds home for us everywhere.”

[Hazel Rochman]



CONSULTANTS' APPROVAL

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2. The Chairperson of the Language and Arts Education Department
3. The Chairperson of the English Education Program
4. My consultants, Dra. Sugeng Ariyanto, M.A., and Eka Wahjuningsih, S.Pd.,M.Pd., I really thank for your time, guidance, valuable advice, patience, and motivation that had led me compile and finish my thesis.
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7. The principal of SMPN 05 PASURUAN, the English teacher, the administration staff, and the seventh grade students who gave permission and helped me to obtain the data for this research.
8. My beloved friends of 2013 English Program who gave me support to finish my thesis.

Finally, I do hope that this thesis will be a useful contribution for the sake of the improvement of English teaching, especially the teaching of reading. Any criticism and valuable suggestion would be appreciated.

The Writer,
Shinta Asmita Nazariyah

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SUMMARY

The Effect of Using Songs on the Listening Comprehension Achievement of the Seventh Grade Students; Shinta Asmita Nazariyah, 130210401015; 2018; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Learners usually study a foreign language –especially English– by doing something enjoyable such as reading English magazines and newspaper, watching English program in television, listening to English program on radio, and listening to English popular songs. This statement is supported by Nababan and Utami (1992) who stated, “The use of media such as tape recorder, English laboratory, film, video and radio including songs could help the students in learning English to reach the intended purpose”. Those media can be used in collaboration with the regular instructional materials. One kind of the media that can be used in improving learners’ English proficiency is song. It occupies a main part as expression of thought and feeling and it is predominantly image driven, especially through the subject matter of the lyrics, live performances, music, videos and other forms of exposure which makes it favorable and unfavorable to whomever the listener is (Kerrie, 2006). According to the result of a research conducted by Haghverdi (2014), the implementation of song and movie in junior high school used in the study has a significant effect on student's language achievement in their listening, reading, vocabulary and grammar. A research done by Shahsavari and Nastaran (2014) showed that teaching grammar or vocabulary through songs brought about considerable improvement in the oral fluency. So, using song can improve the learners’ language achievement especially in English as a foreign language.

This research was conducted to investigate the effect of using English song in teaching and learning process to increase the listening comprehension achievement of the seventh grade student of SMPN 05 Pasuruan in the 2017/2018 Academic Year. The area of the research was SMPN 05 Pasuruan. The research participants were determined by using cluster random sampling based on the

result of homogeneity test to nine classes (A, B, C, D, E, F, G, H and I) of the seventh grade students with the scores of English in the Odd Semester on 2017/2018 Academic Year. From the calculation of ANOVA and homogeneity test of mean English scores by using Duncan test, two identical classes were selected. Therefore, the researcher took two classes by lottery as the experimental and control groups. The two classes were class I as the experimental group and class B as the control one.

The design of this research was an experimental research with posttest only design. The design was based on the score of exercise and post-test only which was conducted after the experimental treatment had been applied. This design involved two groups which received different instructional treatment. The experimental group was taught listening by using English songs. On the other hand, the control group was taught listening by dictation of English songs script. The posttest was given to both two groups after receiving the teaching learning process twice. Based on the output of the Independent Sample T-test in the SPSS, the result showed that the value of significant column Levene's test (2-tailed) was 0,012 and it was lower than 0,05. The average listening values for EG and CG for Exercise 1, 2 and the final test are 81.25, 87.50, and 82.81 (EG) and 66.56, 65.94 and 72.81 (CG). Then, it could be concluded that it had a significant effect of using song as a medium to improve the listening achievement of the Seventh Grade Students of SMPN 5 Pasuruan, East Java. Considering the findings of the research, it is suggested that using song on the teaching and learning process of listening can be used as a consideration to help students in listening achievement.

CHAPTER 1. INTRODUCTION

1.1 Research Background

Language is very important for our life because we can communicate, express our idea and feeling, and transfer the knowledge to other people in our society through it. So, we cannot live without language in building communication and interaction with our social life. English as an international language is also very important for our life because we cannot avoid communicating and interacting with other people around the world who use English as their first or foreign language.

Since the year of 2000, people have been facing the globalization era, an era where there is no limitation for a country to make relationship with other countries. This fact has caused people to try learning English in order to prepare for the third millennium in which English is used worldwide. In this era, English might be used as a second language.

Learners usually study a foreign language –especially English– by doing something enjoyable such as reading English magazines and newspaper, watching English program in television, listening to English program on radio, and listening to English popular songs. This statement is supported by Nababan and Utami (1992) who state, “The use of media such as tape recorder, English laboratory, film, video and radio included songs could help the students in learning English to reach the intended purpose”. Those media can be used in collaboration with the regular instructional materials.

One kind of the media that can be used in improving learners’ English proficiency is song. It occupies a main part as expression of thought and feelings and it is predominantly image driven, especially through the subject matter of the lyrics, live performances, music, videos and other forms of exposure which makes it favorable and unfavorable to whomever the listener is clarity (Kerrie, 2006). According to the result of a research conducted by Haghverdi (2014) the implementation of song and movie in High School used in the study have a significant effect on student's language achievement in their listening, reading,

vocabulary and Grammar. A research done by Shahsavari and Nastaran (2014) showed that teaching grammar or vocabulary through songs brought about considerable improvement in the oral fluency. So, using song can improve the learners' language achievement especially in English as a foreign language.

Unfortunately, most of SMP students said that English subject is interesting but difficult. For instance, the seven grade students of SMPN 05 Pasuruan have said that listening is difficult for them. This fact is appropriate with what Hamouda (2013) said that understanding spoken text in foreign language is difficult task for foreign English student. Ahmadi et. al. (2004:90) also said, "It is caused by many factors; if English teachers do not have adequate skill and proper style in their teaching and learning process, this matter will occur". Moreover, if the teacher presents monotonous teaching, the students will be bored and not interested in the subject. Therefore, as an influential person in the classroom, the teacher has to create conducive classroom atmosphere to plan a variety of learning activities and use materials effectively. This means that the teacher does not only have the ability to apply various techniques but also to employ various media in teaching English.

Saricoban and Metin (2000) stated "Songs can develop the four skill areas. They are reading, writing, speaking and listening". Brown (2001:18) said, "Songs or music could process great quantities of material and arise the right conditions for learning among which are a state of relaxation and giving over of control to the teacher". In conclusion, songs as media in learning English process can give benefits both on the students and the teacher.

Here, the researcher tries to apply song as a medium of teaching listening. The researcher hopes that songs can motivate the students to love English and increase their interest in English subject. It is because songs make learners happy, comfortable, and relaxed, so they can get high motivation to learn English as their foreign language, especially in listening comprehension. Therefore, the researcher wants to conduct a research entitled "**The Effect of Using Songs on The Listening Comprehension Achievement of the Seventh Grade Students of SMPN 05 Pasuruan, East Java**".

1.2 Limitation of the Problem of the Study

The researcher limited the problem of the study due to some reasons. The researcher focused on the effectiveness of using song in teaching and learning process towards students' listening achievement. English song was used to teach listening. The topic of english song were used are about Describing Places and Body Parts. The participants of this research also were restricted to the seventh grade students of SMP Negeri 05 Pasuruan in the 2017/2018 academic year.

1.3 Research Problem

Based on the background of the research above, the researcher states the problem as follows: *“Is there any significant effect of using song as a medium to improve the listening comprehension achievement of the Seventh Grade Students of SMPN 5 Pasuruan, East Java?”*

1.4 Research Objective

The results of this research are expected to give contribution in teaching learning process as follows

- a. Find out the proof that there is a significant increase of the listening comprehension achievement of the Seventh Grade Students of SMPN 5 Pasuruan, East Java after using song as a medium of teaching.
- b. The result of research will be used in listening education English by English teacher.

1.5 Research Contribution

The results of this research are expected to give contribution in teaching learning process as follows:

- a. Empirical Contribution

The result of this research can help other researchers in the future who want to conduct the same reasearch dealing with the use of song in Teaching Strategy as the reference. The researcher also expects that the

future researchers will complete this research limitation in applying Song to their research.

b. Practical Contribution

The result of this research is expected to give some evidences of how using song is effective strategies to help students in listening echievement so that the English teacher can consider to apply this strategies in teaching listening.



CHAPTER 2. RELATED LITERATURE REVIEW

2.1 Listening Comprehension in ELT (English Language Teaching)

Listening undoubtedly plays a very important role in ELT because it provides a foundation for all aspects of language. Rankin (1928:129) states, “People spend 45 percent of the time for listening, 30 percent for speaking, 16 percent for reading, and 9 percent for writing”.

People communicate with others because they are able to listen to their speech. Besides, they can enjoy many kinds of songs, plays and films by listening to them from radio, television, cinema, and so on. In other word, they can get much information through listening process.

Because the students’ ability is closely related to their study success; In studying a language; the students have to listen to many resources because listening is very fundamental in our life, but there are just a few of us who know what listening is.

2.1.1 The Definition of Listening

There are many kinds of listening from different experts, two of them are:
a) Tarigan (1986:9) who states, “Listening is an active process to hear language sound with full of attention, consciousness, interpretation, understanding, appreciation, evaluation and responds”.

b) Hirsch (1986:135) states, “Listening has been defined as synthesis of many other definitions, treat aspects that span neurological responses and interpretation of sound to understanding and assigning meaning by reacting, selecting meaning, remembering, attending, analyzing and incorporating previous experience.

Hirsch groups the definition of listening as 1) attempt to define process; 2) explanation of sequential phases in listening how sound is received, comprehended and acted upon; and 3) general definition that examines aspects of listening without sequencing them or relating each to the others as part of a process. Listening is not only about receiving the spoken language, but also an

active process that involves the participation of the listeners to construct the meaning.

From the definition above, it can be concluded that actually listening is a deliberate process to hear, comprehend, remember, and understand what they hear and they seek, also give responds. They listen to the sound they hear and they listen to what others say and they know what they meant, then they give responds.

2.1.2 The Types of Listening

Tarigan (1986:37) states. "There are basically four types of listening as below:

1. Marginal Listening

In this type, the students learn while doing something. For example: a student listens to the radio while doing his homework.

2. Appreciative Listening

Appreciative listening is applied when one listens for enjoyment. Imaginatively, the listener is trying to experience and know what happens in the story, such as:

- Listening to radio or television program.
- Listening to story or poetry.

3. Attentive Listening

Attentive listening is needed in the situation which claims precise understanding like giving direction, information and introduction. In this type, there is a little difference from listening in situation where listener will participate like in conversation and discussion. We can call it responsive listening. Attention can take place in classroom for instance:

- In giving directions for assignment.
- In making announcement and reports.

4. Analytical Listening

Analytical listening means considering message that the listener gets and compares it with his personal experience such as listening to solve arithmetic problem.

2.1.3 The Problems Faced in Listening Comprehension

Tied and Tied (1967:87) states, “There are many problems faced in listening comprehension:

- 1) The listener has no control over the rate of the speaker. In face-to-face conversation, it is perfectly permissible to request the speaker to speak more slowly, so that we can catch on his speaking. He may not only speak rapidly but he may also possess characteristics which prevent effective listening. In this condition, it is very difficult for the poor listener to comprehend the content of the speech because they do not have chance for asking the speaker to speak more slowly or to repeat his statement.
- 2) The speaker may mispronounce or he may place words in odd contexts which cause confusion in the listener’s mind. When we listen about the speech containing mispronounced words, we will think over what the speaker means directly. It is time consuming to think over it that no doubt we are forced to skip a head mentally with the speaker and hope that the point missed were not vital to understand the total message.
- 3) Usually, the listener has no written guide to assist his track of listening. Catching on the speech, we usually need a written guide. The provision of a script and a pen will aid listening efficiency. We can make outline of the speech and it enables us to make a note about the report of the detailed information.
- 4) There is seldom of opportunity for repetition in the speaking-listening situation. A line that is not “caught” in a record may be replayed to permit listeners to hear portions of a selection again. The tape recorder has no further advantage of permitting the listener to stop the recording immediately in order to replay the lines which he would like to listen again. However, we listen to the radio, television or join the seminar attended by hundred of audience, we will not have many chances to ask for the speaker to repeat a line which is blur or cannot be caught.”

2.2 Using English Songs in Listening Comprehension

Actually, there are many kinds of English song. However in this case, the researcher only takes English children songs to apply because they are predominantly image driven, especially through the subject matter of the lyrics, live performances, music videos and other forms of exposure which makes it favorable and unfavorable to whomever is the listener.

Using song in listening comprehension is very good, because while learning, the students also get enjoyment. They will be more relaxed and silent in listening comprehension. This good condition, the students can get high motivation. So, they can absorb a great number of materials. In the other hand, the

students can build their vocabularies and find the meaning of words or sentences of the songs. Song provides pleasant despite of exercises and drills.

Sillado states in Murdani (1994:20), “Song or music is a main part as expression of thinking and feeling. It will be beautiful with the existence of the rhyme, tone and harmony besides its voice or sound”. Song occupies a main part as expression of thinking and feeling. Carlyle states in Rachmawati (2005:32), “Music is a kind of inarticulate unfathomable speech which leads us to the edge of the infinitive and lets us for moment gaze into that.

One of the definitions of songs from New Harvard Dictionary (1986:768) states that “Music is a form of musical expression in which the human voice has the principle role and is the carrier of a text as a generic term, any music that is song more especially, a short, simple vocal composition consisting melody and first text”.

Generally, song increases the students’ motivation to learn because the students are much more interested about songs. How to teach language with fun and song has been compiled by teachers of English as a foreign language. Songs could be enjoyable way to transmit knowledge and it can reinforce students to be willing and anxious to learn. Giving students many songs with preparation will make students enjoy and interested in the subject being taught.

Saricoban and Metin (2000) state that they have found that songs can develop the four skills areas reading, writing, speaking and listening. Merit states in Susanti (2002), “Songs provide musical activities that will enhance other learning such as acquisition of language, listening skills, auditory discrimination and social understanding. It also helps children understand other people and their cultures and give increasing for social and emotional development”. By listening to the song we will try to read the text attached to the cassette instrument, write the text of the song on another paper, learn to follow the sound of the song and listen to its’ voice.

Rachmawati (2005:11) states, “Songs can loose stress, make relaxation and increase pupil’s productivity.” In addition, there are some general advices on using songs in the classroom such as:

- a. It does not matter whether you can sing or not. Neither of us can sing but we play the cassette recorder very well. Don't let your own lack to sing ability inhibit you.
- b. Song provides excellent practice in stress, rhythm, intonation, catenation and practice in simply keeping up the pace with natural English speech. They can be used to reinforce structures. They can be regarded as a short poetic texts.
- c. Do not use the material just because you like it. Use a song because it is gets wonderful melody or lyrics that will give you something to teach. This needs not to be structured. You can regard a song as a short authentic text and exploit the lyrics in any of the many ways that you might adopt with other text. A very good reason for using songs is that it is not in the top 10 this week. This song is in English and everyone in the class is humming it.

From the statements above, we can conclude that teaching by using song is very easy. It does not matter whether the teacher can sing or not long as he or she can play the cassette recorder, she or he can teach listening by using song. Songs also provide excellent practice in keeping up the step with natural speech English.

It is obvious that songs can help teacher to provide exposure to students in learning English as a foreign language. Teachers should prepare the songs materials carefully before having them in front of students. Teachers should select the most appropriate songs dealing with the topic.

2.3 Review of Previous Research Findings

Shahsavari and Nastaran (2014) conducted a study to investigate how different types of the pedagogical songs i.e. Grammar-based or vocabulary-based songs affect the oral fluency of Iranian junior high school students. They chose 40 students randomly from one junior high school and divided then into two groups (classes), one experimental (EG) and one control group (CG). Before starting the research a pre-test was taken and three raters scored the participants' oral fluency. After three months the participants subsequently sat for a post-test and the same raters scored their oral fluency. The statistical results indicated that a meaningful difference was spotted between the groups; Further, they claimed that the outcome of their study corroborates the hypotheses; regarding the fact that experimental

group learners enhanced their fluency and songs have a moderately profound effect on their fluency. The research presented here is part of an enormous amount of literature that provides evidence for the advantages of song in language classrooms.

Another researcher Haghverdi (2015) conducted a study about the effect of songs and movie on High School Students Language Achievement. The result of the study showed that the implementation of song and movie used in the study had a significant effect on student's language achievement in their listening, reading, vocabulary and grammar. For the purpose of their study sixty students (30 boys, 30 girls) participated in this research from the total population of students at Sae English language institute in Dehdasht (a city in south west of Iran). Then they were divided in two groups of thirty (control and experimental group). The participant's scores were analyzed by using t-test immediately after the treatment and 3 days later. As it was indicated, there was a significant difference between the listening mean scores of the groups in posttest. The score of pretest is 5.60 and increases in the post test into 9.03. The obtained results of the present study showed that the independent variable (treatment) of this study had a positive effect on the dependent variable (students' learning) in posttest. It follows then that song and movie had a positive effect on second language acquisition.

CHAPTER 3. RESEARCH METHODS

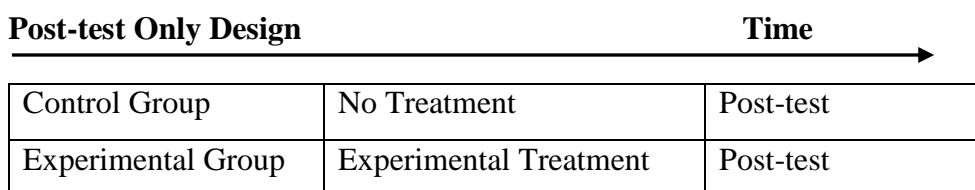
3.1 Research Design

There are several methods used to solve different problems. In order to be more systematic in conducting this research, the researcher has to select a certain method to get an accurate result of the research. In this research proposal, the researcher will use an experimental research. Learner's Multilingual Dictionary states that "Experiment is test or trial carried out carefully in order to study what happens and gain new knowledge".

Ary (1979:225) states, "Experiment is the event planned and carried out by the researcher with evidence relevant to the hypothesis. The experiment deliberately and systematically introduces change into natural phenomena, then observes the consequence of those changes. The hypothesis expresses expectations as the findings that will result from the changes which are introduced".

In this research, using experimental design where two intact groups were organized into parallel classes and classified in two groups, i.e. an experimental group and a control one. Both groups were treated differently. As the beginning of this research, the researcher got the English score of all classes of the seventh grade in SMPN 5 Pasuruan. The English score got was score in the first semester. Then they were analyzed and evaluated to find the homogeneity by using SPSS program.

Based on lesson plan, the researcher decided that the experimental group was taught with songs and the control one was taught with conventional method, i.e. 'listen and repeat'. Class activities will do one time and then, both groups are given post-test. The variables examined in this experimental research are independent variables and dependent ones. The independent variables was the usage of song and the dependent variable is the students' listening comprehension achievement. The design of this research can be illustrated as follows :



(Creswell, 2012:310)

3.2 Population and Sample

Arikunto (2013:173) stated, "Population is the total subject of the research". He also states, "Population is a set (or collection) of all element processing one or more attributes of interest". Besides the statements above, Little and Hills (1978:27) state, "Population is a set of measurements (or counts) of variable taken from all the individuals specified in the population."

Based on the statements above, the population of this research is all of the first year students of SMPN 5 Pasuruan, East Java consisting of a proximally 300 students of 9 classes.

Arikunto (2013:174) stated, "Sample is a portion of population which is observed." Little and Hills (1978:27) stated, "Sample is a set of measurements (variables) that constitute a part of a population." This research used cluster sampling. It is a sampling which is not individual, but a group of people who are naturally in the same place and they have same characteristic.

In this research, the researcher took two classes randomly as the sample, i.e. Class 7-I with approximately 30 students and Class 7-B-other with approximately 30 students. So, there were approximately 60 students. Selection of class sample was done by evaluating students' English score in semester 1. The researcher used SPSS 15 program to do that. The design used in this research is experimental. The students were divided into two groups, i.e. Class 7-I as the experimental group and Class 7-Br as the control one. The explanation of sample chosen is below.

The number of class VII at State Junior High School 05 Pasuruan (SMPN 05 Pasuruan) in the academic year 2017/2018 is 9 classes. To obtain a class having uniform or homogeneous characteristics so that the experimental sample use is not biased, before the treatment of the experimental unit, the researcher determines the class as experimental unit by using diversity analysis or variance analysis (ANOVA).

The data which were used to determine the sample were the data of English subject score in odd semester of 2017/2018. The data were obtained from the English teacher of SMPN 05 Pasuruan (See Appendix G). The researcher used

the SPSS 15 program to analyze the variants. Variance analysis result is presented in Table 3.1 below.

Tabel 3.1 The analysis of English score variance in odd semester of grade VII SMPN 05 Pasuruan

Diversity Source	df	Sum of Squares	Mean of Squares	F Calculation	F Table (5 %)
Class	8	1186.523	148.315	12.228**	2.0164
Rest error	279	3384.013	12.129	-	-
Total	287	4570.537	-	-	-

Description ** Significantly different

Based on Table 3.1, it shows that the English score of students of SMPN 05 Pasuruan in odd semester of 2017/2018 is really different. This shows that their English skills have differences between one class and other classes. Therefore, the class that would be used as experimental group is the class which has an identical mean English score. To determine the statistic identical mean score, the researcher used Duncan's average difference test. The result of Duncan's average difference test is shown in Table 3.2 below.

Tabel 3.2 The result of difference test of Duncan on mean score of English for Class VII of SMPN 05 Pasuruan

CLASS	N	Subset for alpha = .05					Notation
		1	2	3	4	5	
G	32	74.87					a
D	32	75.49					a
B	32	75.82	75.82				ab
I	32	75.93	75.93				ab
A	32		77.53	77.53			cb
C	32			77.90			c
E	32			78.06			c
H	32			78.20			c
F	32				81.99		d
Sig.		.272	.063	.493	1.000		

Description: the same letters show that the difference is not significant (identical)

Based on the result of Duncan's mean difference test, it shows that there are 4 distinct classes shown by 4 letter notations from letter a to d. The researcher determines the classes of identical mean, i.e. class VII-B (Control Group, CG) and Class VII-I (Experimental Group, EG) as the sample experimental units with the closest mean of the English score of 75.82 and 75.93 and it includes a low mean. Thus, these two classes are used as experimental units on the next research.

3.3 Research Instruments

Arikunto (2013:149) stated, "Instrument is the tool which is used by the researcher in using a method." Ary (1979:175) states, "Instrument can measure characteristic such as intelligence, personality, motivation, attitudes, interest and so on". In this research, the researcher used tests as the instruments. Ary (1979:256) states, "A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned". In this research, the researcher used an achievement test in the form of multiple-choices test.

3.4 Treatment

3.4.1 Treatment of the Experimental Group

First of all, the experimental group which consists of approximately 30 students were given the listening materials by using the songs. The researcher gives the treatment for 2 periods.

3.4.2 Treatment of the Control Group

Like the experimental group, the control group which consists of approximately 30 students were given the listening materials that are presented conventionally (listen and repeat). The researcher gives the listening materials for 2 periods.

3.5 Data Collection

3.5.1 Interview

The researcher interviewed the English teacher who taught the seventh grade students in SMPN 05 Pasuruan. This includes questions were about the condition of students, the curriculum, duration of English per week, students' listening ability, student's English score achievements in semester 1 to evaluate homogeneity of class sample by using SPSS 15 program and method of teaching and learning English.

3.5.2 Test

The researcher conducted 2 exercises and a posttest after giving treatment to the experimental and control groups. There were 10 questions in each exercise and 20 questions in the posttest. The scoring guide is when the item is true, it will had 10 and 5 points. However, when the item is false, it will had 0 point. See Appendix C, D and E.

3.6 Data Analysis

Data analysis was directed to determine whether the experimental group achieves better performance than the control group or not. The post-test scores of both groups was computed by using analysis of T-test which is operated by computer (SPSS 15 program).

CHAPTER 5. CONCLUSION AND SUGGESTION

5.1 Conclusion

After analyzing the data and discussing it, it can be concluded that the use of learning media using English songs in teaching the material of Listening is effective because the students do not feel bored to learn it. With the use of English songs, students feel relaxed, comfortable and happy, so they get entertainment when they receive the material. This brought good condition to the students who can absorb a large amount of material provided by the teacher easily. Students can develop their vocabulary, discover the meaning of words and sentences in the song, and improve their abilities in English.

Based on data analysis with the use of SPSS 15 program, it shows that the use of English songs is effective to improve the Listening Comprehension Achievement of EG of SMP Negeri 05 Pasuruan Academic Year 2017-2018. The average listening values for EG and CG for Excercise 1, 2 and the final test are 81.25, 87.50, and 82.81 (EG) and 66.56, 65.94 and 72.81 (CG).

5.2 Suggestion

5.2.1 For teachers

The teaching of Listening Comprehension materials using English songs can improve students' skills in Listening Comprehension materials so that teachers are expected to teach Listening Comprehension with the use of songs as alternative media. Teachers are expected to use the students' favorite English songs such as English pop songs that attract the attention of most students. So, it can increase students' motivation in learning English, especially in Listening Comprehension material.

5.2.2 For Students

We realize that Listening Comprehension is one of the most important learnings in a language, so the students need to practice their learning habits as much as possible. They can practice their Listening Comprehension understanding

through radio, video, television and recording devices that can be used to play a song. With the practice of Listening Comprehension, they will be able to understand everything in Listening Comprehension materials. To support their desire in an effort to improve Listening Comprehension, these students need to add vocabulary, pronunciation practice and grammar in the process of daily English learning.

5.2.3 For other researchers

The researcher realizes that this Experimental Research is still not perfect. Thus, it is proposed for other readers or researchers to undertake further studies or researches in different teaching media such as poetry, drama and English short stories. Finally, the researcher hopes that this research can be a reference for further researchers

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Appendix A. RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
Improving the Listening Comprehension Achievement Using Songs on the Seventh Grade Students	How significant is the result of using song as a medium to improve the listening comprehension achievement of the Seventh Grade Students of SMPN 5 Pasuruan, East Java?	<p>Independent variable: The method in teaching listening using song as a medium</p> <p>Dependent variable: The student's score of listening test</p>	The student's score of listening achievement test by covering Contents	<p>Respondents: the Seventh Grade Students of SMPN 5 Pasuruan, East Java</p> <p>Informant: The English Teacher of SMPN 5 Pasuruan, East Java</p> <p>Documents: 1. Name of the respondents 2. Name of the informant 3. Student's listening comprehension score</p>	<p>1. Research design: Experimental research design</p> <p>2. Area determination method: Purposive method</p> <p>3. Respondent determination method: Cluster random sampling</p> <p>4. Data collection method: a. Observation b. Treatment c. Exercise d. Posttest</p> <p>5. Data analysis: Independent sample t-test of SPSS computing system</p>	By using song as a medium of teaching, the listening comprehension achievement of the Seventh Grade Students of SMPN 5 Pasuruan, East Java can be significantly increased

Appendix B. The Names of Research Participants

No.	Class I (EG)	Class B (CG)
1	AFAR	ADP
2	AMNS.	ARA
3	ANAS	APP
4	ABA	AZ
5	CJM.	APN
6	DYP	DPAI
7	ES	EWP
8	FR	HR
9	IS	HBR
10	IF	MFN
11	IA	MQ
12	KK	MYTS
13	LH	MU
14	LA	MIG
15	MAI	MS
16	MF	NA
17	MQ	NM
18	M	NS
19	MPS	RSW
20	MDCP	RR
21	MGH	RS
22	MST	RH
23	NA	SA
24	RI	STP
25	RRM.	SKW
26	RS	SK
26	RM	SQ
28	SPH	TS
29	TW	UNH
30	UA	VHU
31	ZF	WEA
32	ZS	YIY

Appendix C.**LESSON PLAN I
(LP) – CONTROL GROUP**

School : UPT SMP Negeri 5 Pasuruan
Subject : English
Topic : Descriptive Text
Sub Topic : Listening Comprehension
Class / Semester : VII / 2
Time Allotment : 2 x 40 minutes

Core Competence

1. KI 1 : Menghargai and menghayati ajaran agama yang dianutnya
2. KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial and alam dalam jangkauan pergaulan and keberadaannya.
3. KI 3 : Memahami pengetahuan (faktual, konseptual, and prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena and kejadian tampak mata.
4. KI 4 : Mencoba, mengolah, and menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

A. Basic Competence

- 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda

B. Indicators

- 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
 - 3.7.1 Identifying the pronunciation, intonation dan spelling on vocabularies in a *descriptive text about a place* orally (listening dictation)
 - 3.7.2 Identifying the explicit meaning in a *descriptive text about a place* orally (listening comprehension)

- 3.7.3 Identifying the implicit meaning in a *descriptive text about a place* orally (listening comprehension)
- 4.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda
- 4.7.1 Making the questions dan answers list in a *descriptive text about a place* orally (listening comprehension)
- 4.7.2 Performing the questions dan answers list in a *descriptive text about a place* orally (listening comprehension)

C. Learning Objectives

After finishing the lesson, the students are able to:

1. Identifying the pronunciation, intonation dan spelling on vocabularies in a *descriptive text about a place* orally through **singing a song confidently**.
2. Identifying the explicit meaning in a *descriptive text about a place* orally (listening comprehension) through **listening carefully**.
3. Identifying the implicit meaning in a *descriptive text about a place* orally (listening comprehension) through **listening carefully**.

D. Materials

Main Materials

Social Function (Factual):

Describing, introducing, complimenting, identifying, criticizing.

Text Structure (Procedural):

Includes:

- Identification (whole name and parts)
- Characteristics / qualities
- The function, behavior, advantage, action, habit of the discussed person, animal or thing.

Language Features (Conceptual):

- Deklarative (positive and negative), and interrogative (*Yes/No question; Wh-question*), in *simple present tense*.
- Singular and plural forms with / without *a, the, this, those, my, their*, etc.
- Pronunciation, stressing, intonation, spelling, mechanics and hand-writing

Topic:

Person, building, things, which are located at home, school and students' surrounding, including public places which can improve the behaviors included in KI.

Material Examples:**“OLD MACDONALD HAD A FARM”**

Old Macdonald had a farm ... E I E I O
And on his farm, he had some chicks ... E I E I O
With a chick chick here and a chick chick there
Here a chick, there a chick, every where a chick chick
Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O
And on his farm, he had some ducks ... E I E I O
With a quack quack here and a quack quack there
Here a quack, there a quack, every where a quack quack
Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O
And on his farm, he had some cats ... E I E I O
With a meow meow here and a meow meow there
Here a meow, there a meow, every where a meow meow
Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O
And on his farm, he had some dogs ... E I E I O
With a bowwow here and a bowwow there
Here a bow, there a wow, every where a bowwow
Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O
And on his farm, he had some sheep ... E I E I O
With a baa baa here and a baa baa there
Here a baa, there a baa, every where a baa baa
Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O
And on his farm, he had some pigs ... E I E I O
With a oink oink here and a oink oink there
Here a oink, there a oink, every where a oink oink
Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O
And on his farm, he had some cows ... E I E I O
With a moo moo here and a moo moo there
Here a moo, there a moo, every where a moo moo
Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O
And on his farm, he had some horses ... E I E I O

With a neigh neigh here and a neigh neigh there
 Here a neigh, there a neigh, every where a neigh neigh
 Old Macdonald had a farm ... E I E I O

.....
 E I E I O

.....
 E I E I O

(source: <https://www.youtube.com/watch?v=LIWbUjHZFTw>)

E. Learning Methods

Approach : Students Centered Approach

Model : 5M

Method : Singing a Song

Cloze-Peer Dictation

The Tournament of Answering

F. Media, Tools, Substances and Learning Sources

Media:

- | | |
|---|---|
| - Pictures of <i>descriptive text about a place</i> | - Text of <i>descriptive text about a place</i> |
| - Song scripts of <i>descriptive text about a place</i> | - Power Point slide |
| | - Student work sheet / Quiz |

Tools:

- Laptop
- LCD Projector
- Whiteboard
- Boardmarker

Substances:

- Stationaries
- Notebooks
- HVS papers
- Buffalo papers

Learning Sources:

- Kemendikbud. 2013. When English Rings a Bell VII. Jakarta: Kemendikbud.
- English Dictionary: Echols, John M. and Hassan Shadily. 2007. An English – Indonesian Dictionary. Jakarta: PT. Gramedia Pustaka Utama.
- www.youtube.com (diakses pada tanggal 12 Januari 2017 pukul 10.00 WIB).

G. Learning Activities

Meeting 1

No.	Activities	
	Teacher	Students
1.	<p>Pre-Activities (10 minutes)</p> <ul style="list-style-type: none"> - Checking the students' readiness to accept the lesson either physically or psychologically - Praying together - Greeting and asking condition - Checking the presence list - Apperception (building the students' willingness) about the materials which will be discussed in the meeting and asking the students to pay their attention to the relevant pictures by saying: <ul style="list-style-type: none"> - Look at the pictures, please! - What do you think of the pictures? - Instructing the students to make pairs. - Explaining the learning objectives of the meeting. - Explaining that in this meeting, there will be 2 activities, i.e. LISTENING DICTATION SCRIPT OF A SONG AND CLOZE-PEER DICTATION 	<ul style="list-style-type: none"> - Paying attention to the teacher - Praying together - Greeting and asking condition - Responding the presence list - Responding the teacher - Doing the teacher's instruction - Paying attention to the teacher - Paying attention to the teacher
2.	<p>Main Activities (60 minutes)</p> <p><u>Observing & Questioning</u></p> <ul style="list-style-type: none"> - Dictation script a song entitled OLD MACDONALD HAS A FARM about <i>descriptive text about a place</i>. - Asking the students to pronounce the words in the SONG SCRIPT by asking them to repeat the teacher's pronunciation - Asking the students to read script of OLD MACDONALD HAD A FARM <p><u>Collecting Information</u></p> <ul style="list-style-type: none"> - Giving the task to the students - Explaining the rules of the 1st game, i.e. CLOZE-PEER DICTATION in pairs (a student as The Writer and another 	<ul style="list-style-type: none"> - Listening to dictation of the scrip of song and writing the script of song - Paying attention to the teacher's pronunciation - Repeating the teacher's pronunciation - Read script of the song together - Doing the task of listening activity - Paying attention to the teacher's explanation

No.	Activities	
	Teacher	Students
	student as The Dictator) - Asking a pair as the model of CLOZE-PEER DICTATION - Conducting CLOZE-PEER DICTATION - Asking the students to check the result of CLOZE-PEER DICTATION from every pair and asking them whether they have any difficulties - Inventorying the unknown vocabularies	- Paying attention to the model - Conducting the game - Cheking the result of CLOZE-PEER DICTATION - Inventorying the unknown vocabularies
3.	Post-Activities (10 minutes) - Guiding the students to draw some conclusions - Giving <i>Penugasan Terstruktur (PT)</i> to look for some pictures under the theme of <i>descriptive text about a place</i> from many sources - Informing that in the next meeting, there will be an activity, i.e. THE TOURNAMENT OF ANSWERING	- Drawing some conclusions - Taking some note about the <i>Penugasan Terstruktur (PT)</i> - Paying attention to the teacher's explanation

H. Assessment

3.1. The Assessment for Knowledge Competence (KI-3)

- a. Assessment Technique : Oral (Listening Comprehension)
 b. Assessment Form : Multiple-Choices
 c. Assessment Instrument :

Choose the best answer!

- Who is Macdonald?
 a. Carpenter b. Banker c. Dentis d. Farmer
- What did old Macdonald have?
 a. Car b. Flower c. Computer d. Farm
- How does the duck sound?
 a. meow b. quack c. bowwow d. moo
- What animals were owned by MacDonald?
 a. tigers b. elephants c. cows d. monkeys
- Where were Macdonald's pets?

- a. Center of farms' him b. Edge of farms' him
c. Corner of farms' him d. Every where
6. How many kinds of pets that old macdonald had?
a. Five b. six c. Seven d. eight
7. How many kinds of pet that have two legs in farm of MacDonald ?
a. two b. three c. four d. five
8. How many kind of pet that have four legs in farm of MacDonald?
a. three b. four c. five d. six
9. How does the chicken sound?
a. chick b. quack c. meow d. bowwow
10. How does the pig sound?
a. chick b. quack c. oink d. moo

d. Scoring:

Score: True: 10 and False: 0

e. Scoring Guide:

Final Score = The Real Score

f. Predicate: with Minimum Mastery Standard 71

KNOWLEDGE	
AVERAGE SCORE	PREDICATE
90 - 100	A (Excellent)
76 - 89	B (Good)
55 - 75	C (Fair)
40 - 54	D (Poor)
0 - 39	E (Very Poor)

Pasuruan, January 2nd 2018
Researcher,

Shinta Asmita Nazariyah
NIM. 130210401015

Missing lyric: (group 1)

“OLD MACDONALD HAD A FARM”

Old Macdonald had a farm ... E I E I O

..... (1)

With a chick chick here and a chick chick there

..... (2)

Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O

And on his farm, he had some ducks ... E I E I O

With a quack quack here and a quack quack there

Here a quack, there a quack, every where a quack quack

Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O

..... (3)

With a meow meow here and a meow meow there

..... (4)

Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O

And on his farm, he had some dogs ... E I E I O

With a bowwow here and a bowwow there

Here a bow, there a wow, every where a bowwow

Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O

..... (5)

With a baa baa here and a baa baa there

..... (6)

Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O

And on his farm, he had some pigs ... E I E I O

With a oink oink here and a oink oink there

Here a oink, there a oink, every where a oink oink

Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O

..... (7)

With a moo moo here and a moo moo there

..... (8)

Old Macdonald had a farm ... E I E I O

a) (9)

b) And on his farm, he had some horses ... E I E I O

c) (10)

d) Here a neigh, there a neigh, every where a neigh neigh

e) Old Macdonald had a farm ... E I E I O

E I E I O

.....

E I E I O

Missing lyric: (group 2)

“OLD MACDONALD HAD A FARM”

Old Macdonald had a farm ... E I E I O

And on his farm, he had some chicks ... E I E I O

..... (1)

Here a chick, there a chick, every where a chick chick

..... (2)

Old Macdonald had a farm ... E I E I O

And on his farm, he had some ducks ... E I E I O

..... (3)

Here a quack, there a quack, every where a quack quack

..... (4)

Old Macdonald had a farm ... E I E I O

And on his farm, he had some cats ... E I E I O

With a meow meow here and a meow meow there

Here a meow, there a meow, every where a meow meow

Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O

And on his farm, he had some dogs ... E I E I O

..... (5)

Here a bow, there a wow, every where a bowwow

..... (6)

Old Macdonald had a farm ... E I E I O

And on his farm, he had some sheep ... E I E I O

With a baa baa here and a baa baa there

Here a baa, there a baa, every where a baa baa

Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O

..... (7)

With a oink oink here and a oink oink there

..... (8)

Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O

And on his farm, he had some cows ... E I E I O

With a moo moo here and a moo moo there

Here a moo, there a moo, every where a moo moo

Old Macdonald had a farm ... E I E I O

a) Old Macdonald had a farm ... E I E I O

b) (9)

c) With a neigh neigh here and a neigh neigh there

d) (10)

e) Old Macdonald had a farm ... E I E I O

.....

E I E I O

.....

E I E I O

Eppendix D.

**LESSON PLAN I
(LP) – EXPERIMENTAL GROUP**

School : UPT SMP Negeri 5 Pasuruan
Subject : English
Topic : Descriptive Text
Sub Topic : Listening Comprehension
Class / Semester : VII / 2
Time Allotment : 2 x 40 minutes

Core Competence

1. KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
2. KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

A. Basic Competence

- 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda

B. Indicators

- 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
 - 3.7.1 Identifying the pronunciation, intonation dan spelling on vocabularies in a *descriptive text about a place* orally (listening dictation)
 - 3.7.2 Identifying the explicit meaning in a *descriptive text about a place* orally (listening comprehension)

- 3.7.3 Identifying the implicit meaning in a *descriptive text about a place* orally (listening comprehension)
- 4.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda
- 4.7.1 Making the questions dan answers list in a *descriptive text about a place* orally (listening comprehension)
- 4.7.2 Performing the questions dan answers list in a *descriptive text about a place* orally (listening comprehension)

C. Learning Objectives

After finishing the lesson, the students are able to:

1. Identifying the pronunciation, intonation dan spelling on vocabularies in a *descriptive text about a place* orally through **singing a song confidently**.
2. Identifying the explicit meaning in a *descriptive text about a place* orally (listening comprehension) through **listening carefully**.
3. Identifying the implicit meaning in a *descriptive text about a place* orally (listening comprehension) through **listening carefully**.

D. Materials

Main Materials

Social Function (Factual):

Describing, introducing, complimenting, identifying, criticizing.

Text Structure (Procedural):

Includes:

- Identification (whole name and parts)
- Characteristics / qualities
- The function, behavior, advantage, action, habit of the discussed person, animal or thing.

Language Features (Conceptual):

- Deklarative (positive and negative), and interrogative (*Yes/No question; Wh-question*), in *simple present tense*.
- Singular and plural forms with / without *a, the, this, those, my, their*, etc.
- Pronunciation, stressing, intonation, spelling, mechanics and hand-writing

Topic:

Person, building, things, which are located at home, school and students' surrounding, including public places which can improve the behaviors included in KI.

*Material Examples:***“OLD MACDONALD HAD A FARM”**

Old Macdonald had a farm ... E I E I O
And on his farm, he had some chicks ... E I E I O
With a chick chick here and a chick chick there
Here a chick, there a chick, every where a chick chick
Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O
And on his farm, he had some ducks ... E I E I O
With a quack quack here and a quack quack there
Here a quack, there a quack, every where a quack quack
Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O
And on his farm, he had some cats ... E I E I O
With a meow meow here and a meow meow there
Here a meow, there a meow, every where a meow meow
Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O
And on his farm, he had some dogs ... E I E I O
With a bowwow here and a bowwow there
Here a bow, there a wow, every where a bowwow
Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O
And on his farm, he had some sheep ... E I E I O
With a baa baa here and a baa baa there
Here a baa, there a baa, every where a baa baa
Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O
And on his farm, he had some pigs ... E I E I O
With a oink oink here and a oink oink there
Here a oink, there a oink, every where a oink oink
Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O
And on his farm, he had some cows ... E I E I O
With a moo moo here and a moo moo there
Here a moo, there a moo, every where a moo moo
Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O
And on his farm, he had some horses ... E I E I O

With a neigh neigh here and a neigh neigh there
 Here a neigh, there a neigh, every where a neigh neigh
 Old Macdonald had a farm ... E I E I O

.....
 E I E I O

.....
 E I E I O

(source: <https://www.youtube.com/watch?v=LIWbUjHZFTw>)

E. Learning Methods

Approach : Students Centered Approach

Model : 5M

Method : Singing a Song

Cloze-Peer Dictation

The Tournament of Answering

F. Media, Tools, Substances and Learning Sources

Media:

- Pictures of *descriptive text about a place*
- Videos of *descriptive text about a place*
- Song scripts of *descriptive text about a place*
- Text of *descriptive text about a place*
- PowerPoint slide
- Student work sheet / Quiz

Tools:

- Laptop
- LCD Projector
- Whiteboard
- Boardmarker

Substances:

- Stationaries
- Notebooks
- HVS papers
- Buffalo papers

Learning Sources:

- Kemendikbud. 2013. When English Rings a Bell VII. Jakarta: Kemendikbud.
- English Dictionary: Echols, John M. and Hassan Shadily. 2007. An English – Indonesian Dictionary. Jakarta: PT. Gramedia Pustaka Utama.
- www.youtube.com (diakses pada tanggal 12 Januari 2017 pukul 10.00 WIB).

G. Learning Activities

Meeting 1

No.	Activities	
	Teacher	Students
1.	<p>Pre-Activities (10 minutes)</p> <ul style="list-style-type: none"> - Checking the students' readiness to accept the lesson either physically or psychologically - Praying together - Greeting and asking condition - Checking the presence list - Apperception (building the students' willingness) about the materials which will be discussed in the meeting and asking the students to pay their attention to the relevant pictures by saying: <ul style="list-style-type: none"> - Look at the pictures, please! - What do you think of the pictures? - Instructing the students to make pairs. - Explaining the learning objectives of the meeting. - Explaining that in this meeting, there will be 3 activities, i.e. LISTENING A SONG, SINGING A SONG AND CLOZE-PEER DICTATION 	<ul style="list-style-type: none"> - Paying attention to the teacher - Praying together - Greeting and asking condition - Responding the presence list - Responding the teacher - Doing the teacher's instruction - Paying attention to the teacher - Paying attention to the teacher
2.	<p>Main Activities (60 minutes)</p> <p><i>Observing & Questioning</i></p> <ul style="list-style-type: none"> - Playing a song entitled OLD MACDONALD HAS A FARM about <i>descriptive text about a place</i>. - Asking the students to pronounce the words in the SONG SCRIPT by asking them to repeat the teacher's pronunciation - Asking the students to sing OLD MACDONALD HAD A FARM <p><i>Collecting Information</i></p> <ul style="list-style-type: none"> - Giving the task to the students - Explaining the rules of the 1st game, i.e. CLOZE-PEER DICTATION in pairs (a student as The Writer and another student as The Dictator) - Asking a pair as the model of CLOZE- 	<ul style="list-style-type: none"> - Listening to the song and writing the script of song - Paying attention to the teacher's pronunciation - Repeating the teacher's pronunciation - Singing the song together - Doing the task of listening activity - Paying attention to the teacher's explanation - Paying attention to the model

No.	Activities	
	Teacher	Students
	<p>PEER DICTATION</p> <ul style="list-style-type: none"> - Conducting CLOZE-PEER DICTATION - Asking the students to check the result of CLOZE-PEER DICTATION from every pair and asking them whether they have any difficulties - Inventorying the unknown vocabularies 	<ul style="list-style-type: none"> - Conducting the game - Cheking the result of CLOZE-PEER DICTATION - Inventorying the unknown vocabularies
3.	<p>Post-Activities (10 minutes)</p> <ul style="list-style-type: none"> - Guiding the students to draw some conclusions - Giving <i>Penugasan Terstruktur (PT)</i> to look for some pictures under the theme of <i>descriptive text about a place</i> from many sources - Informing that in the next meeting, there will be an activity, i.e. THE TOURNAMENT OF ANSWERING 	<ul style="list-style-type: none"> - Drawing some conclusions - Taking some note about the <i>Penugasan Terstruktur (PT)</i> - Paying attention to the teacher's explanation

H. Assessment

3.1. The Assessment for Knowledge Competence (KI-3)

- a. Assessment Technique : Oral (Listening Comprehension)
- b. Assessment Form : Multiple-Choices
- c. Assessment Instrument :

Choose the best answer!

1. Who is Macdonald?
 - a. Carpenter b. Banker c. Dentis d. Farmer
2. What did old Macdonald have?
 - a. Car b. Flower c. Computer d. Farm
3. How does the duck sound?
 - a. meow b. quack c. bowwow d. moo
4. What animals were owned by MacDonald?
 - a. tigers b. elephants c. cows d. monkeys
5. Where were Macdonald's pets?
 - a. Center of farms' him b. Edge of farms' him
 - c. Corner of farms' him d. Every where

6. How many kinds of pets that old macdonald had?
a. Five b. six c. Seven d. eight
7. How many kinds of pet that have two legs in farm of MacDonald ?
a. two b. three c. four d. five
8. How many kind of pet that have four legs in farm of MacDonald?
a. three b. four c. five d. six
9. How does the chicken sound?
a. chick b. quack c. meow d. bowwow
10. How does the pig sound?
a. chick b. quack c. oink d. moo

d. Scoring:

Score: True: 10 and False: 0

e. Scoring Guide:

Final Score = The Real Score

f. Predicate: with Minimum Mastery Standard 71

KNOWLEDGE	
AVERAGE SCORE	PREDICATE
90 - 100	A (Excellent)
76 - 89	B (Good)
55 - 75	C (Fair)
40 - 54	D (Poor)
0 - 39	E (very Poor)

Pasuruan, January 2nd 2018
Researcher,

Shinta Asmita Nazariyah
NIM. 130210401015

Missing lyric: (group 1)

“OLD MACDONALD HAD A FARM”

Old Macdonald had a farm ... E I E I O

..... (1)
 With a chick chick here and a chick chick there

..... (2)

Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O
 And on his farm, he had some ducks ... E I E I O
 With a quack quack here and a quack quack there
 Here a quack, there a quack, every where a quack quack
 Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O
 (3)

With a meow meow here and a meow meow there
 (4)

Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O
 And on his farm, he had some dogs ... E I E I O
 With a bowwow here and a bowwow there
 Here a bow, there a wow, every where a bowwow
 Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O
 (5)

With a baa baa here and a baa baa there
 (6)

Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O
 And on his farm, he had some pigs ... E I E I O
 With a oink oink here and a oink oink there
 Here a oink, there a oink, every where a oink oink
 Old Macdonald had a farm ... E I E I O

Old Macdonald had a farm ... E I E I O
 (7)

With a moo moo here and a moo moo there
 (8)

Old Macdonald had a farm ... E I E I O

- a) (9)
- b) And on his farm, he had some horses ... E I E I O
- c) (10)
- d) Here a neigh, there a neigh, every where a neigh neigh
- e) Old Macdonald had a farm ... E I E I O

E I E I O

 E I E I O

Missing lyric: (group 2)

“OLD MACDONALD HAD A FARM”

Old Macdonald had a farm ... E I E I O
 And on his farm, he had some chicks ... E I E I O
 (1)

Here a chick, there a chick, every where a chick chick
 (2)

Old Macdonald had a farm ... E I E I O
 And on his farm, he had some ducks ... E I E I O
 (3)

Here a quack, there a quack, every where a quack quack
 (4)

Old Macdonald had a farm ... E I E I O
 And on his farm, he had some cats ... E I E I O
 With a meow meow here and a meow meow there
 Here a meow, there a meow, every where a meow meow

Old Macdonald had a farm ... E I E I O
 Old Macdonald had a farm ... E I E I O
 And on his farm, he had some dogs ... E I E I O
 (5)

Here a bow, there a wow, every where a bowwow
 (6)

Old Macdonald had a farm ... E I E I O
 And on his farm, he had some sheep ... E I E I O
 With a baa baa here and a baa baa there
 Here a baa, there a baa, every where a baa baa

Old Macdonald had a farm ... E I E I O
 Old Macdonald had a farm ... E I E I O
 (7)

With a oink oink here and a oink oink there
 (8)

Old Macdonald had a farm ... E I E I O
 Old Macdonald had a farm ... E I E I O
 And on his farm, he had some cows ... E I E I O
 With a moo moo here and a moo moo there
 Here a moo, there a moo, every where a moo moo

Old Macdonald had a farm ... E I E I O
 a) Old Macdonald had a farm ... E I E I O
 b) (9)

c) With a neigh neigh here and a neigh neigh there
 d) (10)

e) Old Macdonald had a farm ... E I E I O

.....
 E I E I O

.....
 E I E I O

Appendix E.

**LESSON PLAN II
(LP) – CONTROL GROUP**

School : UPT SMP Negeri 5 Pasuruan
Subject : English
Topic : Descriptive Text
Sub Topic : Listening Comprehension
Class / Semester : VII / 2
Time Allotment : 2 x 40 minutes

Core Competence

1. KI 1 : Menghargai and menghayati ajaran agama yang dianutnya
2. KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial and alam dalam jangkauan pergaulan and keberadaannya.
3. KI 3 : Memahami pengetahuan (faktual, konseptual, and prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena and kejadian tampak mata.
4. KI 4 : Mencoba, mengolah, and menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

A. Basic Competence

- 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda

B. Indicators

- 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
 - 3.7.1 Identifying the pronunciation, intonation dan spelling on vocabularies in a *descriptive text about a place* orally (listening dictation)
 - 3.7.2 Identifying the explicit meaning in a *descriptive text about a place* orally (listening comprehension)

- 3.7.3 Identifying the implicit meaning in a *descriptive text about a place* orally (listening comprehension)
- 4.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda
- 4.7.1 Making the questions and answers list in a *descriptive text about a place* orally (listening comprehension)
- 4.7.2 Performing the questions and answers list in a *descriptive text about a place* orally (listening comprehension)

C. Learning Objectives

After finishing the lesson, the students are able to:

1. Making the questions and answers list based on a *lyric of the song about a noun* orally (listening comprehension) through **questioning and answering carefully**
2. Performing the questions and answers list based on a *lyric of the song about a noun* orally (listening comprehension) through **questioning and answering carefully**

D. Materials

Main Materials

Social Function (Factual):

Describing, introducing, complimenting, identifying, criticizing.

Text Structure (Procedural):

Includes:

- Identification (whole name and parts)
- Characteristics / qualities
- The function, behavior, advantage, action, habit of the discussed person, animal or thing.

Language Features (Conceptual):

- Deklarative (positive and negative), and interrogative (*Yes/No question; Wh-question*), in *simple present tense*.
- Singular and plural forms with / without *a, the, this, those, my, their*, etc.
- Pronunciation, stressing, intonation, spelling, mechanics and hand-writing

Topic:

Person, building, things, which are located at home, school and students' surrounding, including public places which can improve the behaviors included in KI.

Material Examples:**WHAT DO THEY LOOK LIKE?**

What does he look like?

Is he short or tall?

What color are his eyes?

What does she look like?

Does she have long hair?

Are her ears small or big?

Does she wear glasses?

What does he look like?

He has short black hair and brown eyes

Is he tall? Yes he is!

He has very long arms and legs

What does she look like?

She has long curly hair and green eyes

Is she tall? No, she's not

She is short and has a small nose

What does he look like?

Is he short or tall?

What color are his eyes?

What does she look like?

Does she have long hair?

Are her ears small or big?

Does she wear glasses?

What does he look like?

He has short black hair and brown eyes

Is he tall? Yes he is!

He has very long arms and legs

What does she look like?

She has long curly hair and green eyes

Is she tall? No, she's not

She is short and has a small nose

(source: <https://www.youtube.com/watch?v=7zCNjzTEOeI>)

E. Learning Methods

Approach : Students Centered Approach

Model : 5M

Method : Singing a Song

Cloze-Peer Dictation

The Tournament of Answering

F. Media, Tools, Substances and Learning Sources**Media:**

- Pictures of *descriptive text about a place*
- Videos of *descriptive text about a place*
- Song scripts of *descriptive text about a place*
- Text of *descriptive text about a place*
- Power Point slide
- Student work sheet / Quiz

Tools:

- Laptop
- LCD Projector
- Whiteboard
- Boardmarker

Substances:

- Stationaries
- Notebooks
- HVS papers
- Buffalo papers

Learning Sources:

- Kemendikbud. 2013. When English Rings a Bell VII. Jakarta: Kemendikbud.
- English Dictionary: Echols, John M. and Hassan Shadily. 2007. An English – Indonesian Dictionary. Jakarta: PT. Gramedia Pustaka Utama.
- www.youtube.com (diakses pada tanggal 12 Januari 2017 pukul 10.00 WIB).

G. Learning Activities**Meeting 2**

No.	Activities	
	Teacher	Students
1.	Pre-Activities (10 minutes) <ul style="list-style-type: none"> - Checking the students' readiness to accept the lesson either physically or psychologically - Praying together - Greeting and asking condition - Checking the presence list - Apperception (building the students' willingness) about the materials which will be discussed in the meeting and asking the students to pay their attention to the relevant pictures by saying: <ul style="list-style-type: none"> - Look at the pictures, please! - What do you think of the pictures? 	<ul style="list-style-type: none"> - Paying attention to the teacher - Praying together - Greeting and asking condition - Responding the presence list - Responding the teacher

No.	Activities	
	Teacher	Students
	<ul style="list-style-type: none"> - Instructing the students to make pairs. - Explaining the learning objectives of the meeting. - Explaining that in this meeting, there will be 3 activities, i.e. LISTENING A SONG, DOING EXERCISE AND DOING POSTTEST 	<ul style="list-style-type: none"> - Doing the teacher's instruction - Paying attention to the teacher - Paying attention to the teacher
2.	<p>Main Activities (60 minutes)</p> <p><u>Observing & Questioning</u></p> <ul style="list-style-type: none"> - Playing a song entitled "WHAT DO THEY LOOK LIKE?" about <i>descriptive text about a PERSON</i> - Asking the students to pronounce the words in the SONG SCRIPT by asking them to repeat the teacher's pronunciation - Asking the students to speak the script of "WHAT DO THEY LOOK LIKE?" <p><u>Collecting Information</u></p> <ul style="list-style-type: none"> - Giving the task to the students - Asking the students to check the result of exercise and asking them whether they have any difficulties - Inventorying the unknown vocabularies - Conducting post test 	<ul style="list-style-type: none"> - Listening to the song and writing the script of song - Paying attention to the teacher's pronunciation - Repeating the teacher's pronunciation - Speaking the script of song together - Doing the task of listening activity - Paying attention to the teacher's explanation - Inventorying the unknown vocabularies - Doing the post test
3.	<p>Post-Activities (10 minutes)</p> <ul style="list-style-type: none"> - Guiding the students to draw some conclusions - Giving <i>Penugasan Terstruktur (PT)</i> to look for some pictures under the theme of <i>descriptive text about a person</i> from many sources - Informing that in the next meeting, there will be an activity, i.e. 	<ul style="list-style-type: none"> - Drawing some conclusions - Taking some note about the <i>Penugasan Terstruktur (PT)</i> - Paying attention to the teacher's explanation

H. Assessment**3.1. The Assessment for Knowledge Competence (KI-3)**

- a. Assessment Technique : Oral (Listening Comprehension)
- b. Assessment Form : Multiple-Choices
- c. Assessment Instrument :

Choose the best answer by crossing It!

1. What does he look like?
 - a. He has short black hair and brown eyes.
 - b. He have short black hair and brown eyes.
 - c. She has short black hair and brown eyes.
 - d. She have short black hair and brown eyes.
2. What does he color hair look like?
 - a. Short black hair b. Long red hair
 - c. Short red hair d. Long black hair
3. Is he tall?
 - a. Yes he is. b. No he is
 - c. Yes she is d. No she is
4. What does he color eyes look like?
 - a. Brown eyes. b. Green eyes
 - c. Blue eyes d. Red eyes
5. What does she look like?
 - a. She has short curly hair and brown eyes
 - b. She has long curly hair and green eyes.
 - c. She has short curly hair and blue eyes
 - d. She has long curly hair and brown eyes
6. What does she color eyes look like?
 - a. Green eyes. b. brown eyes
 - c. blue eyes d. black eyes
7. Does she have long curly hair?
 - a. Yes, she do b. Yes, she does.
 - c. Yes, he does d. Ye, he do
8. Is she tall?
 - a. No, she is not. b. No, he is not
 - c. No, they are not d. Yes we are
9. Does he have very long arms and legs?
 - a. Yes, he does. b. Yes, she does
 - c. No, he does d. No, she does
10. Does she have a small nose?
 - a. Yes, he does b. Yes, she does.
 - c. No, he does not d. No, she does not

d. Scoring:

Score: True: 10 and False: 0

e. Scoring Guide:

Final Score = The Real Score

f. Predicate: with Minimum Mastery Standard 71

KNOWLEDGE	
AVERAGE SCORE	PREDICATE
90 - 100	A (Excellent)
76 - 89	B (Good)
55 - 75	C (Fair)
40 - 54	D (Poor)
0 - 39	E (Very Poor)

Pasuruan, January 2nd 2018
Researcher,

Shinta Asmita Nazariyah
NIM. 130210401015

Material post test

Listen to the script and answer questions 1-20. **Directions:**

In this part, you will hear a monolog. After that, you will be asked some questions. The monolog and questions will be spoken just twice. They will not be written out for you, so you will have to listen carefully in order to understand and remember what the speaker says.

When you hear a question, read the four possible answers in your test book and decide which one would be the best answer to the question you have heard. Then, find the number of the problem and CROSS the letter of the answer you have chosen.

“MR. MACDONALD’S FARM”

There is a very famous farm in my town. It belongs to Mr. Macdonald. It is located at 291 Trunojoyo Street. Mr. Macdonald is not really young. He is a little bit old but he is still so strong and diligent. He raises his farm with his wife and three kids, two sons, Andrew and Brian, and a daughter, Katrina.

The farm is not large enough but it is also not too small. There are a lot of animals there. There are chickens, ducks, sheep, cows, dogs, cats, buffalo and horses.

The chickens are put at the back side of the farm. There are hundreds of roosters and hens with all their chicks. They are so noisy all the time with their chick sound. They are placed in a large chicken coop all the time. Mr. Macdonald never releases them from the coop.

Beside the chicken coop, there is a duck cage. Mr. Macdonald has 20 female ducks and only a few male ducks. Every time Mr. Macdonald wants to feed them, the ducks always quack one after another. Mr. Macdonald also never releases them from the cage.

At the right side of the farm, Mr. Macdonald places a sheepfold as the place for his baa baa sheep. He has 10 white sheep with very thick wool fur. He usually cut their hair every year.

At the left side of the farm, Mr. Macdonald arranges a cowshed for his big and fat cows. He has 5 female cows and 5 male cows. The female cows produce a lot of fresh milk for the family. They always moo when they are milked.

Beside the cowshed, Mr. Macdonald has a horse stable. Actually, there are only 2 horses named Billy and Willy in it because the other horses have been sold to the other farms in my town. The two horses always neigh one by one when Mr. Macdonald passes by their stable.

Choose the Best Answer By Crossing It!

1. How is Mr. Macdonald like?

A. little bit old, strong and diligent.	C. Really young, strong and diligent.
B. Young enough, strong but not diligent.	D. Very old, not strong and not diligent.
2. How many children does Mr. Macdonald have?

A. 2 children, 1 son and 1 daughter.	C. 2 children, 2 sons and no daughters.
B. 3 children, 2 sons and 1 daughter.	D. 3 children, 1 son and 2 daughters.
3. What kinds of animals that Mr. Macdonald never releases?

A. Chicken and ducks	C. Cows and sheep
B. Chicken and cows	D. Sheep and chicken

4. How many chickens does the farm have?
 - A. Tens.
 - B. Teens.
 - C. Hundreds.
 - D. Thousands.
5. What sound can be heard at the back side of the farm?
 - A. Meow and bowwow.
 - B. Chick and quack.
 - C. Meow and chick.
 - D. Bowwow and quack.
6. Which ones are more, the female ducks or the male ones?
 - A. The female ducks.
 - B. The male ducks.
 - C. They are all the same.
 - D. They have same amount.
7. Where is the stable?
 - A. Beside chicken coop
 - B. Beside cowshed
 - C. At the right side of the farm
 - D. The back side of the farm
8. What animals are set at the left side of the farm?
 - A. Cats and dogs.
 - B. Cows and horse
 - C. Sheep and cows
 - D. Chickens and ducks
11. Mr. Macdonald uses his sheep's ... every year.
 - A. milk
 - B. meat
 - C. skin
 - D. fur
12. What is placed beside the sheepfold?
 - A. The cowshed.
 - B. The horse stable.
 - C. The pig pen.
 - D. The chicken coop.
13. How many white sheep are there in the farm?
 - A. 5.
 - B. 10.
 - C. 15.
 - D. 20.
14. How do the sheep sound when they are feed?
 - A. Moo.
 - B. Baa.
 - C. Oink.
 - D. Neigh.
15. Why are there only two horses in the stable?
 - A. Because the others have been sold.
 - B. Because Mr. Macdonald slaughters them,
 - C. Because all of them have been died.
 - D. Because Mr. Macdonald only buys 2 horses.
16. How many cows are there in the farm?
 - A. 5.
 - B. 10.
 - C. 15.
 - D. 20.
17. Which animals produce the most milk from the farm?
 - A. The cows.
 - B. The pigs.
 - C. The sheep.
 - D. The chickens.
18. Where is the duck cage?
 - A. Beside the chicken coop
 - B. Beside the cowshed
 - C. At the right side of farm
 - D. At the left side the farm
19. How many family members does Mr. Macdonald have?
 - A. 3.
 - B. 4.
 - C. 5.
 - D. 6.
20. How many kinds of animals are there in the farm?
 - A. 5.
 - B. 6.
 - C. 7.
 - D. 8.

Appendix F.

**LESSON PLAN II
(LP) – EXPERIMENTAL GROUP**

School : UPT SMP Negeri 5 Pasuruan
Subject : English
Topic : Descriptive Text
Sub Topic : Listening Comprehension
Class / Semester : VII / 2
Time Allotment : 2 x 40 minutes

Core Competence

1. KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
2. KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

A. Basic Competence

- 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda

B. Indicators

- 3.7 Membandingkan fungsi sosial, struktur teks, and unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
 - 3.7.1 Identifying the pronunciation, intonation and spelling on vocabularies in a *descriptive text about a place* orally (listening dictation)
 - 3.7.2 Identifying the explicit meaning in a *descriptive text about a place* orally (listening comprehension)

- 3.7.3 Identifying the implicit meaning in a *descriptive text about a place* orally (listening comprehension)
- 4.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda
- 4.7.1.1 Making the questions and answers list in a *descriptive text about a place* orally (listening comprehension)
- 4.7.1.2 Performing the questions and answers list in a *descriptive text about a place* orally (listening comprehension)

C. Learning Objectives

After finishing the lesson, the students are able to:

1. Making the questions and answers list based on a *lyric of the song about a noun* orally (listening comprehension) through **questioning and answering carefully**
2. Performing the questions and answers list based on a *lyric of the song about a noun* orally (listening comprehension) through **questioning and answering carefully**

D. Materials

Main Materials

Social Function (Factual):

Describing, introducing, complimenting, identifying, criticizing.

Lyric Structure (Procedural):

Includes:

- Identification (whole name and parts)
- Characteristics / qualities
- The function, behavior, advantage, action, habit of the discussed person, animal or thing.

Language Features (Conceptual):

- Deklarative (positive and negative), and interrogative (*Yes/No question; Wh-question*), in *simple present tense*.
- Singular and plural forms with / without *a, the, this, those, my, their*, etc.
- Pronunciation, stressing, intonation, spelling, mechanics and hand-writing

Topic:

Person, building, things, which are located at home, school and students' surrounding, including public places which can improve the behaviors included in KI.

Material Examples:**WHAT DO THEY LOOK LIKE?**

What does he look like?
Is he short or tall?
What color are his eyes?

What does she look like?
Does she have long hair?
Are her ears small or big?
Does she wear glasses?

What does he look like?
He has short black hair and brown eyes
Is he tall? Yes he is!
He has very long arms and legs

What does she look like?
She has long curly hair and green eyes
Is she tall? No, she's not
She is short and has a small nose

What does he look like?
Is he short or tall?
What color are his eyes?

What does she look like?
Does she have long hair?
Are her ears small or big?
Does she wear glasses?

What does he look like?
He has short black hair and brown eyes
Is he tall? Yes he is!
He has very long arms and legs

What does she look like?
She has long curly hair and green eyes
Is she tall? No, she's not
She is short and has a small nose

(source: <https://www.youtube.com/watch?v=7zCNjzTEOeI>)

E. Learning Methods

Approach : Students Centered Approach

Model : 5M

Method : Singing a Song

The Tournament of Answering

F. Media, Tools, Substances and Learning Sources**Media :**

- Pictures of *descriptive text about a place*
- Videos of *descriptive text about a place*
- Song scripts of *descriptive text about a place*
- Text of *descriptive text about a place*
- Power Point slide
- Student work sheet / Quiz

Tools :

- Laptop
- LCD Projector
- Whiteboard
- Boardmarker

Substances :

- Stationaries
- Notebooks
- HVS papers
- Buffalo papers

Learning Sources:

- Kemendikbud. 2013. When English Rings a Bell VII. Jakarta: Kemendikbud.
- English Dictionary: Echols, John M. and Hassan Shadily. 2007. An English – Indonesian Dictionary. Jakarta: PT. Gramedia Pustaka Utama.
- www.youtube.com

G. Learning Activities**Meeting 2**

No.	Activities	
	Teacher	Students
1.	Pre-Activities (10 minutes) <ul style="list-style-type: none"> - Checking the students' readiness to accept the lesson either physically or psychologically - Praying together - Greeting and asking condition - Checking the presence list - Apperception (building the students' willingness) about the materials which will be discussed in the meeting and asking the students to pay their attention to the relevant pictures by saying: <ul style="list-style-type: none"> - Look at the pictures, please! - What do you think of the pictures? - Instructing the students to make pairs. - Explaining the learning objectives of the meeting. 	<ul style="list-style-type: none"> - Paying attention to the teacher - Praying together - Greeting and asking condition - Responding the presence list - Responding the teacher - Doing the teacher's instruction

No.	Activities	
	Teacher	Students
	<ul style="list-style-type: none"> - Explaining that in this meeting, there will be 3 activities, i.e. LISTENING A SONG, SINGING A SONG, DOING EXERCISE AND DOING POSTTEST 	<ul style="list-style-type: none"> - Paying attention to the teacher - Paying attention to the teacher
2.	<p>Main Activities (60 minutes)</p> <p><u>Observing & Questioning</u></p> <ul style="list-style-type: none"> - Playing a song entitled “WHAT DO THEY LOOK LIKE?” about <i>descriptive text about a PERSON</i> - Asking the students to pronounce the words in the SONG SCRIPT by asking them to repeat the teacher’s pronunciation - Asking the students to sing “WHAT DO THEY LOOK LIKE?” <p><u>Collecting Information</u></p> <ul style="list-style-type: none"> - Giving the task to the students - Asking the students to check the result of exercise and asking them whether they have any difficulties - Inventorying the unknown vocabularies - Conducting post test 	<ul style="list-style-type: none"> - Listening to the song and writing the script of song - Paying attention to the teacher’s pronunciation - Repeating the teacher’s pronunciation - Singing the song together - Doing the task of listening activity - Paying attention to the teacher’s explanation - Inventorying the unknown vocabularies - Doing the post test
3.	<p>Post-Activities (10 minutes)</p> <ul style="list-style-type: none"> - Guiding the students to draw some conclusions - Giving <i>Penugasan Terstruktur (PT)</i> to look for some pictures under the theme of <i>descriptive text about a person</i> from many sources - Informing that in the next meeting, there will be an activity, i.e. 	<ul style="list-style-type: none"> - Drawing some conclusions - Taking some note about the <i>Penugasan Terstruktur (PT)</i> - Paying attention to the teacher’s explanation

H. Assessment

3.1. The Assessment for Knowledge Competence (KI-3)

- a. Assessment Technique : Oral (Listening Comprehension)
- b. Assessment Form : Multiple-Choices
- c. Assessment Instrument :

Choose the best answer by crossing It!

1. What does he look like?
 - a. He has short black hair and brown eyes.
 - b. He have short black hair and brown eyes.
 - c. She has short black hair and brown eyes.
 - d. She have short black hair and brown eyes.
2. What does he color hair look like?
 - a. Short black hair b. Long red hair
 - c. Short red hair d. Long black hair
3. Is he tall?
 - a. Yes he is. b. No he is
 - c. Yes she is d. No she is
4. What does he color eyes look like?
 - a. Brown eyes. b. Green eyes
 - c. Blue eyes d. Red eyes
5. What does she look like?
 - a. She has short curly hair and brown eyes
 - b. She has long curly hair and green eyes.
 - c. She has short curly hair and blue eyes
 - d. She has long curly hair and brown eyes
6. What does she color eyes look like?
 - a. Green eyes. b. brown eyes
 - c. blue eyes d. black eyes
7. Does she have long curly hair?
 - a. Yes, she do b. Yes, she does.
 - c. Yes, he does d. Ye, he do
8. Is she tall?
 - a. No, she is not. b. No, he is not
 - c. No, they are not d. Yes we are
9. Does he have very long arms and legs?
 - a. Yes, he does. b. Yes, she does
 - c. No, he does d. No, she does
10. Does she have a small nose?
 - a. Yes, he does b. Yes, she does.
 - c. No, he does not d. No, she does not

d. Scoring:

Score: True : 10 and False : 0

e. Scoring Guide:

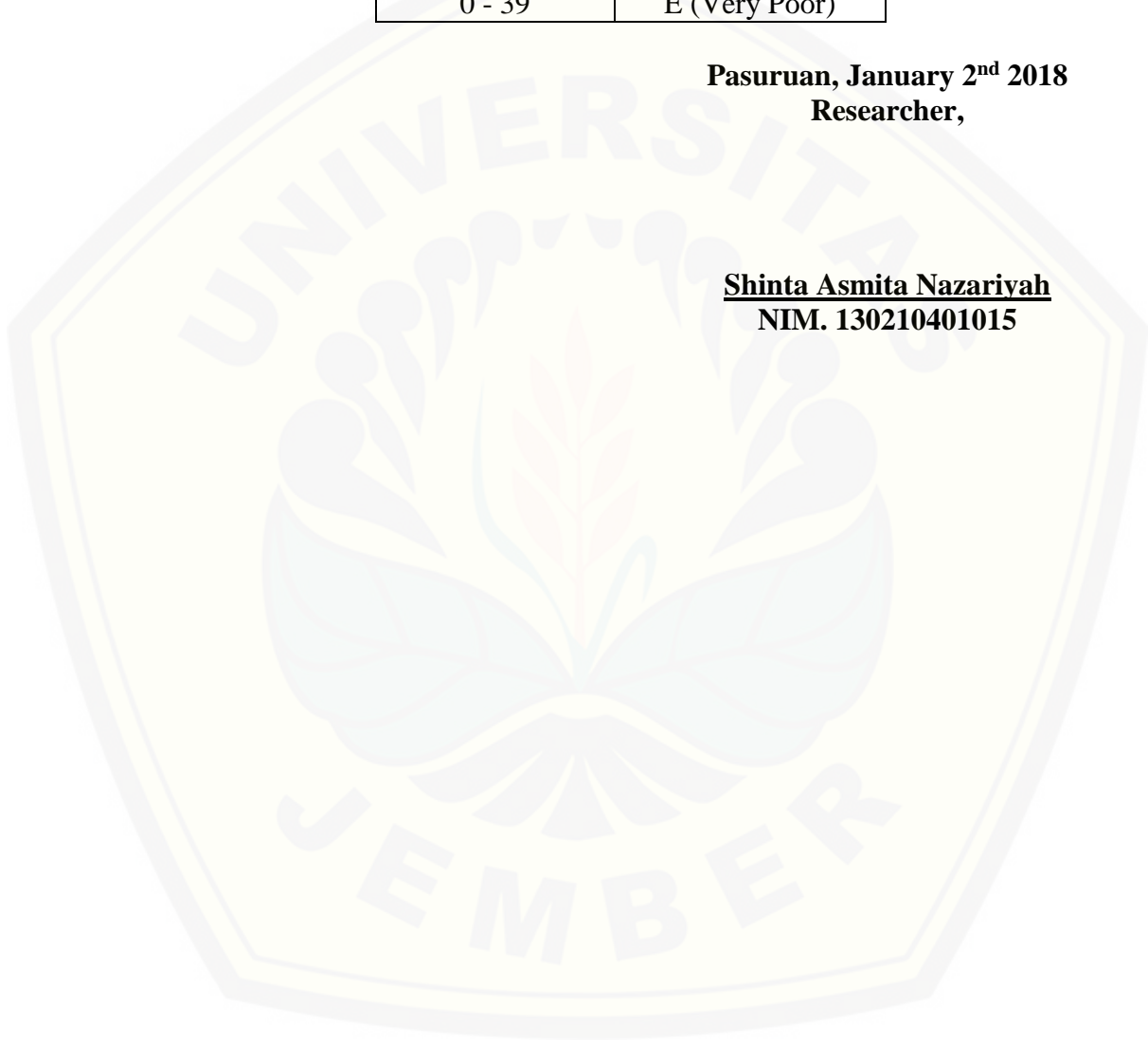
Final Score = The Real Score

f. Predicate: with Minimum Mastery Standard 71

KNOWLEDGE	
AVERAGE SCORE	PREDICATE
90 - 100	A (Excellent)
76 - 89	B (Good)
55 - 75	C (Fair)
40 - 54	D (Poor)
0 - 39	E (Very Poor)

Pasuruan, January 2nd 2018
Researcher,

Shinta Asmita Nazariyah
NIM. 130210401015



Material post test

Listen to the script and answer questions 1-20. **Directions:**

In this part, you will hear a monolog. After that, you will be asked some questions. The monolog and questions will be spoken just twice. They will not be written out for you, so you will have to listen carefully in order to understand and remember what the speaker says.

When you hear a question, read the four possible answers in your test book and decide which one would be the best answer to the question you have heard. Then, find the number of the problem and CROSS the letter of the answer you have chosen.

“MR. MACDONALD’S FARM”

There is a very famous farm in my town. It belongs to Mr. Macdonald. It is located at 291 Trunojoyo Street. Mr. Macdonald is not really young. He is a little bit old but he is still so strong and diligent. He raises his farm with his wife and three kids, two sons, Andrew and Brian, and a daughter, Katrina.

The farm is not large enough but it is also not too small. There are a lot of animals there. There are chickens, ducks, sheep, cows, dogs, cats, buffalo and horses.

The chickens are put at the back side of the farm. There are hundreds of roosters and hens with all their chicks. They are so noisy all the time with their chick sound. They are placed in a large chicken coop all the time. Mr. Macdonald never releases them from the coop.

Beside the chicken coop, there is a duck cage. Mr. Macdonald has 20 female ducks and only a few male ducks. Every time Mr. Macdonald wants to feed them, the ducks always quack one after another. Mr. Macdonald also never releases them from the cage.

At the right side of the farm, Mr. Macdonald places a sheepfold as the place for his baa baa sheep. He has 10 white sheep with very thick wool fur. He usually cut their hair every year.

At the left side of the farm, Mr. Macdonald arranges a cowshed for his big and fat cows. He has 5 female cows and 5 male cows. The female cows produce a lot of fresh milk for the family. They always moo when they are milked.

Beside the cowshed, Mr. Macdonald has a horse stable. Actually, there are only 2 horses named Billy and Willy in it because the other horses have been sold to the other farms in my town. The two horses always neigh one by one when Mr. Macdonald passes by their stable.

Choose the Best Answer By Crossing It!

1. How is Mr. Macdonald like?

A. little bit old, strong and diligent.	C. Really young, strong and diligent.
B. Young enough, strong but not diligent.	D. Very old, not strong and not diligent.
2. How many children does Mr. Macdonald have?

A. 2 children, 1 son and 1 daughter.	C. 2 children, 2 sons and no daughters.
B. 3 children, 2 sons and 1 daughter.	D. 3 children, 1 son and 2 daughters.
3. What kinds of animals that Mr. Macdonald never releases?

A. Chicken and ducks	C. Cows and sheep
B. Chicken and cows	D. Sheep and chicken

4. How many chickens does the farm have?
 - A. Tens.
 - B. Teens.
 - C. Hundreds.
 - D. Thousands.
5. What sound can be heard at the back side of the farm?
 - A. Meow and bowwow.
 - B. Chick and quack.
 - C. Meow and chick.
 - D. Bowwow and quack.
6. Which ones are more, the female ducks or the male ones?
 - A. The female ducks.
 - B. The male ducks.
 - C. They are all the same.
 - D. They have same amount.
7. Where is the stable?
 - A. Beside chicken coop
 - B. Beside cowshed
 - C. At the right side of the farm
 - D. The back side of the farm
8. What animals are set at the left side of the farm?
 - A. Cats and dogs.
 - B. Cows and horse
 - C. Sheep and cows
 - D. Chickens and ducks
11. Mr. Macdonald uses his sheep's ... every year.
 - A. milk
 - B. meat
 - C. skin
 - D. fur
12. What is placed beside the sheepfold?
 - A. The cowshed.
 - B. The horse stable.
 - C. The pig pen.
 - D. The chicken coop.
13. How many white sheep are there in the farm?
 - A. 5.
 - B. 10.
 - C. 15.
 - D. 20.
14. How do the sheep sound when they are feed?
 - A. Moo.
 - B. Baa.
 - C. Oink.
 - D. Neigh.
15. Why are there only two horses in the stable?
 - A. Because the others have been sold.
 - B. Because Mr. Macdonald slaughters them,
 - C. Because all of them have been died.
 - D. Because Mr. Macdonald only buys 2 horses.
16. How many cows are there in the farm?
 - A. 5.
 - B. 10.
 - C. 15.
 - D. 20.
17. Which animals produce the most milk from the farm?
 - A. The cows.
 - B. The pigs.
 - C. The sheep.
 - D. The chickens.
18. Where is the duck cage?
 - A. Beside the chicken coop
 - B. Beside the cowshed
 - C. At the right side of farm
 - D. At the left side the farm
19. How many family members does Mr. Macdonald have?
 - A. 3.
 - B. 4.
 - C. 5.
 - D. 6.
20. How many kinds of animals are there in the farm?
 - A. 5.
 - B. 6.
 - C. 7.
 - D. 8.

**Appendix G. The List of English Scores for Grade VII Students of SMPN 5
Pasuruan in Odd Semester of Academic Year 2017/2018**

No.	CLASS								
	A	B	C	D	E	F	G	H	I
1	72.43	72.39	73.43	73.94	72.72	81.15	72.56	73.43	74.94
2	73.81	72.17	74.31	81.24	72.06	82.65	70.67	74.48	81.74
3	75.65	72.63	75.15	81.30	78.67	81.56	72.13	76.15	83.30
4	80.56	74.74	81.56	75.83	71.83	84.20	73.74	81.56	76.33
5	70.28	80.31	70.78	77.65	76.20	78.02	78.81	71.61	78.65
6	84.74	79.31	84.24	74.39	79.98	81.00	78.31	84.24	74.39
7	84.63	75.48	85.63	74.06	75.65	79.67	73.98	85.13	73.56
8	76.00	74.31	76.50	74.06	79.33	82.65	73.81	77.50	75.06
9	76.48	75.69	75.98	78.00	80.46	79.98	74.69	75.98	77.00
10	72.39	76.98	73.39	75.33	80.24	80.17	75.48	73.89	74.83
11	71.72	75.98	72.22	74.20	84.31	79.30	74.98	72.56	75.20
12	70.72	74.39	70.56	75.98	82.81	79.91	72.89	72.06	76.48
13	78.17	77.87	79.17	74.06	81.81	87.57	77.37	80.17	76.06
14	72.83	75.19	73.33	74.67	79.15	86.80	74.19	74.00	75.17
15	74.70	71.17	74.20	72.63	80.35	80.83	71.00	75.37	73.63
16	78.98	72.50	79.98	74.24	78.98	81.65	72.50	79.98	73.74
17	75.65	73.76	76.15	77.31	81.48	78.89	72.26	75.98	76.81
18	79.83	73.65	79.33	77.31	79.56	81.43	73.15	80.33	78.31
19	78.96	78.48	79.96	77.48	80.87	80.48	77.48	79.96	76.48
20	79.74	78.72	80.24	71.31	77.52	82.48	77.22	80.24	71.65
21	83.81	72.94	83.31	74.69	73.93	87.22	71.94	83.31	75.69
22	83.31	86.24	84.31	77.48	74.31	80.44	84.74	83.81	77.98
23	80.81	85.30	81.31	76.48	76.15	80.39	84.80	82.31	78.48
24	78.15	77.83	77.65	76.89	80.06	80.39	77.50	77.65	77.39
25	79.85	78.15	80.85	77.87	71.78	84.17	76.65	80.85	78.87
26	79.98	74.89	80.48	74.19	85.74	79.33	73.89	80.48	74.02
26	79.98	72.56	79.48	72.17	85.13	80.70	71.39	78.98	71.67
28	78.56	71.56	79.56	70.33	75.00	86.98	71.06	80.56	71.33
29	80.87	79.00	81.37	73.76	77.98	86.31	78.00	81.37	73.26
30	78.02	71.33	77.52	72.65	73.39	84.81	70.50	77.52	72.15
31	75.33	73.70	76.33	74.98	75.83	80.65	72.70	76.33	75.98
32	74.17	76.98	74.67	79.22	74.67	82.02	75.48	74.67	79.72
Average	77.5	75.8	77.9	75.4	78.1	81.9	74.9	78.2	75.9
The Highest	84.74	86	85.63	81.30	85.74	87.57	84.80	82.31	78.48
The Lowest	70.28	71.17	70,56	70.33	71.78	78.02	72.56	73.43	74.94

Appendix H. The Result of One Way ANOVA of the Homogeneity Test and Duncan Test

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1186.523	8	148.315	12.228	.000
Within Groups	3384.013	279	12.129		
Total	4570.537	287			

Duncan test

CLASS	N	Subset for alpha = .05			
		1	2	3	4
Class G	32	74.8709			
Class D	32	75.4906			
Class B	32	75.8188	75.8188		
Class I	32	75.9334	75.9334		
Class A	32		77.5347	77.5347	
Class C	32			77.9047	
Class E	32			78.0609	
Class H	32			78.2019	
Class F	32				81.9938
Sig.		.272	.063	.493	1.000

Means for groups in homogeneous subsets are displayed.

a Uses Harmonic Mean Sample Size = 32.

Appendix I. The List of Scores for Exercise 1, 2 dan the Final Test of Control Group and Experimental Group at 1st and 2nd Meetings

No.	Control Group			Experimental Group		
	Ex. 1	Ex. 2	Final Test	Ex. 1	Ex.2	Final Test
1.	70	70	70	90	80	80
2.	60	70	75	80	100	90
3.	70	70	70	60	80	75
4.	70	70	70	70	90	90
5.	60	60	70	70	90	90
6.	60	60	60	90	90	85
7.	60	60	75	70	90	85
8.	70	80	70	80	100	85
9.	70	70	70	90	90	90
10.	60	60	80	90	80	85
11.	70	80	75	90	90	85
12.	60	60	75	90	80	85
13.	70	60	70	90	100	80
14.	70	60	70	70	90	80
15.	70	70	75	70	90	90
16.	70	70	75	80	80	80
17.	70	70	65	90	70	75
18.	60	60	60	90	90	75
19.	70	60	75	90	90	80
20.	60	50	70	90	90	80
21.	70	70	75	70	70	80
22.	70	80	85	80	80	80
23.	60	60	65	80	80	85
24.	70	80	75	80	90	90
25.	70	70	75	80	80	70
26.	70	60	80	90	90	85
27.	70	60	70	80	90	85
28.	70	80	80	90	80	85
29.	70	70	85	80	100	85
30.	70	60	75	80	100	75
31.	60	60	70	80	90	85
32.	60	50	75	70	90	80
Average	66.6	65.9	72.8	81.3	87.5	82.8
The Highest	70	80	85	90	100	90
The Lowest	60	50	60	60	70	70

Appendix J. The Output of Homogeneity Test in SPSS

Score of Ex. 1

Class	N	Mean	Std. Deviation	Std. Error Mean
CONTROL	32	66.5625	4.82559	.85305
EXPERIMENTAL	32	81.2500	8.70669	1.53914

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Upper	Lower
Equal variances not assumed	8.355	0.005	-8.346	48.403	.000	-14.68750	1.75973	-18.2249	-11.1501

Score of Ex. 2

Class	N	Mean	Std. Deviation	Std. Error Mean
CONTROL	32	65.9375	8.37021	1.47966
EXPERIMENTAL	32	87.5000	8.03219	1.41990

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Upper	Lower
Equal variances not assumed	.502	.481	-10.515	61.895	.000	-21.56250	2.05074	-25.66200	-17.46300

Score of final test

Class	N	Mean	Std. Deviation	Std. Error Mean
CONTROL	32	72.8125	5.81121	1.02729
EXPERIMENTAL	32	82.8125	5.22671	.92396

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Upper	Lower
Equal variances not assumed	.048	.828	-7.238	61.316	.000	-10.00000	1.38167	-12.76254	-7.23746

Appendix K. Students' Worksheet in the First Meeting

a. Worksheet of Control Group

60

Nama : Achmad Djo A.T
 Nomor urut : 02

EXERCISE I: Choose The Correct Answer By Crossing It!

1. Who is Macdonald?
 a. Carpenter b. Banker c. Dentist Farmer
2. What did old Macdonald have?
 a. Car b. Flower Computer d. Farm
3. How does the duck sound?
 a. meow quack c. bowwow d. moo
4. What animals were owned by MacDonald?
 a. tigers b. elephants cows d. monkeys
5. Where were Macdonald's pets?
 Center of farms' him b. Edge of farms' him
 c. Corner of farms' him Every where
6. How many kinds of pets that old MacDonald had?
 a. Five b. six c. Seven eight
7. How many kinds of pet that have two legs in farm of MacDonald ?
 two b. three c. four d. five
8. How many kind of pet that have four legs in farm of Macdonald?
 a. three b. four c. five six
9. How does the chicken sound?
 a. chick b. quack c. meow bowwow
10. How does the pig sound?
 a. chick b. quack c. oink moo

T: 6
 S: 1

b. Worksheet of Experimental Group

Nama : A. Musonif. N.S
 Nomor urut : 02

EXERCISE I: Choose The Correct Answer By Crossing It!

1. Who is Macdonald?
 a. Carpenter b. Banker c. Dentist Farmer
2. What did old Macdonald have?
 a. Car b. Flower c. Computer Farm
3. How does the duck sound?
 a. meow quack c. bowwow d. moo
4. What animals were owned by MacDonald?
 a. tigers b. elephants cows d. monkeys
5. Where were Macdonald's pets?
 a. Center of farms' him b. Edge of farms' him
 c. Corner of farms' him Every where
6. How many kinds of pets that old MacDonald had?
 a. Five b. six Seven eight
7. How many kinds of pet that have two legs in farm of MacDonald ?
 two b. three c. four five
8. How many kind of pet that have four legs in farm of Macdonald?
 three b. four five six
9. How does the chicken sound?
 chick b. quack c. meow d. bowwow
10. How does the pig sound?
 a. chick b. quack oink d. moo

T : 8
 F : 2



Appendix L. Students' Worksheet in the Second Meeting

a. Worksheet of Control Group (Final Test)

75

TEST

Name: Achmad Rho A. T

Absent No. 02

Choose the Best Answer By Crossing It!

- How is Mr. Macdonald like?
 A. Little bit old, strong and diligent.
 B. Young enough, strong but not diligent.
 C. Really young, strong and diligent.
 D. Very old, not strong and not diligent.
- How many children does Mr. Macdonald have?
 A. 2 children, 1 son and 1 daughter.
 B. 3 children, 2 sons and 1 daughter.
 C. 2 children, 2 sons and no daughters.
 D. 3 children, 1 son and 2 daughters.
- What kinds of animals that Mr. Macdonald never releases?
 A. Chicken and ducks
 B. Chicken and cows
 C. Cows and sheep
 D. Sheep and chicken
- How many chickens does the farm have?
 A. Tens.
 B. Teens.
 C. Hundreds.
 D. Thousands.
- What sound can be heard at the back side of the farm?
 A. Meow and burrowow.
 B. Chick and quack.
 C. Meow and chick.
 D. Burrowow and quack.
- Which ones are more, the female ducks or the male ones?
 A. The female ducks.
 B. The male ducks.
 C. They are all the same.
 D. They have same amount.
- Where is the stable?
 A. Beside chicken coop
 B. Beside cowshed
 C. At the right side of the farm
 D. The back side of the farm
- What animals are set at the left side of the farm?
 A. Cats and dogs.
 B. Cows and horse
 C. Sheep and cows
 D. Chickens and ducks
- Mr. Macdonald uses his sheep's ... every year.
 A. milk
 B. meat
 C. skin
 D. fur
- What is placed beside the sheepfold?
 A. The cowshed.
 B. The horse stable.
 C. The pig pen.
 D. The chicken coop.
- How many white sheep are there in the farm?
 A. 5.
 B. 10.
 C. 15.
 D. 20.

- How do the sheep sound when they are feed?
 A. Moo.
 B. Baa.
 C. Oink.
 D. Neigh.
- Why are there only two horses in the stable?
 A. Because the others have been sold.
 B. Because Mr. Macdonald slaughters them.
 C. Because all of them have been died.
 D. Because Mr. Macdonald only buys 2 horses.
- How many cows are there in the farm?
 A. 5.
 B. 10.
 C. 15.
 D. 20.
- Which animals produce the most milk from the farm?
 A. The cows.
 B. The pigs.
 C. The sheep.
 D. The chickens.
- Where is the duck cage?
 A. Beside the chicken coop
 B. Beside the cowshed
 C. At the right side of farm
 D. At the left side the farm
- How many family members does Mr. Macdonald have?
 A. 3.
 B. 4.
 C. 5.
 D. 6.
- How many kinds of animals are there in the farm?
 A. 5.
 B. 6.
 C. 7.
 D. 8.

b. Worksheet of Experimental Group (Final Test)

90

TEST

Name

A. Husonif, N.S

Absent No.

02

Choose the Best Answer By Crossing It!

1. How is Mr. Macdonald like?
 A. little bit old, strong and diligent.
 B. Young enough, strong but not diligent.
 C. Really young, strong and diligent.
 D. Very old, not strong and not diligent.
2. How many children does Mr. Macdonald have?
 A. 2 children, 1 son and 1 daughter.
 B. 3 children, 2 sons and 1 daughter.
 C. 2 children, 2 sons and no daughters.
 D. 3 children, 1 son and 2 daughters.
3. What kinds of animals that Mr. Macdonald never releases?
 A. Chicken and ducks
 B. Chicken and cows
 C. Cows and sheep
 D. Sheep and chicken
4. How many chickens does the farm have?
 A. Tens.
 B. Teens.
 C. Hundreds.
 D. Thousands.
5. What sound can be heard at the back side of the farm?
 A. Meow and bowwow.
 B. Chick and quack.
 C. Meow and chick.
 D. Bowwow and quack.
6. Which ones are more, the female ducks or the male ones?
 A. The female ducks.
 B. The male ducks.
 C. They are all the same.
 D. They have same amount.
7. Where is the stable?
 A. Beside chicken coop
 B. Beside cowshed
 C. At the right side of the farm
 D. The back side of the farm
8. What animals are set at the left side of the farm?
 A. Cats and dogs.
 B. Cows and horse
 C. Sheep and cows
 D. Chickens and ducks
9. Mr. Macdonald uses his sheep's ... every year.
 A. milk
 B. meat
 C. skin
 D. fur
10. What is placed beside the sheepfold?
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 B. The horse stable.
 C. The pig pen.
 D. The chicken coop.
11. How many white sheep are there in the farm?
 A. 3.
 B. 10.
 C. 15.
 D. 20.
12. How do the sheep sound when they are feed?
 A. Moo.
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 C. Oink.
 D. Neigh.
13. Why are there only two horses in the stable?
 A. Because the others have been sold.
 B. Because Mr. Macdonald slaughters them.
 C. Because all of them have been died.
 D. Because Mr. Macdonald only buys 2 horses.
14. How many cows are there in the farm?
 A. 5.
 B. 10.
 C. 15.
 D. 20.
15. Which animals produce the most milk from the farm?
 A. The cows.
 B. The pigs.
 C. The sheep.
 D. The chickens.
16. Where is the duck cage?
 A. Beside the chicken coop
 B. Beside the cowshed
 C. At the right side of farm
 D. At the left side the farm
17. How many family members does Mr. Macdonald have?
 A. 3.
 B. 4.
 C. 5.
 D. 6.
18. How many kinds of animals are there in the farm?
 A. 5.
 B. 6.
 C. 7.
 D. 8.



Nomor : 0025/JN25.1.5/PL.5/2018 Jember, 3 Januari 2018
Lampiran : -
Permohonan : Permohonan Izin Penelitian

Yth. : Kepala SMPN 5 Pasuruan
Di Pasuruan

Berkenaan dengan penyelesaian tugas akhir skripsi, mahasiswa dibawah ini bermaksud melaksanakan penelitian di SMPN 05 Pasuruan yang Bapak/Ibu pimpin. Adapun mahasiswa tersebut adalah:

Nama : Shinta Asmita Nazariyah

NIM : 130210401015

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Improving The Listening Comprehension Achievement Using Songs On The Seventh Grade Students

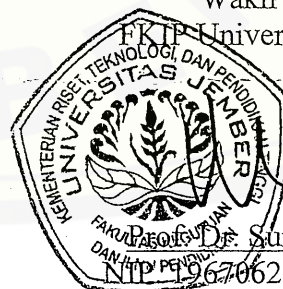
DPU : Drs. Sugeng Ariyanto, M.A.

DPA : Eka Wahyuningsih, SPd., MPd.

Sehubungan dengan hal tersebut, mohon Bapak/Ibu berkenan memberikan izin dan sekali gus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

Wakil Dekan-I
Universitas Jember



Tembusan:

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- Yang bersangkutan



PEMERINTAH KOTA PASURUAN
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 5



Sekolah Standar Nasional

Status : Terakreditasi A

Jl. Trunojoyo No. 291 Telp. (0343) 426270 Kode Pos 67121 Pasuruan

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Nomor : 070/079/423.102.54/2018
Sifat : Penting
Lampiran : -
Hal : *Pernyataan Selesai*
Melaksanakan Penelitian

Kepada
Yth. Dekan FKIP
Universitas Jember
di -
Tempat

Berdasarkan surat dari Fakultas Keguruan Dan Ilmu Pendidikan Universitas Jember Nomor: 0025/UN25.I.5/PL.5/2018 tanggal 3 Januari 2018 perihal permohonan ijin tempat penelitian di UPT SMP Negeri 5 Pasuruan guna penulisan skripsi, maka dengan ini kami menyatakan bahwa mahasiswa:

Nama : SHINTA ASMITA NAZARIYAH
NIM : 130210401015
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : *"The Effect of Using Song on The Listening Comprehension Achievement of The Seventh Grade Students"*

telah selesai melaksanakan penelitian di UPT SMP Negeri 5 Pasuruan.

Demikian atas perhatiannya disampaikan terima kasih.

Pasuruan, 29 Maret 2018
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 5
PASURUAN
MOCHAMMAD AMIN. S.Pd
Pembina Tk. 1
NIP. 196405071991031012

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