

**IMPROVING THE SEVENTH GRADE STUDENTS' VOCABULARY  
ACHIEVEMENT THROUGH ENGLISH SONGS  
AT SMP NEGERI 11 JEMBER IN THE  
2014/2015 ACADEMIC YEAR**

**THESIS**

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LANGUAGE AND ARTS EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2015**



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**THESIS**

Composed to Fulfil One of the Requirements to Obtain the Degree of S1 at English Education Program,  
Language and Arts Education Department, the Faculty of Teacher Training and Education,  
Jember University

By

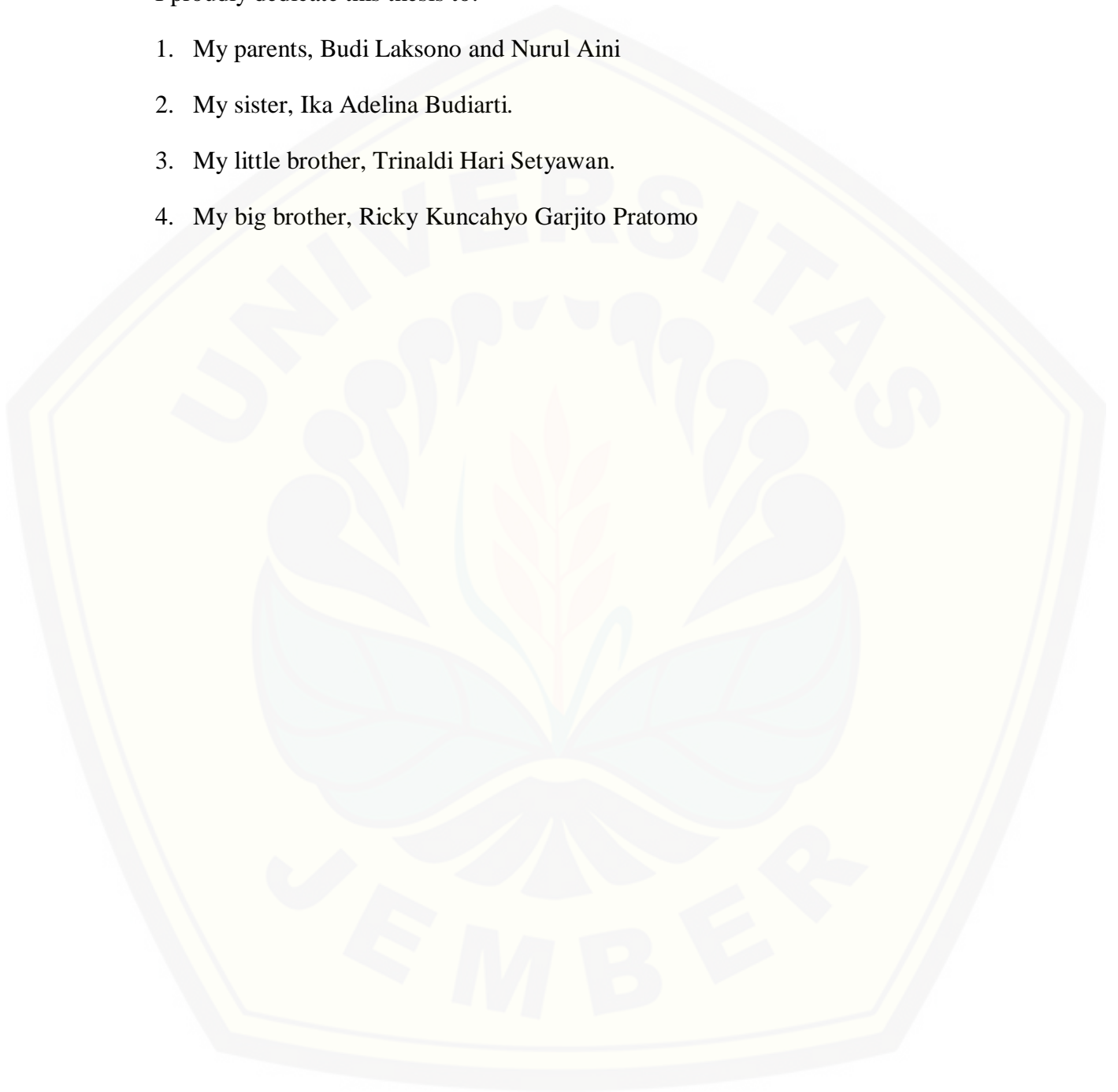
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2015**

**DEDICATION**

I proudly dedicate this thesis to:

1. My parents, Budi Laksono and Nurul Aini
2. My sister, Ika Adelina Budiarti.
3. My little brother, Trinaldi Hari Setyawan.
4. My big brother, Ricky Kuncahyo Garjito Pratomo



**MOTTO**

One forgets words as one forgets names. One's vocabulary needs constant fertilizing or it will die.<sup>1</sup>

(Evelyn Waugh)

Who cares about the clouds when we're together? Just sing a song and bring the sunny weather.<sup>2</sup>

(Dale Evans)

---

<sup>1</sup> <http://www.brainyquote.com/quotes/keywords/vocabulary.html>

<sup>2</sup> <http://www.brainyquote.com/quotes/keywords/song.html>

## STATEMENT OF THESIS AUTHENTICITY

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THROUGH ENGLISH SONGS AT SMP NEGERI 11 JEMBER  
IN THE 2014/2015 ACADEMIC YEAR**

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Jember, June 25<sup>th</sup>, 2015

The writer



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## SUMMARY

**Improving the Seventh Grade Students' Vocabulary Achievement through English Songs at SMP Negeri 11 Jember in the 2014/2015 Academic Year;** Adelya Dwi Ayuningtyas, 110210401005; 2015; 50 pages; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

All people should use good language to communicate each others. Fardhani (2003:1) states that vocabulary is an important aspect of language learning and no language exists without any words. In line with this statement, the students are required to be able to master vocabulary in order to master other language skills and components.

The subjects of this research were the students of VII-A grade at SMP Negeri 11 Jember in the 2014/2015 academic year. This class was chosen because the students in that class were passive in the English class and they had the lowest mean score of English midterm test scores comparing with the other five classes of the seventh grade. It was seen from the mean score of their test that was only 65.45 which did not reach the standard score in that school, that is 72. Besides, the students had difficulties in learning vocabulary, especially in spelling, memorizing, and understanding the meaning of the words. So that, the objectives of this classroom action research were to improve the students' vocabulary achievement and their participation in teaching and learning process.

There were two kinds of important data in this research: primary data and secondary data. The primary data were collected through vocabulary test and observation, while the secondary data were taken from interview and documentation.

This research was conducted on May 18<sup>th</sup> - May 29<sup>th</sup>, 2015 in two cycles to get the primary data in the form of vocabulary achievement test and observation. Each cycle consisted of two meetings and a vocabulary achievement test. In each meeting, the researcher and the English teacher did collaboration. The researcher was teaching vocabulary through English songs while the English teacher was observing the students in class.

The vocabulary achievement test was needed to know the students' vocabulary achievement after learning vocabulary through some English songs in class. The target percentage of the students' vocabulary achievement was at least 70% students who got the standard minimum requirement score, which is 72. The result of vocabulary achievement test in the first cycle showed that there were 23 students (60.5%) got score at least 72. It means that the target percentage of the students' vocabulary achievement in Cycle 1 did not achieve yet. Based on the results of the first cycle above, the actions were continued to the second cycle because the result of the first cycle did not achieve the criteria of success of the research yet. In addition, the result of the students' vocabulary achievement in the second cycle showed that there were 31 students (81.6%) could achieve the standard minimum requirement score, that is 72. It means that the target percentage of the students' vocabulary achievement in Cycle 2 had achieved.

Further, the observation was used to know the students' active participation during the teaching learning process of vocabulary by using English songs. The target percentage of the students' active participation was at least 70% students who were active in class. There were two meetings in each cycle. In the first cycle Meeting 1, there were 22 active students (57.9%) besides in Meeting 2 there were 28 active students (73.7%). The average result of the students' active participation in Cycle 1 was 65.8%. It means that the target percentage of the students' active participation in Cycle 1 did not achieve yet. Thus, the observations were continued to the second cycle. In the second cycle Meeting 1, there were 30 active students (78.9%) besides in Meeting 2 there were 32 active students (84.2%). The average result of the students' active participation in Cycle 2 was 82%. It means that the target percentage of the students' active participation in Cycle 2 had achieved.

The successful results of this research could be reached by revising some weaknesses found in Cycle 1, so it could give better results in Cycle 2. Finally it could be reported that the use of English songs in teaching vocabulary could improve the seventh grade students' vocabulary achievement at SMP Negeri 11 Jember in the 2014/2015 academic year.

## CHAPTER 1. INTRODUCTION

This chapter presents some aspects related to the topic of the research. They are background of the research, problems of the research, objectives of the research, and significance of the research. They are written respectively in the following sections.

### 1.1 Background of the Research

All people should be good at socializing with others around them. One of the ways is realizing about the importance of communication both in spoken and written forms to build a good relationship. The requirement of communication is language. Tarigan (1993:9) states that language has an important function for human beings, particularly in communicative function. Without using a language, people cannot understand what other people say and they will get difficulties in delivering their ideas and expressing their feelings to others.

There are lots of languages that exist in the world as every country has its own national language that is used by the fellow citizens. As the example, Indonesian people use the Indonesian language as their national language to communicate with others. From the various languages that are used by all people around the world, there are some languages that are used as international languages. International language can be used to communicate by all people around the world although they come from different countries.

One of the international languages is English. English is a language that is understood almost by all countries. If we want to catch up the rapid development of knowledge and technology in this era, we need to have relation with others from other countries. So that, all people from all countries around the world learn and use English.

In Indonesia English is offered as a compulsory subject ranging from elementary schools to senior high schools. The English subject covers four language skills namely listening, speaking, reading, and writing. There are also three language components namely vocabulary, grammar, and pronunciation.



Both language skills and language components cannot be separated in teaching learning activities because it is impossible to master the language skills without having enough knowledge of language components.

From the three language components mentioned above, vocabulary is the most essential language component to be mastered. Tarigan (1985:2) states that the quality of using language requires enough vocabulary. Without having good and enough vocabulary, no one can produce language even in the simplest form. People should realize the importance of having enough vocabulary, because the more words that people have, the more knowledge they can get.

Vocabulary is a basic component in learning a language. The main section in learning English is having and understanding vocabulary because without having good and enough vocabulary, the students will get difficulties in learning and mastering not only the other language components, but also the language skills. Fardhani (2003:1) states that vocabulary is an important aspect of language learning and no language exists without any words. It means that vocabulary is one of language components that plays a key role in all language skills.

Teaching vocabulary to students is not easy for some English teachers, although vocabulary is a basic component in learning language. Accordingly, teachers should try to introduce English vocabulary to the students in an interesting and joyful atmosphere in the teaching learning activities. Actually, there are many ways that the teachers can apply in teaching English as a foreign language in class. Teachers can help their students in mastering vocabulary by giving interesting media such as pictures, English songs, real things, etc. in the classroom. Appropriate media and materials should be applied according to the students' level, so the students will have self-confidence to learn English. In other words, the students will not get bored, passive, and afraid of showing their ideas while the teachers are delivering the teaching learning material through interesting media.

English songs are media that can be applied in a classroom. They are interesting media for teaching English to beginners because they can motivate and

provide a fun way to learn English. Karim and Hasbullah (1986:6.40) state that all English songs can be used to teach vocabulary in learning English. However, the kind of English songs have to be appropriate with the students' level, age, and abilities.

Preliminary studies of this research were held on April 1<sup>st</sup> 2015 at SMP Negeri 11 Jember by interviewing the English teacher and observing the research subjects after the researcher had collected the seventh grade students' English midterm test scores from the school documents. The students' scores were needed to determine which class had the lowest mean score of the English subject among the six classes of the seventh grade students at SMP Negeri 11 Jember. The result was the students of class VII-A got the lowest mean score compared with the other classes. From the data of the students' midterm test scores, it was found that there were many students who failed in achieving the standard minimum score of English at SMP Negeri 11 Jember that is 72. There were only 11 students (28.9%) of 38 students who got score at least 72. Besides, the mean score of the students' midterm test was only 65.45. After finding the lowest achiever class based on the mean score of the English midterm test, the researcher conducted interview and observation with the English teacher of class VII-A at SMP Negeri 11 Jember. The purpose of the interview and observation were to get more information about the students' difficulties in learning English, especially vocabulary and its problems in class.

From the interview, it was known that SMP Negeri 11 Jember applied the curriculum of 2013 for the previous semester but they apply the 2006 Curriculum in this semester. As informed by the English teacher, most of her students in the seventh grade faced some difficulties in learning English due to lack of vocabulary, especially in the way of spelling, memorizing and understanding the meaning of the English words. The English teacher said that she usually teaches vocabulary integrated by other language skills such as reading and writing skill. The teacher told the researcher that the students in class VII-A were less active in class.

From the observation done by the researcher, it was found that most of the students did not pay enough attention, only a few of them could follow the teacher's instruction well. When the class was going on, some of the students made the class too noisy because they were chatting each other, especially for the boys and some of the students in the back row. Besides, they are so lazy to bring dictionaries in English class. Although the English teacher had told them to bring dictionaries in every English class, they did not do it well. It means that they have less motivation in attending and learning the English subject. In reading class, the students forgot some words that they had learned before. They seemed bored and were not interested in the lesson again when they did not know the words provided in the text. Not to mention that, the way how the teacher delivered the material made the students bored, so they were not interested and passive in English class. The teacher did not use any media or certain technique to deliver the material and she took the material only from the students' book.

Based on the students' difficulties in mastering vocabulary, the researcher tried to improve the students' vocabulary achievement with action research design. This Classroom Action Research design had the purpose to help the students solve their problem in class and gained better score, especially in vocabulary achievement by using English songs. Karim and Hasbullah (1986:6.25) state that songs can motivate students in learning language, especially for weak and passive students. They practice intensively in the specified pattern without getting bored. By singing songs, the students have to repeat the lyrics several times, so they can get some new vocabularies and they will learn new vocabularies by having fun together. In this research, English songs belonged to audio media because the students could listen to the songs played in the class.

Some previous researchers had applied English songs as media in teaching learning process in the classroom. One of them was a Classroom Action Research that was conducted by Indriagni (2009) who reported that the use of English popular songs could improve the students' listening comprehension achievement of the ninth year students at SMPN 1 Giri, Banyuwangi. The result of the research showed that students' listening comprehension achievement increased from

57.5% to 77.8% after implementing the two cycles. Another research was conducted by Wening (2014) through a Classroom Action Research at SMPN 1 Jember applying songs to improve the students' tense achievement on the seventh grade, reported that the use of songs could improve the students' tense achievement as well as the students' active participation after doing it in two cycles. The result of this research showed that students' tense achievement improved from 51.35% to 89.18%. Besides, the students' active participation increased from 75.67% to 81.08% after implementing the second cycle. The researcher needed those two previous researches not only to know whether the use of songs were appropriate media or no to teach English in class, but also whether the songs could improve the students active participation in class or not.

Those two previous researches stated the similar research significance for the future researchers. They hoped that the result of their researcher could give information for some future researchers, so they can conduct further researches by using similar research design and media but with different language components or skills. So that, the researcher interested in conducting a research with similar research design that was CAR and songs as similar media in different ways. The researcher used different research subjects and area of the research. Besides, the researcher tried to improve the other language component that was vocabulary. It based on the research subjects' problem in learning and mastering English.

Based on the research background above, a research entitled "*Improving the Seventh Grade Students' Vocabulary Achievement through English Songs at SMP Negeri 11 Jember in the 2014/2015 Academic Year*" was conducted by using Classroom Action Research.

## **1.2 Problems of the Research**

Based on the background of the study above, the research problems are formulated as follows.

1. Can the use of English songs improve the seventh grade students' vocabulary achievement at SMP Negeri 11 Jember in the 2014/2015 academic year?

2. Can the use of English songs improve the seventh grade students' participation in the teaching and learning process of vocabulary achievement at SMP Negeri 11 Jember in the 2014/2015 academic year?

### **1.3 Objectives of the Research**

Based on the background and the problems of the research, the objectives of the research are formulated as follows:

1. to improve the seventh grade students' vocabulary achievement at SMP Negeri 11 Jember in the 2014/2015 academic year.
2. to improve the seventh grade students' participation in the teaching and learning process of vocabulary achievement at SMP Negeri 11 Jember in the 2014/2015 academic year.

### **1.4 Significance of the Research**

The results of this research are expected to give useful contribution to the following people.

#### **1.4.1 The English Teacher**

Hopefully, the results of this research can be useful for the English teacher as information about how to use English songs in teaching vocabulary. The teacher can use English songs as alternative media to help the students in improving their vocabulary achievement, so that the teaching learning process can be more interesting and the students' participation can be more active.

#### **1.4.2 The Students**

Hopefully, the results of this research can improve the students' vocabulary achievement and active participation. This research can give experiences to them in learning new vocabularies by using English songs as a fun way in class, so they will not feel bored and stressed while they are learning English vocabulary.

#### 1.4.3 The Future Researchers

Hopefully, the results of this research can give information as a reference for future researchers in conducting a further research by using similar research design and media but with different language components or skills, such as: improving the students' speaking skill through English songs.



## CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents the review of literature related to the topic of the research. They are definition of vocabulary, vocabulary achievement, the classification of vocabulary, the definition of English songs, teaching vocabulary through English songs, and the action hypothesis. They are written respectively in the following sections.

### 2.1 Vocabulary and Its Importance

English is one of the foreign languages in Indonesia which has different spelling, pronunciation, and intonation if it is compared with Indonesian language. Hwa (2009:V) states that one of the problems that has to be faced by English teachers, students, or other English learners is how to deal with vocabulary. Teaching vocabulary is a complex task for the teacher. The teacher does not only teach the meaning of words, but also the spelling, the pronunciation and the use of the words as well.

Vocabulary is the basic component in learning language. The richness of vocabulary will influence the success of the language mastery. Without mastering sufficient vocabulary, we will get difficulty in having interaction and making communication with other people. Thornbury (2002:13) states that you can say very little with grammar, but you can say almost anything without words. It means that vocabulary is the basic element of every language skills as we cannot do anything without vocabulary. Lacking of vocabulary can cause some problems in mastering language skills.

We are able to produce many sentences easily both in spoken or written forms by mastering vocabulary. Fardhani (2003:1) states that vocabulary is one of language components that plays a key role in all language skills: listening, speaking, reading, and writing. It means that vocabulary is needed in every skill. In listening skill, people have to listen to the oral words that are spoken by someone, besides in speaking skill people have to say words in order to transfer the message to someone else. Furthermore, in reading skill, people should have

many words of vocabulary in order to understand the message of the text. Besides, in writing skill people have to write words in order to transfer the message.

Vocabulary also has an important role in language teaching. If the students master enough English vocabulary, they will understand English more easily. In other words, vocabulary is the foundation to learn language.

## **2.2 Vocabulary Achievement**

The students' vocabulary achievement can be known after implementing the actions. Lodico et al. (2006:69) state that achievement tests are generally associated with measuring what a student has already learned in school. It means that achievement is everything that students have already learned in school. Besides, Simpson and Weinter (1991:102) state that achievement is anything achieved, accomplished, or won by exertion. In this research, achievement will be concerned with the vocabulary knowledge that is expected to be gain.

Based on those ideas above, it can be concluded that vocabulary achievement is the total number of words that students acquired or gained after learning vocabulary. Vocabulary achievement in this research was dealing with the students' scores of vocabulary test that cover nouns, verbs, adjectives, and adverbs after students were taught new words using English song.

## **2.3 The Classification of Vocabulary**

It is important to be able to classify words based on their function in communication, so we can use the right words in the right place when we want to communicate with others. Hatch and Brown (1995:218) state that the word classification based on their functional categories are called parts of speech, which include nouns, verbs, adjectives and adverbs. In addition to these major classes, there are pronouns, prepositions, conjunctions, and interjections. Vocabulary used in this study focuses on nouns, verbs, adjectives and adverbs.

### **2.3.1 Nouns**

A noun is a type of word that can be used in a sentence as a subject or an object of a verb. In line with this statement, Harmer (1998:37) says that noun is a



word (or group of words) referring to the name of a person, a place, a thing or an activity or a quality or idea; thus, a noun can be used as the subject or the object of a verb. Moreover, Frank (1972:6-7) classifies nouns into four types as follows.

1. Proper nouns

A proper noun begins with a capital letter in writing. It refers to a person, a place, or a thing in particular.

For examples: - **Susan** and I will go to **Surabaya** next **Friday**.

- **Ann** was born in **July** 1995.

2. Concrete and abstract nouns

a. A concrete noun is a word for a physical object that you can see, smell, taste, hear, or touch.

For examples: a. She borrows my **bike**.

b. I wear a red **skirt** every Monday.

b. An abstract noun is a word for a concept that you cannot see, smell, taste, hear, or touch. It refers to emotions, ideas, concepts, beliefs, etc.

For examples: a. I get much **happiness** in my holiday.

b. My mom has much **love** for her family.

3. Countable and uncountable nouns

a. A countable noun refers to something that can be counted. They have both singular and plural forms.

For examples: a. I have **a cat** in my house.

b. In my school, there are **three new rooms**.

b. An uncountable noun refers to something that can not be counted because they have mass. They only have singular form.

For examples: a. A Cow produces **milk**.

b. My mother cooks **rice** for our daily meal.

4. Collective nouns

A collective noun refers to a word for a group of people, animals or objects considered as a single unit.

For examples: a. My **family** is going to go to Malang next month.

b. **The football team** exercises every week.

The English songs used in this research had specific themes that could be used to teach vocabulary for junior high school students. The teaching materials focused on the use of proper nouns, concrete nouns and collective nouns because they were appropriate with the teaching materials or the textbook used by the students.

### 2.3.2 Verbs

A verb is a type of word that can express the action of doing something. In line with this statement, Harmer (1998:37) states that a verb is a word (or group of words) which is used in describing an action, experience or state. Moreover, Harmer (1998:38-39) states that verbs are classified into three important types as follows.

#### 1. Auxiliary verbs

Auxiliary verbs help the main verb and they are also called "helping verbs". They are 'be', 'do', and 'have'. Besides, there are modal auxiliary verbs, such as: can, must, would, should, etc.

Examples of auxiliary verbs:

##### a. "Be" as an auxiliary verb:

- Mother **was** preparing dinner for us, when we arrived.
- I **am** given a free meal once a month by my friend.

##### b. "Do" as an auxiliary verb: - She **doesn't** agree with me.

- **Did** he finish his homework?

##### c. "Have" as an auxiliary verb: - I **have** been following you for an hour.

- She **has** done a lot so far.

Examples of modal auxiliary verbs:

- You **must** do your homework by yourself.
- **Would** you like another cup of tea?
- You **should** get your hair cut.

## 2. Main verbs

All sentences must have basic pattern (S+V). A Main verb expresses the main action in the sentence. It changes its form according to the subject (singular or plural subject) and according to the time signal or tense (present tense, past tense, future tense, present perfect tense, etc.)

For examples:

- Nana's friends always **play** with her.
- She **plays** with her friends in the school.
- Nana's friends are **playing** with her in my house.
- She **played** with her friends yesterday.
- Nana will **play** with her friends tomorrow.

## 3. Phrasal verbs

A phrasal verb is formed by adding an adverb or a preposition that modifies or changes the meaning of the verb.

For examples:

- He **gets away** from this school.
- Her beauty **takes after** her mother.
- I **put off** doing my homework because I was sick.

Based on their level, junior high school students learn only the basic verbs in general definition that express the actions of doing something. Therefore, this research only focused on the main verbs as the teaching materials because it was appropriate with the students' textbook or the teaching material from the English teacher.

### 2.3.3 Adjectives

An adjective is a type of word that can identify more information of a noun. In line with this statement, Harmer (1998:37) says that adjective is a word that gives more information about a noun or pronoun. In addition, Thomson and Martinet (1986:33) state six main kinds of adjective as follows.

### 1. Demonstrative adjectives

A demonstrative adjective is helpful to emphasize which object you are talking about.

For examples: a. **These** shoes fit me very well.

b. I like **this** dress better than that one.

### 2. Distributive adjectives

A distributive adjective expresses the distributive state of nouns

For examples: a. **Each** member of the group must be active.

b. On **either** side of the road there are long flower fields.

### 3. Quantitative adjectives

A quantitative adjective shows the quantity of a thing.

For examples: a. He spent **all** his money.

b. She will eat the **whole** apple.

### 4. Qualitative adjectives

A qualitative adjective applies a judgment to the subject matter rather than describes something that can be observed

For examples: a. Don is a **clever** boy.

b. Her family has **good** relationship.

### 5. Interrogative adjectives

An interrogative adjective modifies a noun and is used in interrogative sentence.

For examples: a. **Which** car will they give us?

b. **Whose** room will I share with?

### 6. Possessive adjectives

A possessive adjective is used before a noun to show possession or ownership of something. We can use possessive adjective, when we refer to people and the sense is about relationship.

For examples: a. **His** car is very old.

b. I met **your** sister yesterday.

In learning vocabulary, the students should learn more adjectives in general definition that identify more information of nouns. Therefore, this research focused on the use of demonstrative adjectives, qualitative adjectives, and possessive adjective as they were appropriate with the teaching materials or the textbook used.

#### 2.3.4 Adverbs

An adverb is a type of word that can tell when, where, why, or under what condition something happens or happened. In line with this statement, Harmer (1998:37) explains that adverb is a word (or group of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence. In addition, Thomson and Martinet (1986:47) state eight kinds of adverb as follows.

##### 1. Adverbs of manner

An adverb of manner tells us the way something happens or how something is done.

For examples: a. We can not do the test **easily**.

b. He should not drive car **fast**.

##### 2. Adverbs of place

An adverb of place tells us the location where someone or something is.

For examples: a. We will wait you **here**.

b. I will study **in Surabaya**.

##### 3. Adverbs of time

An adverb of time tells us when something happens in the present, past or future time.

For examples: a. I am studying English **now**.

b. I was absent **yesterday**.

c. I will see you **soon**.

##### 4. Adverbs of frequency

An adverb of frequency tells us how often something is done.

For examples: a. We have English class **twice a week**.

b. She **usually** helps her mother to clean the room

#### 5. Adverbs of degree

An adverb of degree tells us the strength or intensity of something that happens. They are usually placed before the word they are modifying.

For examples: a. They are **almost** finish it.

b. This math test is **completely** confusing.

#### 6. Adverbs of interrogative

An adverb of interrogative is placed at the beginning of a question. After an interrogative adverb in a question, you must invert the subject and verb.

For examples: a. **When** do you arrive?

b. **Where** is my book?

#### 7. Adverbs of relative

An Adverb of relative introduces a relative clause.

For example: a. I know the house **where** he lives.

b. There must be some reasons **why** he cried.

The students on the grade seventh are required to learn English about daily life. Therefore, this research focused on the use of adverbs of time, adverbs of place and adverbs of frequency as the teaching materials. Those kinds of adverbs are commonly used in our daily life. Besides, those adverbs were appropriate for the seventh grade students at SMP Negeri 11 Jember based on the interview with the English teacher and the textbook used.

### 2.4 The Definition of English Songs

Commonly, people like songs. They can both sing and listen to the song at the same time. Kasihani (2010:113) states that song is a series of words that is sung with a certain rhythm and tone. Song is a combination of music and lyrics. By applying song in class the students can not only sing and listen to the song, but also read the lyric of the song. So that, students can improve their knowledge, about how the words are written and how to pronounce them well.

There are many kinds of English songs. Those are pop songs, jazz songs, rock songs, kid songs, etc. In this research, the songs that become researcher's focus are English kid songs. English songs used in this research were taken from the internet and chosen based on the curriculum of junior high school. Kasihani (2010:113) states two goals of song as follows.

1. Songs are created just to be enjoyed.
2. Songs are created for the purpose of learning, for example to teach vocabulary, phrases, or sentence patterns.

English kid songs belong to songs created for the purpose of learning. Commonly, English kid songs have theme, so the teacher can adapt the theme of the songs to the theme of the lesson. The themes of the songs used in this research were animals, family, parts of body, and jobs. The researcher tried to adjust those themes of songs to the themes of the lessons, the exercises and the vocabulary tests.

## **2.5 Teaching Vocabulary through English Songs**

Teaching vocabulary is the basic task for language teachers to make their students learn the other language components and skills. Unfortunately, it is not simple tasks for most language teachers. Teachers should be more creative in explaining teaching material to the students in class. Kasihani (2010:100) states that one of the ways to make the class more interesting is the use of teaching tools or media when teachers teach. It means that the use of media is needed in teaching learning process. The teacher can use media appropriate with the characteristics of the students.

Every day we hear voice or tone from the environment around us such as the voice of motor cycle. A song is a written language that has a voice or tone rhythmically. Certainly, all of us have been familiar with song. So that, the language teachers can apply songs to increase students' motivation to learn English. By singing songs in learning language, the students can get an advantage in remembering the words used in the songs. Karim and Hasbullah, (1986:6.25)

state that they can remember the words which are written in the lyrics of the song. It means that the students can learn some new words from the song lyrics.

Teaching vocabulary has to be integrated with teaching reading, writing, listening or speaking skill. In this research, vocabulary teaching were integrated with teaching reading skill. The students could read the song lyrics while they were learning new words through some exercises provided in every meeting.

## 2.6 English Songs as Media

Every teacher should be able to deliver the material in some ways, so variation is needed in classroom activities. Karim and Hasbullah (1986:6.25) state that variation is one of the important factors in teaching learning process that should be done in order to make the students feel motivated and interested in the English subject. One of the variations is song that is generally liked by almost all people. If the teacher uses media in teaching the material, it will become a variation in that class.

The use of media is needed in teaching English. Arsyad (1997:79) states that one of the characteristics of instructional media is media which contain and bring message or information to students as receivers. Songs are the media chosen in conducting this research. By using songs in class, the teacher can express the meaning of the song, so the students can learn vocabulary through the songs.

In addition, Kasihani (2010:102) states that media can be classified into three types:

1. Visual media

Visual media refer to things that can be seen and be touched by the students, for examples: pictures, real things, maps, etc.

2. Audio media

Audio media refer to things that can be listened by the students, examples: tape recorder, radio, cassette recorder, MP3, etc.

3. Audio visual media

Audio visual media refer to things that can be seen and listened by the students, for examples: film, TV, slide with tape, video, etc.



In this research, English songs included to audio media. The researcher played the songs to the whole class to introduce the songs for the first time to the students. The students hopefully could listen to the song and then they could sing together with their friends and the researcher.

## 2.7 The Reasons of Using Songs

Songs as media in English language teaching give advantages both to the teacher and the students. By using songs in class, the teacher can create nice activities, so the students will enjoy the class when teaching learning process happens. Songs give a chance to all the students in class to practice the language intensively without feeling bored. (Maley, 1985 in Rivers, 1987:93-95) states that there are some reasons on the effectiveness of songs for language learning activities as follows.

1. Memorability

The students will listen and sing the lyrics of the song several times. It makes both the singer and the listener memorize and understand the words in the song easily. If the students listen to the song, the lyrics of the song will come to their minds. Besides, if they often sing the song, they will remember the lyrics of the song in the long term memory. Indirectly, their total number of vocabulary will increase.

2. Rhythmicality

Songs have sound and rhythm. The rhythm is useful to get grammatical information in spoken message. Indirectly, songs can improve the students' pronunciation while they are singing the songs.

3. Non-triviality

One of the functions of the song is to expand our experience. Usually, most themes of song tell about existence in the world. One of the examples is lifestyle, so the students will know the others' lifestyle around the world. Indirectly, the students can learn something new through songs.

#### 4. Universality

Song is one of common things in daily life because the use of language in the song is commonly used among human beings. The themes of the songs are usually common to all cultures. The examples of those themes are nature, friendship, religious belief, etc. Indirectly, the use of the song in the classroom will teach daily statement or daily conversation to the students.

#### 5. Playfulness

One of the important things in learning a foreign language is the ability and the opportunity to play with it. By using songs as media in teaching learning process, the students will not feel bored in learning language. Songs give some opportunities to the students not only to learn language but also to play with the language. Indirectly, the students can practice to sing a song and learn some new vocabularies from the lyrics of the songs.

#### 6. Reactional language

By using songs in teaching learning process, the teachers can see how their students react to spoken language use. Indirectly, the students can explore their own feelings through song.

#### 7. Motivation

Usually, if the students can sing a foreign language song together in class, they will feel happy. It makes them motivated to know know the meaning of the words in the song. Indirectly, Songs will motivate the students to learn the new words that they don't know before in a fun way.

#### 8. Interaction

The use of songs as media offers interaction opportunities for both teacher – students and students – students. The activities like discussion and evaluation can appear when the teacher use songs in the class. Indirectly, songs as media can be used to exchange the teacher's and students' ideas.

From those reasons, the researcher and the English teacher believed that songs could reduce the students' fear to practice the language since they could perform to sing the songs.

## 2.8 Selecting the Appropriate Songs

All language teachers who want to use songs in class must be able to select songs that can be used in class. Karim and Hasbullah (1989:6.26) state some ways in selecting songs for students as follows.

1. Write or collect songs that can be applied in the class.

It can help the teacher to decide the songs that can be used in the class and apply it with the appropriate topic and material.

2. Write vocabulary and structure that must be known by the students.

It can help the teacher to know the parts of the song that is easy or difficult to the students, so the teacher can decide what activities that will be applied in class.

3. Choose the appropriate words of song that match with the rhythm and reasonable.

Appropriate words in the song means that the words used were appropriate with the curriculum and the topic of the lesson. It can help the students to understand the vocabulary that certainly appropriate with their level as well.

4. Choose interesting songs for the students.

The chosen songs must be able to motivate the students to learn English in active and fun way.

In conclusion, the teacher has to consider a lot of things to be done before applying a song in class. So that, the teaching learning process by using songs can be interesting to all students in class as they can not only love English as an attractive subject, but also reach the learning goals.

## 2.9 The Procedures of Using Songs According to Some Experts

Before using songs in class, the important thing to do is the teacher should prepare everything needed in teaching learning activities in class, such as constructing the lesson plans and choosing the song that is appropriate with the topic. There are many steps of using songs in English language teaching, especially for teaching vocabulary based on some experts. One of them is Karim

and Hasbullah (1986:6.27) who state some steps of using songs in teaching vocabulary as follows.

1. Teaching the words found in the song lyrics, if the students understand the meanings of the words then asking them to pronounce the words.
2. Singing the whole song to the whole class while the students are listening to the song that is sung to give the students chance to know the song.
3. Asking the students to read or repeat the pronunciation of the sentences line by line and making beats by knocking the table to introduce the rhythm of the song.
4. Singing the song with appropriate intonation and asking the students to imitate singing the song.
5. Asking the students to sing the song by themselves and then asking them to sing individually or in groups.

In addition, Prihantoro (2014:24-38) states some steps of using songs in class as follows.

1. Using some English songs that can be played by using computer, and providing the lyrics.
2. Dividing the students into some groups.
3. Making a lottery of songs so that each group gets a different song.
4. Giving the lyrics to every group.
5. Playing the songs and reading the lyric of the songs.
6. Asking every group to practice singing their songs and understanding the meaning of the lyrics.
7. Asking each group to sing their song in front of the class and then explaining the meaning.
8. Asking the other groups to ask some questions about the lyrics to the group standing in front of the class.
9. Discussing those lyrics of the songs to the whole class.

In this research, the researcher adapted those procedures of using songs as media in teaching vocabulary suggested from Karim and Hasbullah (1986:6.27) and Prihantoro (2014:24-38). The researcher adapted those procedures by

combining and adding some steps. It was due to the students' abilities in following the material given in class, the limited time and the current development of education, especially on the application of English songs to teach vocabulary.

#### 2.9.1 The Procedures of Using Songs in this research

The Procedures of Using Songs in this research were done as follows.

1. Using some English songs that can be played by using computer, and providing the lyrics (Prihantoro, 2014:24-38).
2. Dividing the students into some groups (Prihantoro, 2014:24-38).
3. Deciding certain parts of song lyrics for certain group (addition).
4. Teaching the words found in the song lyrics, if the students understand the meanings of the words then asking them to pronounce the words (Karim and Hasbullah, 1986:6.27).
5. Asking the students to read the sentences line by line and understanding the meaning of the lyrics (Karim and Hasbullah, 1986:6.27) and (Prihantoro, 2014:24-38).
6. Playing the songs to the whole class while the students are listening to the song that is sung to give the students chance to know the song. (Prihantoro, 2014:24-38) and (Karim and Hasbullah, 1986:6.27).
7. Singing the song with appropriate intonation and asking the students to imitate singing the song (Karim and Hasbullah, 1986:6.27).
8. Asking the students to sing the song by themselves and then asking them to sing individually or in groups (Karim and Hasbullah, 1986:6.27).

#### 2.10 The Research Hypotheses

Based on the research problem and the review of the related literature above, the hypotheses can be formulated as follows.

1. The use of English songs can improve the seventh grade students' vocabulary achievement at SMP Negeri 11 Jember in the 2014/2015 academic year.

2. The use of English songs can improve the seventh grade students' participation in the teaching and learning process of vocabulary achievement at SMP Negeri 11 Jember in the 2014/2015 academic year.



## CHAPTER 3 RESEARCH METHOD

This chapter presents some aspects related to the research methods. They are research design, research area determination method, research subject determination method, operational definitions of the terms, data collection methods, research procedures, and data analysis method. They are written respectively in the following sections.

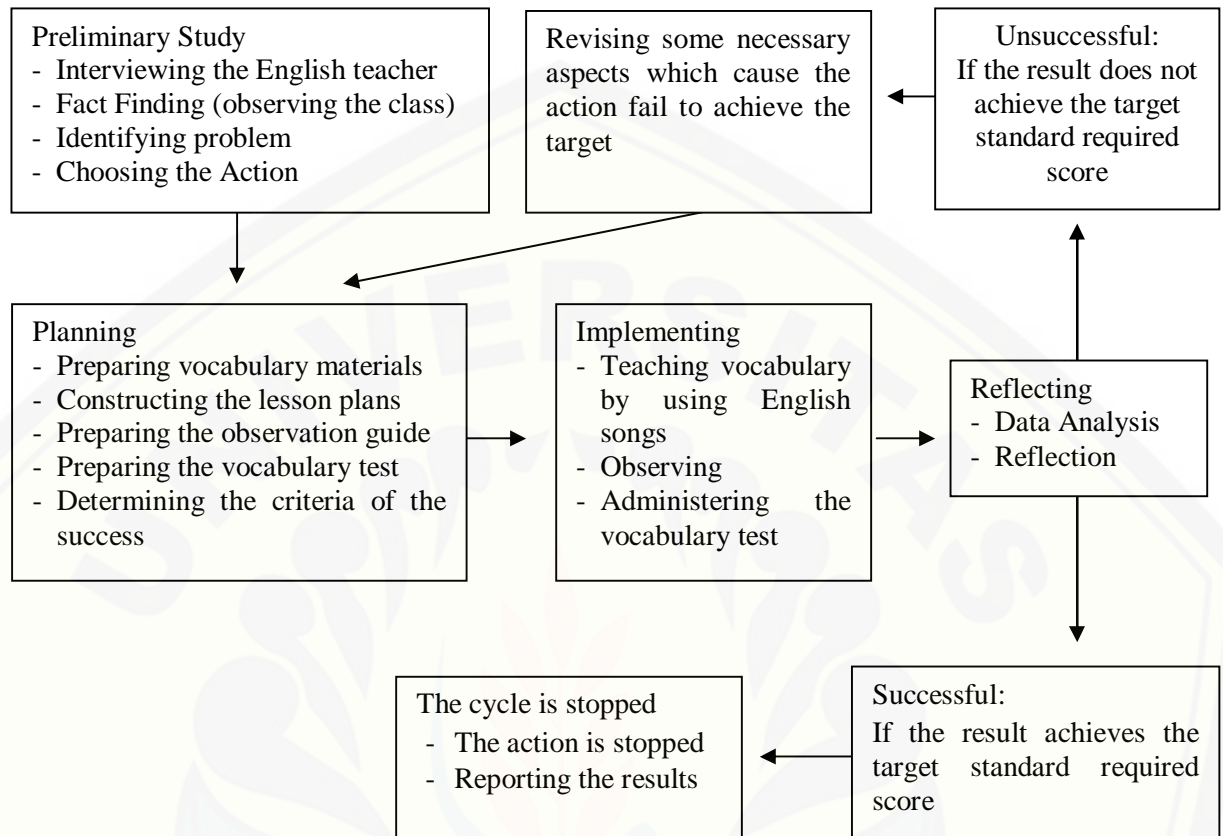
### 3.1. Research Design

The design of this research was a Classroom Action Research. McMillan (1992:12) states that action research has purpose to solve a specific classroom problem. This research had a purpose to improve the seventh grade students' vocabulary achievement and their active participation in the teaching learning process by using English songs at SMP Negeri 11 Jember in the 2014/2015 academic year.

The form of action research is never a single activity, but it should be a series of activities that will be back to the first activity. Elfanany (2013:5) states that Classroom Action Research is a research in the form of various activities that aims to improve the quality of teaching learning activities in the classroom. This research was intended to improve the quality of teaching learning activities in the classroom, especially for teaching and learning vocabulary to the students.

Arikunto et al. (2006:20) state that there are four steps in doing Classroom Action Research; they are (1) planning, (2) implementing, (3) observing, and (4) reflecting. Those steps are components in doing a cycle in sequence activities that can be back to the first step. In line with this statement, this Classroom Action Research used cycle model. Each cycle contained four steps: planning the action, implementing the action, observing the action, and reflecting the action.

Diagram 3.1 The Design of the Classroom Action Research



(Adapted from Lewin, 1980, in Elliot, 1991:70)

Based on the research design above, the activities of the research were explained in the following procedures.

1. Interviewing the English teacher of the seventh grade students at SMP Negeri 11 Jember to get some information about the school and the research subjects.
2. Finding out some school documents.
3. Finding out the class as the research subjects that have difficulties in learning English, especially for vocabulary based on the school documents and information from the English teacher.
4. Planning the actions of the first cycle (for Meeting 1 and Meeting 2) by constructing the lesson plans, the observation guide, and a vocabulary test.



5. Implementing the actions in the first cycle by teaching vocabulary through an English song in each meeting. Therefore, there were two English songs used in class for each cycle.
6. Observing the actions that were done by the English teacher while the researcher implemented the actions in the first cycle.
7. Giving a vocabulary test to the research subjects after implementing the actions of the first cycle.
8. Analyzing the results of the vocabulary test in the first cycle to find the percentage of the students who got score at least 72 and the results of the classroom observations in the first cycle to find the percentage of the students who were active by fulfilling at least four indicators out of five indicators of the observation checklist.
9. Reflecting the results of the vocabulary test and the classroom observation in the first cycle.
10. Drawing conclusions to answer the research problems. Since the result of the actions in the Cycle 1 did not achieve the research objectives, the actions were continued to the Cycle 2 to correct the things that were not quite appropriate.
11. Planning the actions of the second cycle by constructing the lesson plans (for Meeting 3 and Meeting 4) and a vocabulary achievement test by revising some aspects of the first cycle.
12. Implementing the actions in the second cycle by teaching vocabulary through English songs.
13. Observing the students' participation that was done by the English teacher while the researcher implemented the actions in the second cycle.
14. Giving a vocabulary test to the research subjects after implementing the action of the second cycle.
15. Analyzing the results of the vocabulary test and the classroom observations of the second cycle.
16. Drawing a conclusion to answer the research problems.

### **3.2. Research Area Determination Method**

The research area was determined by using a purposive method. McMillan (1992:76) states that purposive method means selecting particular elements that will be representative or informative about the topic. Based on the topic of the research, this research was conducted at SMP Negeri 11 Jember based on some reasons as follows.

- 1) There was no previous researcher who conducted a research on the same topic at the school.
- 2) The Headmaster and the English teacher gave permission to the researcher to conduct this Classroom Action Research.
- 3) The seventh grade students of SMP Negeri 11 Jember in 2014/2015 academic year still had difficulties in learning English due to the lack of vocabulary knowledge, especially for class VII-A. It could be proved from the information given from the English teacher interview (see Appendix 3) and the English midterm test scores of all the seventh grade students in the school from the English teachers (see Appendix 2).
- 4) The English teacher had never applied English songs in teaching vocabulary.

### **3.3. Research Subject Determination Method**

The research subjects of this research were the students of class VII-A at SMP Negeri 11 Jember in the 2014/2015 academic year. McMillan (1992:68) states that a subject is an individual who participates in a research study. In this research, the researcher conducted a Classroom Action Research in class VII-A and all the students in that class participated in the research. Besides, the researcher collected all the needed data from the students of class VII-A.

This class was chosen by using purposive method. Arikunto (2002:117) states that purposive method in selecting the research subjects is done by taking the subjects that are not based on the strata, random or area, but it is based on their specific goals. The students of class VII-A were selected because of their weaknesses in learning English, especially in vocabulary and its participation in

English class if it was compared with the other five classes. Both of the students' active participation and their vocabulary achievement needed to be improved, so the specific goals of this research were to improve the students' vocabulary achievement and their active participation in class.

### **3.4. Operational Definitions of the Terms**

The operational definitions of the key terms in this research are needed to avoid misunderstanding of the concepts used in the research between the researcher and the readers. The terms that are needed to be defined are as follows.

#### **3.4.1 Songs**

Songs in this research referred to the English songs that were appropriate for the students of junior high school. The songs that the researcher used in this research were English kid songs entitled: "We're Going to the Zoo" and "Family Song" for the first cycle, meanwhile, "Body Parts" and "People Work" were used for the second cycle. These songs have simple rhythm and simple lyrics but have big effect in learning vocabulary. The use of songs in this research was as media in teaching vocabulary to the students of class VII-A at SMP Negeri 11 Jember. As media, the English songs could motivate and helped the students to learn vocabulary because they could get some new words while they were singing the songs.

#### **3.4.2 The Students' Vocabulary Achievement**

The students' vocabulary achievement in this research was manifested in the result of vocabulary test covering nouns, verbs, adjectives, and adverbs. The vocabulary test was conducted after the students were taught vocabulary by using English songs in each cycle. Thus, the test results were shown in the form of scores.

### 3.4.3 The Students' Active Participation

The students' active participation in this research was in the form of the students' activities to take part in the teaching learning process of vocabulary by using English songs. The students' participation were observed by the English teacher using observation checklist covering five indicators as follows:

1. answering the teacher's oral questions
2. classifying the words taken from the song lyric into nouns, verbs, adjectives or adverbs
3. singing the English song
4. doing the vocabulary exercises
5. participating to discuss the correct answers

The students were categorized as active students if they fulfilled at least four indicators out of five indicators above.

## 3.5. Data Collection Methods

There were two kinds of important data in this research: primary data and secondary data. The data collection methods used to collect the primary data were the vocabulary achievement test and observation. Meanwhile, the secondary data were collected through interview and documentation. The detail about the data collection methods are explained as follows.

### 3.5.1 Vocabulary Test

One of the ways to find out the improvement of students' ability is to conduct a test. Arikunto (2002:127) states that test is a series of questions or exercises that are used to measure the skills, knowledge, intelligence, ability or talent by individuals or groups. In this research, the test was used to measure the students' vocabulary achievement. Hughes (2003:11) categorizes test into four types, they are: proficiency test, achievement test, diagnostic test, and placement test. Achievement test was administered in this research to measure the students' vocabulary achievement after the students learned vocabulary by using English songs. In line with that statement, Hughes (2003:13) states that the purpose of

achievement test is to establish how successful the individual student, groups of students, or the courses themselves in achieving the objectives. Thus, the test was needed to assess the success of the students in achieving the research target.

In this research, the researcher constructed vocabulary test in Cycle 1 and Cycle 2 by considering content validity. Hughes (2003:22) states that there are two kinds of test based on the scoring methods; they are objective and subjective test. The researcher decided to use objective test type in the form of multiple choices. Heaton (1990:25) states that objective tests usually have only one correct answer. In line with this statement multiple choices test can reduce the subjectivity from the scorer. The scorer does not need to discuss with others about how to determine the students' score because each items has only one correct answer so it is easy to be scored.

In constructing the test items, the researcher consulted with the English teacher and the thesis consultants before administering the vocabulary test to the research subjects. The vocabulary test was given at the end of each cycle. The vocabulary test consisted of 40 items of vocabulary that covered nouns, verbs, adjectives, and adverbs that had 10 items of each. The test was constructed in multiple choices and the time allocation of the vocabulary test was 60 minutes.

Table 3.1 The Distribution of the Vocabulary Test Items in Cycle 1

No.	Components	Numbers of Test Items	Total
1.	Nouns	1, 2, 8, 10, 17, 18, 19, 29, 30, 31	10
2.	Verbs	3, 4, 11, 12, 20, 21, 22, 32, 33, 34	10
3.	Adjectives	5, 6, 13, 14, 23, 24, 25, 35, 36, 37	10
4.	Adverbs	7, 9, 15, 16, 26, 27, 28, 38,39, 40	10
<b>Total</b>			<b>40</b>

Table 3.2 The Distribution of the Vocabulary Test Items in Cycle 2

No.	Components	Numbers of Test Items	Total
1.	Nouns	1, 2, 9, 10, 17, 18, 19, 29, 30, 31	10
2.	Verbs	3, 4, 11, 12, 20, 21, 22, 32, 33, 34	10
3.	Adjectives	5, 6, 13, 14, 23, 24, 25, 35, 36, 37	10
4.	Adverbs	7, 8, 15, 16, 26, 27, 28, 38,39, 40	10
<b>Total</b>			<b>40</b>

### 3.5.2 Observation

In this research the researcher collaborated with the English teacher. In implementing the actions of the research, the English teacher became the observer in the class to record the situation during the teaching learning process. It aimed to know the students' reaction in learning vocabulary through English songs in the classroom. The English teacher observed the students directly while they were joining the teaching learning process in class. Ali (1993:72) states that observation is done by doing observation of the object, either directly or indirectly. The subject of the observation were the students of class VII-A.

Observation is done based on the academic interactions that occur as a result of the action. In this research, the researcher used checklist in observing the students. Ali (1993:72-73) states that on a checklist all activities that will and may appear should be registered as carefully as possible based on the problems. If there is an activity that appears, it showed be given a check mark in the column provided based on the items on the checklist.

There were five important indicators included in the observation checklist that were used to observe the students' active participation as follows:

1. answering the teacher's oral questions
2. classifying the words taken from the song lyric into nouns, verbs, adjectives or adverbs
3. singing the English song
4. doing the vocabulary exercises, and
5. participating to discuss the correct answers.

The students were categorized as active students if they fulfilled at least four indicators of five indicators of provided on the observation checklist.

Table 3.3 The Observation Checklist of the Students' Active Participation

No.	Names	Indicators					Active	Passive
		1	2	3	4	5		
1	...							
2	...							
etc.	...							

### 3.5.2 Interview

The interview in this research was done as one of preliminary studies on April, 1<sup>st</sup> 2015. Ali (1993:64) states that interview is one of data collection techniques that is done by conducting question and answer activities, either directly or indirectly with the interviewee. This activity was done directly by doing question and answer activities face to face with the English teacher at SMP Negeri 11 Jember in the school. In this research, the interviewer was the researcher, and the interviewee was the English teacher of the seventh grade students of SMP Negeri 11 Jember. The interview was conducted to get some information about the school and the condition of teaching learning processes in English class, especially in teaching learning process of vocabulary. The result of interview was enclosed in Appendix 3.

### 3.5.3 Documentation

In this research, documentation was used to get the secondary data in the form of written data. Elfanany (2013:91) states that documentation method is an attempt to find data, such as note, transcript, book, agenda, etc. The researcher used school documents which were taken from administration staff in the form the students' names and the students' English midterm scores documented. The students' names were the names of the research subjects.

## 3.6. Research Procedures

As stated in the research design, this Classroom Action Research was done in the cycle model. There were four steps that are conducted in each cycle, namely planning the action, implementing the action, observing the action and reflecting the action. The activities in each step are explained as follows.

### 3.6.1. Planning the Action

There were some activities in planning the actions in this research that were conducted before implementing the action. This step aimed to make the

implementation of the action became easier. The activities in this step were stated as follows.

#### Cycle 1

- 1) Constructing two lesson plans for Meeting 1 and Meeting 2.
- 2) Preparing the students' worksheets of each meeting.
- 3) Preparing the observation checklist to observe the research subjects in the teaching learning process of vocabulary by using English songs.
- 4) Constructing the vocabulary test for the second cycle that was done by the researcher.

#### Cycle 2

- 1) Reviewing and revising some weaknesses of the first cycle that might influence the unsuccessful results for the first cycle.
- 2) Constructing two lesson plans for Meeting 3 and Meeting 4.
- 3) Preparing the students' worksheets of each meeting.
- 4) Preparing the observation checklist to observe the research subjects in the teaching learning process of vocabulary by using English songs.
- 5) Constructing the vocabulary test for the second cycle that was done by the researcher.

#### 3.6.2. Implementing the Action

In implementing the action, the researcher did the actions in teaching vocabulary through English songs. This step was conducted during the school hours based on the schedule of the English lesson in class VII-A. The actions given were teaching vocabulary by using English songs. Each cycle covered two meetings and it was followed by a vocabulary test.

The second cycle was conducted because the result of the first cycle did not achieve the research objectives. There were the differences between the actions in Cycle 1 and Cycle 2 because the researcher had discussed with the English teacher about how to anticipate or eliminate the weaknesses in Cycle 1.



### 3.6.3. Observing the Action

This step in this research was needed to be done in order to know the students' reactions in teaching and learning process of vocabulary by using English songs. The researcher was acting as the English teacher while the English teacher was observing the teaching learning process in class. When the observer followed the teaching learning process in class, she had to monitor all activities happened in the class both to the research subjects and to the researcher who was teaching the material.

An observation guide was in the form of checklist. The observer used it to observe and record the students' activities during the vocabulary teaching and learning. Besides, the observer could make some notes about the lacks of the activities in the class. It aimed to get accurate data to improve the next cycle.

This research used the criteria to decide whether the actions were successful or not as follows.

1. The use of English songs could improve the students' vocabulary achievement if at least 70% of the students achieved the standard minimum requirement score, that is 72 in the vocabulary test.
2. The use of English songs could improve the students' active participation if at least 70% of the students actively participated in the teaching learning process of vocabulary by using English songs.

### 3.6.4. Reflecting the Action

In this research, reflection was one of the important things to be done after implementing and observing the action in each cycle. The result of observation based on the implementation of the actions in Cycle 1, then it was reflected. The reflection was needed to know the strengths and the weaknesses of the implementation of the actions in Cycle 1. Besides, reflecting was done in order to know whether the actions given were successful or not. The results of the reflection in Cycle 1 were used as a guide to revise the weak aspects of the actions into better ones because the target in Cycle 1 could not be achieved. It means that

reflecting the action had a purpose to make the lesson plans to the next cycle better, so that the way how to present the material became better than before.

### 3.7 Data Analysis Method

Data analysis method in this research was very important because it was used to analyze the obtained data related to the students' scores on vocabulary test and the results of the observation during the teaching learning process of vocabulary by using English songs.

In this research, the data were analyzed quantitatively. The primary data in this research consisted of the vocabulary test and observation. The steps to analyze the data in Cycle 1 and Cycle 2 were same. The steps in analyzing the data were as follows:

1. administering the vocabulary test to the research subjects after implementing the actions, that were teaching vocabulary by using English songs.
2. scoring the vocabulary test.
3. discussing the results of vocabulary test with the English teacher.
4. counting the number of subjects who passed the vocabulary test and who did not.
5. using the formula to find out the percentage of the research subjects who were successful in achieving the standard minimum requirement score, that is, 72 in vocabulary test.

Meanwhile, in doing the observation, the steps were as follows:

1. doing observation during the teaching learning process of vocabulary through English songs by collaborating with the English teacher. In this research, the English teacher did the observations in every meeting of each cycle while the researcher taught the research subjects.
2. collecting the results of observation.
3. discussing the results of the observation with the English teacher.

4. determining and counting the number of students who were categorized as active students and the students who were categorized as passive students during the teaching and learning process of vocabulary by using English songs.
5. using the formula to find out the percentage of the research subjects who were categorized as active students during the teaching and learning process of vocabulary by using English songs.

### 3.7.1 Vocabulary Test

The researcher used the following formula to calculate the percentage of the students who got score at least 72 in the vocabulary test:

$$\frac{A}{N} \times 100$$

Notes:

A = the total number of the students who got score  $\geq 72$

N = the total number of the students who did the vocabulary test

(Cohen et al., 2007:423)

### 3.7.2 Observation

The researcher used the following formula to calculate the percentage of the students' active participation during the teaching learning process of vocabulary by using English songs:

$$\frac{A}{N} \times 100$$

Notes:

A = the total number of the students who were categorized as active students

N = the total number of the students who were in class

(Cohen et al., 2007:423)

## CHAPTER 4. RESEARCH RESULT AND DISCUSSION

This chapter presents some aspects related to the results and discussion of Classroom Action Research in Cycle 1 and Cycle 2. The result of each cycle consists of the result of observations, the result of vocabulary achievement test, and the result of reflection. They are written respectively in the following sections.

### 4.1. The Result of the Actions in Cycle 1

The implementation of the actions in Cycle 1 was based on the lesson plans made by the researcher. The researcher constructed two lesson plans for Meeting 1 and Meeting 2 and one vocabulary achievement test which had been consulted with the research consultants and the English teacher. The doer of the actions in Cycle 1 was the researcher while the English teacher became an observer for the students' active participation.

The actions in Cycle 1 were done in two meetings for teaching learning process of vocabulary by using English songs and one meeting for vocabulary achievement test. The actions in Cycle 1 were conducted on May 18<sup>th</sup> until May 22<sup>nd</sup>, 2015.

Table 4.1 The Schedule of the Implementation of the Actions in Cycle 1

No.	Dates	Activities	Time
1.	May 18 <sup>th</sup> , 2015	Meeting 1	11 a.m. – 12.20 p.m.
2.	May 20 <sup>th</sup> , 2015	Meeting 2	8.20 a.m. – 9.40 a.m.
3.	May 22 <sup>nd</sup> , 2015	Vocabulary Test	9.20 a.m. – 10.20 a.m.

The first meeting was conducted on Monday, May 18<sup>th</sup>, 2015 at 11 a.m. – 12.20 p.m. At this meeting, the lesson topic was about animals so the researcher taught vocabulary through an English song entitled “We’re Going to the Zoo”. Besides, the second meeting was conducted on Wednesday, May 20<sup>th</sup>, 2015 at 8.20 a.m. – 9.40 a.m. At this meeting, the lesson topic was about family so the researcher taught vocabulary through an English song entitled “Family Song”.

The materials taught in both meetings were about nouns, verbs, adjectives, and adverbs by using English songs. The researcher distributed the song lyrics in printed form for each student so they could have it and learnt it first. The researcher explained the material by using English in the simplest form in order to make the students understand the material. Some of them seemed interested in paying attention, but the rest of them were busy to have their own topic with their friends.

In this cycle, the researcher asked the students to do all the exercises individually because the researcher wanted to know the students' abilities and participation one by one. Unfortunately, most of them did not bring dictionaries, so they were too noisy while trying to borrow a dictionary from other students and ask those words to the researcher. In order to reduce their noise, the researcher tried to help the students to know the meaning of the difficult words in the song lyrics by answering their questions through definition, examples, and sometimes translation.

#### 4.1.1. The Result of Students' Vocabulary Achievement Test in Cycle 1

The vocabulary achievement test of Cycle 1 as the product evaluation was done on Friday, May 22<sup>nd</sup>, 2015 at 9.20 a.m. until 10.20 a.m. The vocabulary test in this research was administered to measure the students' vocabulary achievement after being taught vocabulary by using English songs. The time allocation for the vocabulary test was 60 minutes.

The material used to construct this test was vocabulary that covered nouns, verbs, adjectives, and adverbs consisted of 40 items; 10 items for nouns, 10 items for verbs, 10 items for adjectives, and 10 items for adverbs. The standard minimum requirement score to pass the vocabulary test is 72 and this research was considered successful if at least 70% the students got score at least 72 in the vocabulary test. The results of the students' vocabulary achievement test in Cycle 1 were enclosed in Appendix 10.

The percentage calculations of the students' vocabulary achievement test in Cycle 1 were analyzed below.

*The percentage of students who got score  $\geq 72$*

$$E = \frac{23}{38} \times 100\% = 60.5\%$$

*The percentage of students who got score  $< 72$*

$$E = \frac{15}{38} \times 100\% = 39.5\%$$

Based on the percentage calculations above, there were 23 students (60.5%) who could achieve the standard minimum requirement score, which is 72 and 15 students (39.5%) who could not achieve the standard minimum requirement score.

In conclusion, it was necessary to conduct the second cycle since the percentage of the students who got scores at least 72 were only 23 students or 60.5%. The percentage above did not achieve the target percentage required that was at least 70% of the students getting scores at least 72. Then the second cycle was done by revising some weaknesses happened in the first cycle.

#### 4.1.2. The Result of Observations in Cycle 1

The classroom observations were conducted during the teaching learning process of vocabulary by using English songs in Cycle 1 to know the students' active participation during the actions. The observations were done in two meetings and they were carried out by the English teacher. The observation in the first meeting of Cycle 1 was carried out on Monday, May 18<sup>th</sup>, 2015 at 11 a.m. until 12.20 p.m. Meanwhile, the observation in the second meeting of Cycle 1 was conducted on Wednesday, May 20<sup>th</sup>, 2015 at 8.20 a.m. until 9.40 a.m. The results of the observation were stated in Appendix 12.

The observations instrument was in the form of checklist that consisted of five indicators. The indicators covered 1) answering the teacher's oral questions, 2) classifying the words taken from the song lyric into nouns, verbs, adjectives or adverbs, 3) singing the English song, 4) doing the vocabulary exercises, and 5) participating to discuss the correct answers. The students were classified as active students if at least four indicators were fulfilled.

The percentage calculations of the students' active participation in Cycle 1 were analyzed below.

*Meeting 1*

$$\text{Active students} = \frac{22}{38} \times 100 = 57.9\%$$

$$\text{Passive students} = \frac{16}{38} \times 100 = 42.1\%$$

*Meeting 2*

$$\text{Active students} = \frac{28}{38} \times 100 = 73.7\%$$

$$\text{Passive students} = \frac{10}{38} \times 100 = 26.3\%$$

After finding out the percentage of the students' active participation in each meeting of Cycle 1, the calculations had to be continued to find out the average result of the students' active participation which was intended to know whether the required percentage, that is 70%, had been achieved or not.

Table 4.2 The Average Result of the Students' Active Participation in Cycle 1

No.	Meetings	Percentage	
		Active students	Passive students
1.	Meeting 1	57.9%	42.1%
2.	Meeting 2	73.7%	26.3%
<b>Average</b>		65.8%	34.2%

The average result of the students' active participation in Cycle 1 above indicated that only 65.8% of the students who were categorized as active students while the rest 34.2% were categorized as passive students. From the result, it was concluded that the percentage of the students' active participation in Cycle 1 had not achieved the required target percentage of the students' active participation that was at least 70%.

#### 4.1.3. The Result of Reflection in Cycle 1

The reflection of the result in Cycle 1 was carried out after the results of observations and vocabulary achievement test were known. Unfortunately, the

percentage result of the students' vocabulary achievement test and the students' active participation did not achieve the target percentage that was at least 70%. Besides, the reflection done by the researcher and the English teacher was intended to revise and find some weak points of Cycle 1 from the observation checklist, the teachers' notes, and the results of the vocabulary test.

Table 4.3 The Factors that Influenced the Actions in Cycle 1 and the Revisions of the Actions in Cycle 2

No.	Cycle 1	Cycle 2
1.	<p><b>'Teacher center'</b></p> <p>There were many students who did not bring dictionaries and some of them did not even have dictionaries. It made the students difficult to find the meanings of the words used in the song lyrics individually, so they needed the researcher's help to know the meaning of those words. Unfortunately, the activities in class were dominated by the researcher.</p>	<p><b>"Students center"</b></p> <p>The researcher asked the students to find the meaning of the words used in the song lyrics (exercise 1) in group. So that, they could discuss with their group about the meaning of the song lyrics and the classification of those words. It could not only reduce the noise of the students who did not bring the dictionary while they were trying to borrow dictionary from others, but also it could reduce the students' dependence on the researcher while they were asking the researcher about the meaning of the words used.</p>
2.	<p><b>"The use of English language in class was too dominating"</b></p> <p>The researcher used English more often during the teaching learning process of vocabulary by using English songs. The researcher did it based on the permission from the English teacher. Unfortunately, it made some students confused and did not really understand about the researcher's explanation and the instructions of the exercises.</p>	<p><b>"The uses of Indonesian and English in class were balance"</b></p> <p>The researcher used Indonesian and English in balance while explaining the material and giving the instructions of the exercises to the students. So that, the students could understand better about the explanation and the instructions of the exercises.</p>
3.	<p><b>"Giving instruction for every group to have their parts of the song lyrics orally"</b></p> <p>In deciding a certain parts of song lyrics for a certain group,</p>	<p><b>"Giving instruction for every group to have their parts of the song lyrics both written and spoken form"</b></p> <p>The researcher provided the written signal on the song lyrics. So that, the</p>



	the researcher tell it orally to the students. It made them did not really understand about the instruction, so they did it badly.	students could read what they had to do well.
4.	<p><b>“Seating arrangement was not well organized”</b></p> <p>The seat positions of the students were not balanced in terms of the students’ abilities and genders. It made them have their own group to talk each other while the class was going on.</p>	<p><b>“Seating arrangement was organized well”</b></p> <p>The researcher used class management by organizing the students’ seat position. It was intended to give a chance for them to associate with other friends in class, so they could share their knowledge and helped each other in understanding the material.</p>
5.	<p><b>“Most of the students did not answer the adverbs items well”</b></p> <p>The researcher more focused in explaining about nouns, verbs, and adjectives rather than adverbs. It made the students did not really understand about what are adverbs of place and time.</p>	<p><b>“The students could answer the adverbs items much better”</b></p> <p>The researcher explained more about adverbs of place and time in class. It was due to most of the students failed in answering the adverbs items in previous vocabulary test. So it could help them to be more understand about what are adverbs of place and time.</p>

Considering the points above, the revisions of the matters were needed to be done in Cycle 2 to solve some problems found in Cycle 1 and hopefully to give better results in Cycle 2.

#### 4.2. The Result of the Actions in Cycle 2

The researcher constructed two lesson plans for Meeting 1 and Meeting 2 and one vocabulary achievement test which had been consulted with the research consultants and the English teacher. The doer of the actions in Cycle 2 was the researcher while the English teacher became an observer for the students’ active participation.

The actions in Cycle 2 were done in two meetings for teaching learning process of vocabulary by using English songs and one meeting for vocabulary achievement test. The actions in Cycle 1 were conducted on May 25<sup>th</sup> until May 29<sup>th</sup>, 2015.

Table 4.4 The Schedule of the Implementation of the Actions in Cycle 2

No.	Dates	Activities	Time
1.	May 25 <sup>th</sup> , 2015	Meeting 1	11 a.m. – 12.20 p.m.
2.	May 27 <sup>th</sup> , 2015	Meeting 2	8.20 a.m. – 9.40 a.m.
3.	May 29 <sup>th</sup> , 2015	Vocabulary Test	9.20 a.m. – 10.20 a.m.

The first meeting was conducted on Monday, May 25<sup>th</sup>, 2015 at 11 a.m. until 12.20 p.m. In this meeting, the lesson topic was about body parts so the researcher taught vocabulary through an English song entitled “Body Parts”. Besides, the second meeting was conducted on Wednesday, May 27<sup>th</sup>, 2015 at 8.20 a.m. until 9.40 a.m. In this meeting, the lesson topic was about Jobs so the researcher taught vocabulary through an English song entitled “People Work”.

The materials taught in both meetings were about nouns, verbs, adjectives, and adverbs. The researcher reviewed the material written and spoken by writing on the white board and asking some questions orally to the students. The researcher had discussed about some weaknesses of Cycle 1 with the English teacher and the researcher had applied the revisions in Cycle 2 (see Table 4.3).

The researcher revised the instruction of how to do the exercise 1 that was individual exercise in Cycle 1 to the group exercise in Cycle 2. The students could be more active with their group while they were classifying the words, finding the meaning of the song lyrics and understanding the material. So they felt more confidence in doing Exercise 2 and Exercise 3 after having discussion with their friends about the material and the meaning of the words used in the song lyrics.

#### 4.2.1. The Result of Students’ Vocabulary Achievement Test in Cycle 2

The vocabulary achievement test of Cycle 2 as the product evaluation was done on Friday, May 29<sup>th</sup>, 2015 at 9.20 a.m. until 10.20 a.m. The vocabulary test in this research was administered to measure the students’ vocabulary achievement after being taught vocabulary by using English songs. The time allocation for the vocabulary test was 60 minutes.

The material used to construct this test was vocabulary that covered nouns, verbs, adjectives, and adverbs consisted of 40 items, 10 items for nouns, 10 items

for verbs, 10 items for adjectives, and 10 items for adverbs. The standard minimum requirement score to pass the vocabulary test was 72 and this research was considered successful if at least 70% the students got score at least 72 in the vocabulary test. The results of the students' vocabulary achievement test in Cycle 2 were enclosed in Appendix 11.

The percentage calculations of the students' vocabulary achievement test in Cycle 2 were analyzed below.

*The percentage of students who got score  $\geq 72$*

$$E = \frac{31}{38} \times 100\% = 81.6\%$$

*The percentage of students who got score  $< 72$*

$$E = \frac{7}{38} \times 100\% = 18.4\%$$

Based on the percentage calculations above, there were 31 students (81.6%) who could achieve the standard minimum requirement score that is 72 and 7 students (18.4%) who could not achieve the standard minimum requirement score.

In conclusion, the percentage result of the students' vocabulary achievement test had already fulfilled the required target that was at least 70% of the students could get score at least 72. Therefore, the actions in this Classroom Action Research were stopped.

#### 4.2.2. The Result of Observations in Cycle 2

The classroom observations of the students' active participation in Cycle 2 were the same with those done in Cycle 1, both in the indicators used and the number of the meetings. The aim of observation in Cycle 2 was to record the students' active participation during the teaching learning process of vocabulary by using crossword puzzles in Cycle 2 because the average result of the students' active participation in Cycle 1 had not achieved the required target percentage that was at least 70%.

The observations were done in two meetings and they were carried out by the English teacher. The observation in the first meeting of Cycle 2 was carried

out on Monday, May 25<sup>th</sup>, 2015 at 11 a.m. until 12.20 p.m. Meanwhile, the observation in the second meeting of Cycle 1 was conducted on Wednesday, May 27<sup>th</sup>, 2015 at 8.20 a.m. until 9.40 a.m. The results of those observations were enclosed in Appendix 13.

The observations guide was in the form of checklist that consisted of five indicators that on the first cycle. The indicators covered 1) answering the teacher's oral questions, 2) classifying the words taken from the song lyric into nouns, verbs, adjectives or adverbs, 3) singing the English song, 4) doing the vocabulary exercises, and 5) participating to discuss the correct answers. The students were classified as active students if at least four indicators were fulfilled.

The percentage calculations of the students' active participation in Cycle 2 were analyzed below.

#### *Meeting 1*

$$\text{Active students} = \frac{30}{38} \times 100 = 78.9\%$$

$$\text{Passive students} = \frac{8}{38} \times 100 = 21.1\%$$

#### *Meeting 2*

$$\text{Active students} = \frac{32}{38} \times 100 = 84.2\%$$

$$\text{Passive students} = \frac{6}{38} \times 100 = 15.8\%$$

The calculation had to be continued to find out the average result of the students' active participation after finding out the percentage of the students' active participation in each meeting of Cycle 2. It was intended to know whether the required percentage that was at least 70% had been achieved or not.

Table 4.5 The Average Result of the Students' Active Participation in Cycle 2

No.	Meetings	Percentage	
		Active students	Passive students
1.	Meeting 1	78.9%	21.1%
2.	Meeting 2	84.2%	15.8%
<b>Average</b>		82%	18%

From the table above, the researcher concluded that the average result of the students' active participation was 82%. This result showed that the required target percentage that was at least 70% of the students who were considered as active students in the teaching learning activities of vocabulary by using English songs had been fulfilled.

#### 4.2.3. The Result of Reflection in Cycle 2

From the result of the observations by using observation checklist, it was known that the students' active participation had increased from 65.8% in Cycle 1 to 82% in Cycle 2. It means that the achievement criteria of process evaluation had been achieved by the students, because there were more than 70% of the students were categorized as active students.

From the result of the students' vocabulary test, it could be reported that 31 of 38 students (81.6%) had achieved the target required that was at least 70% of the students could get at least 72 in the vocabulary achievement test. It means that the achievement criteria of product evaluation had been achieved by the students.

After knowing the result of the students' vocabulary test and their active participation in Cycle 2, it could be said that the students had improved their achievement both in their vocabulary achievement and their participation on the teaching learning process of vocabulary through English songs. Therefore, Cycle 2 was stopped.

### 4.3. Discussion

This research was a Classroom Action Research focusing on the use of English songs to improve the seventh grade students' vocabulary achievement at SMP Negeri 11 Jember in the 2014/2015 academic year. As stated before, the researcher conducted the research in two cycles and each cycle consisted of two meetings that were used for the teaching learning process of vocabulary by using English songs and one meeting for vocabulary test. The researcher conducted the

research collaboratively with the English teacher. The researcher did the teaching learning process while the English teacher did the observations.

The result of the students' vocabulary test in the first cycle showed that only 60.5% of 38 students got scores more than 72. Meanwhile, the result of the students' vocabulary test in the second cycle indicated that 81.6% of 38 students got scores more than 72. It means that the students' vocabulary achievement had improved, because the criteria of the success were determined by at least 70% of the students could get the standard minimum requirement score, that is 72. Besides, based on the result of observations in Cycle 1 and Cycle 2, the students improved their participation while the teaching learning process of vocabulary achievement by using English songs implemented. The average result of the students who were active in Cycle 1 was 65.8%. Meanwhile in Cycle 2, the average result of the students who were active was 82%. It means that teaching vocabulary through English songs could improve the students' active participation.

Based on the result of this research, the use of English song as media in English teaching and learning process of vocabulary could improve the students' vocabulary achievement and participation. It was proven by more than 70% students could get the standard minimum requirement score that is 72 for the vocabulary achievement test. Besides, more than 70% students who were active in the teaching learning process of vocabulary by using English songs.

In addition, the success of this research related to some experts' opinions saying that songs can motivate students in learning language, especially for weak and passive students. They practice intensively in the specified pattern without getting bored (Karim and Hasbullah, 1986:6.25). Besides, Kasihani, (2010:113) states that there are two goals of song; songs are created just to be enjoyed and songs are created for the purpose of learning, for example to teach vocabulary, phrases, or sentence patterns. In addition, (Maley, 1985 in Rivers, 1987:93-95) says that songs are memorability, rhythmicality, non-triviality, universality, playfulness, reactional language, motivation, and interaction.

Moreover, this research results are also in line with the results of some previous researches conducted by Wildani (2012) reported that the use of English songs at SMPN 1 Jambesari Darussolah Bondowoso could improve the class VII-B students' vocabulary achievement through two cycles. The result of the research showed that the mean score of the students' vocabulary achievement increased from 65.6 in Cycle 1 to 72.5 in Cycle 2. Besides, Agustina (2010) through a Classroom Action Research at SDN Baratan 1 Jember applied children songs to improve the students' vocabulary achievement reported that the use of children songs could improve the vocabulary achievement as well as the students' active participation after doing it in two cycles. The result of this research showed that students' vocabulary achievement improved from 64.8% to 76.5%. Besides, the students' active participation increased from 61.8% to 77.9% after implementing the second cycle.

## CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion of the research. They are written respectively in the following sections.

### 5.1. Conclusion

Based on the results of the vocabulary tests and the observations, it was concluded that teaching vocabulary by using English songs can improve the seventh grade students' vocabulary achievement and their participation in teaching learning process at SMP Negeri 11 Jember in the 2014/2015 academic year. Thus, the research findings proved the research hypothesis as follows:

- a. The use of English songs could improve the seventh grade students' vocabulary achievement at SMP Negeri 11 Jember. It could be seen from the presentage of the students who got at least 72 as much as 60.5% students in Cycle 1 and it increased to 81.6% in Cycle 2. The result showed that the improvement of the students' vocabulary achievement test from Cycle 1 to Cycle 2 was as much as 21.1%.
- b. The use of English songs could improve the seventh grade students' active participation in the teaching learning process of vocabulary by using English songs at SMP Negeri 11 Jember. The average result of observations increased from 65.8% in the first cycle to 82% in the second cycle. The result showed that the improvement of the students' active participation from the first cycle to the second cycle was as much as 16.2%.

### 5.2. Suggestions

Considering the result of this research that the use of English songs can improve the seventh grade students' vocabulary achievement and their participation in teaching learning process at SMP Negeri 11 Jember in the 2014/2015 academic year. Some suggestions are proposed to the following people:



### 5.2.1 The English Teacher

The English teacher is suggested to enrich the students' learning experiences by using various media to make the teaching learning process more interesting. One of media that can be used to teach vocabulary in the classroom is English songs. It is due to the fact that English songs could improve the students' vocabulary achievement and their active participation in this research result.

### 5.2.2 The Students

The students as the research subjects are suggested to be more active when the teacher tries to apply English songs as media in class. They can use English songs outside the class to help them gain more new words based on their favorite songs. Besides, English songs can make them easier to memorize words, to spell the words, and to understand the word meanings after they try to find the meanings of the song lyrics by themselves.

### 5.2.3 The Future Researchers

The future researchers are suggested to use these research results as information and input to conduct further researches dealing with similar research design and media but in different problem such as by using different research designs such as improving the students' speaking skill or pronunciation by using English songs.

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RESEARCH MATRIX

Title	Problem	Variable	Indicators	Data Resources	Research Method	Hypotheses
Improving the Seventh Grade Students' Vocabulary Achievement through English Songs at SMP Negeri 11 Jember in the 2014/2015 Academic Year	<p>1. Can the use of English songs improve the seventh grade students' vocabulary achievement at SMP Negeri 11 Jember in the 2014/2015 academic year?</p> <p>2. Can the use of English songs improve the seventh grade students' participation in the teaching and learning process of vocabulary achievement at SMP</p>	<p><b>1. Independent Variable</b></p> <ul style="list-style-type: none"> <li>- The use of English songs in teaching vocabulary</li> </ul> <p><b>2. Dependent Variable</b></p> <ul style="list-style-type: none"> <li>- The seventh grade students' vocabulary achievement</li> <li>- The seventh grade students' participation in the teaching process of vocabulary</li> </ul>	<p>1. English songs:</p> <ul style="list-style-type: none"> <li>- Memorability</li> <li>- Rhythmicality</li> <li>- Non-triviality</li> <li>- Universality</li> <li>- Playfulness</li> <li>- Reactional</li> <li>- Motivational</li> <li>- Interactional</li> </ul> <p>(Maley, 1985 in Rivers, 1987: 93-95)</p> <p>2. The students' scores of vocabulary tests that cover: nouns, verbs, adjectives and adverbs.</p> <p>3. The students' participation:</p> <ol style="list-style-type: none"> <li>a. Answering the teacher's oral questions</li> <li>b. Classifying the words</li> </ol>	<p><b>1. Research Subjects</b></p> <p>The seventh grade students of SMP Negeri 11 Jember in the 2014/2015 academic year</p> <p><b>2. Informant</b></p> <p>The English teacher of the seventh grade students at SMP Negeri 11 Jember</p> <p><b>3. School Documents</b></p> <ul style="list-style-type: none"> <li>- The names of the research subjects</li> <li>- The students' previous score of the English midterm test</li> </ul>	<p><b>1. Research Design</b></p> <p>Classroom Action Research with the cycle model.</p> <p>The steps of each cycle are:</p> <ol style="list-style-type: none"> <li>a. Planning the action</li> <li>b. Implementing the action</li> <li>c. Observing the action</li> <li>d. Reflecting the action</li> </ol> <p>(Arikunto et al., 2006:16)</p> <p><b>2. Area Determination Method</b></p> <p>Purposive</p> <p><b>3. Subject Determination Method</b></p> <p>Purposive</p> <p><b>4. Data Collection Methods</b></p> <ol style="list-style-type: none"> <li>a. Vocabulary test</li> <li>b. Observation</li> <li>c. Interview</li> <li>d. Documentation</li> </ol> <p><b>5. Data Analysis Method</b></p> <p>a. The primary data taken from vocabulary test will be analyzed quantitatively by the following formula:</p> $\frac{A}{N} \times 100$	<p>1. The use of English songs can improve the seventh grade students' vocabulary achievement at SMP Negeri 11 Jember in the 2014/2015 academic year.</p> <p>2. The use of English songs can improve the seventh grade students' participation in the teaching and learning process of vocabulary achievement at SMP Negeri 11 Jember in the 2014/2015</p>

	<p>Negeri 11 Jember in the 2014/2015 academic year?</p>		<p>taken from the song lyric into nouns, verbs, adjectives or adverbs</p> <p>c. Singing the English song</p> <p>d. Doing the vocabulary exercises</p> <p>e. Participating to discuss the correct answers</p>		<p>Notes:</p> <p>A = the total number of the students who got score <math>\geq 72</math></p> <p>N = the total number of the students who did the vocabulary test (Cohen et al., 2007:423)</p> <p>The data from the observation will be analyzed by following formula:</p> $\frac{A}{N} \times 100$ <p>Notes:</p> <p>A = the total number of the students who were categorized as active students</p> <p>N = the total number of the students who were in class (Cohen et al., 2007:423)</p> <p>b. The secondary data taken from interview and documentation.</p>	<p>academic year.</p>
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**The Seventh Grade Students' English Midterm Test Scores  
of SMP Negeri 11 Jember  
in the 2014/2015 Academic Year**

<b>No.</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
1	70	63	60	74	63	74
2	70	74	60	81	53	67
3	67	42	81	70	53	79
4	74	74	67	49	21	63
5	74	79	63	63	42	60
6	70	53	74	32	77	74
7	70	60	81	77	88	63
8	67	60	60	70	67	82
9	81	56	70	70	53	82
10	70	42	60	74	46	60
11	74	88	77	60	85	63
12	60	63	70	84	70	79
13	77	77	74	77	56	79
14	81	77	77	67	63	46
15	81	74	70	63	56	67
16	63	56	67	81	77	83
17	63	63	77	81	70	63
18	60	63	81	60	53	56
19	74	77	77	81	35	60
20	56	79	67	70	60	85
21	70	79	53	91	67	53
22	81	77	63	88	56	74
23	49	70	70	67	70	49
24	49	92	70	81	42	74
25	53	79	70	81	42	79
26	49	74	67	84	63	74
27	53	70	63	74	53	60
28	60	77	49	74	60	60
29	60	79	67	74	60	79
30	49	42	67	67	53	60
31	49	63	70	70	60	63
32	63	67	84	70	67	74
33	60	79	70	91	67	46
34	77	82	67	88	63	77
35	49	82	74	88	60	79
36	67	79	77	94	60	82
37	70	60	77	-	49	82
38	77	70	74	-	-	79
<b>Rata-rata</b>	<b>65.45</b>	<b>69.5</b>	<b>69.61</b>	<b>68.18</b>	<b>68.18</b>	<b>69.18</b>

### SUPPORTING DATA INSTRUMENTS

**a. The Result of Interview**

No.	Interview Questions	The Teacher's Answers
1	What curriculum does SMP Negeri 11 Jember apply?	We applied 2013 Curriculum in the first semester, but we apply the 2006 Curriculum ( <i>KTSP</i> ) in the second semester.
2	How often do you teach English in a class for a week?	I teach English twice a week in every class of the seventh grade.
3	What books do you use in teaching English?	“English Way 1” by Quadra
4	Are all your students good at learning English? If it is no, what are the students' problems in learning English?	Of course they are not. They have limited vocabulary, so they have difficulty in delivering their ideas both in written and oral forms in the class. Besides, they have low motivation in learning English and maybe it happens because they do not have enough vocabulary.
5	What problems do the students face in learning vocabulary?	The students still face some problems in memorising words, spelling the words, and understanding the meaning of the words.
6	How do you solve those problems?	I ask them to bring dictionaries every time they are in my class, at least there must be one dictionary for two students.
7	How do you usually teach vocabulary to the students? Do you teach vocabulary integrated with the language skills?	I usually ask the students to find some difficult words in the paragraph or simple text, but I often help them to get the meaning of the difficult words. Besides, I also ask them to translate the Indonesian words into English and vice versa in written form. Yes, I often teach vocabulary integrated with reading, writing, and listening skills.
8	What is the English standard minimum requirement score for the seventh grade students of this school?	It is 72.

9	Have you ever given a vocabulary test to the students?	Sorry, I have not. I don't have any vocabulary score, but I have only English scores in general.
10	Have you ever applied English songs in teaching vocabulary?	No, I have never applied English songs to teach English vocabulary in my class.
11	Why don't you use English songs in your class?	Because I have no time in selecting appropriate English songs for my students. Besides, I cannot sing songs.
12	Do you agree if I use English songs as media to teach vocabulary achievement that is integrated with reading skill in your class?	Yes, I do

**b. The Documentations**

No	The Data Taken	Source
1	The names of the research subjects	The School Documents
2	The seventh grade students' previous scores from the English midterm test	



**LESSON PLAN**

Cycle 1 – Meeting 1

<b>Subject</b>	<b>: English</b>
<b>Level</b>	<b>: Junior High School</b>
<b>Grade/Semester</b>	<b>: VII / 2</b>
<b>Language Component</b>	<b>: Vocabulary</b>
<b>Integrated Skill</b>	<b>: Reading</b>
<b>Theme</b>	<b>: Animals</b>
<b>Time Allocation</b>	<b>: 2 x 40 minutes</b>

**I. Standard Competence**

- 11 Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan procedure yang berkaitan dengan lingkungan terdekat.

**II. Basic Competence**

- 11.1 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

**III. Indicators**

**Cognitive**

**Product**

- 11.1.1 Choosing the best answer of the options given in multiple choice format.

**Process**

- 11.1.2 Classifying the words taken from the song lyrics into nouns, verbs, adjectives, or adverbs in the table provided individually.

- 11.1.3 Giving the meaning of some words taken from the song lyrics by using dictionary individually.
- 11.1.4 Matching the verbs with the the synonyms provided individually.
- 11.1.5 Matching the adjectives with the the antonyms provided individually.
- 11.1.6 Completing the sentences with suitable vocabulary (nouns or adjectives) provided individually.

**Psychomotor**

- 11.1.7 Singing the song entitled “We’re Going to the Zoo” together.

**Affective**

- 11.1.8 Answering the teacher’s oral questions.
- 11.1.9 Classifying the words taken from the song lyric into nouns, verbs, adjectives or adverbs.
- 11.1.10 Singing the English song.
- 11.1.11 Doing the vocabulary exercises.
- 11.1.12 Participating to discuss the correct answers.

**IV. Learning Objectives**

**Cognitive**

**Product**

- 11.1.1 The students are able to choose the best answer of the options given in multiple choice format.

**Process**

- 11.1.2 The students are able to classify the words taken from the song lyrics into nouns, verbs, adjectives, or adverbs in the table provided individually.
- 11.1.3 The students are able to give the meaning of some words taken from the song lyrics by using dictionary individually.

11.1.4 The students are able to match the verbs with the the synonyms provided individually.

11.1.5 The students are able to match the adjectives with the the antonyms provided individually.

11.1.6 The students are able to complete the sentences with suitable vocabulary (nouns or adjectives) provided individually.

### **Psychomotor**

11.1.7 The students are able to sing the song entitled “We’re Going to the Zoo” together.

### **Affective**

11.1.8 The students are able to answer the teacher’s oral questions.

11.1.9 The students are able to classify the words taken from the song lyric into nouns, verbs, adjectives or adverbs.

11.1.10 The students are able to sing the English song.

11.1.11 The students are able to do the vocabulary exercises.

11.1.12 The students are able to participate to discuss the correct answers.

## **V. Learning Materials**

Materials are enclosed.

## **VI. Approach, Methods and Techniques**

- a. Approach : Contextual Teaching Learning (CTL)
- b. Methods : Discussion, Correction
- c. Techniques : Reading aloud, Question and Answer

**VII. Teaching Learning Activities**

No	Teacher's Activity	Students' Activity	Time
<b>1.</b>	<b>Introduction</b>		
	1. Greeting the students	1. Greeting the teacher	5'
	2. Checking the students' attendance and praying together.	2. Responding	3'
	3. Giving motivation by showing a picture of a family.	3. Paying attention	1'
	4. Asking some leading questions.	4. Answering questions	4'
	5. Stating the learning objective.	5. Paying attention	1'
<b>2</b>	<b>Main Activities</b>		
	1. Distributing the song lyric and the worksheets to the students.	1. Receiving the song lyric and the worksheets	2'
	2. Asking the students to do exercise 1 by classifying some words taken from the song lyrics into nouns, verbs, adjectives, or adverbs in the table provided.	2. Doing exercise 1 individually	10'
	3. Discussing the answers of exercise 1 and pronouncing the words together.	3. Discussing the answers and pronouncing the words	5'
	4. Dividing the class into four groups based on their seating positions.	4. Having group	2'
	5. Deciding a certain part of song lyrics for a certain group.	5. Paying attention	1'
	6. Asking every group to read the sentences in the song lyrics line by line based on their own parts.	6. Reading aloud based on the groups' parts	2'
	7. Explaining about vocabulary in the forms of nouns, verbs, adjectives, and adverbs.	7. Paying attention and making some notes	15'
	8. Playing the song to the whole class.	8. Listening to the song	2'
	9. Singing the song together with the students.	9. Singing together with the teacher	2'
	10. Asking the students to do exercise 2 to match the verbs with the the synonyms and the adjectives with the the antonyms by drawing lines.	10. Doing exercise 2 individually	5'
	11. Discussing the answers of exercise 2 together.	11. Discussing the answers together	5'
	12. Asking the students to do exercise 3 by completing the sentences with suitable vocabulary (nouns or adjectives) provided.	12. Doing exercise 3 individually	5'

	13. Discussing the answers of exercise 3 together. 14. Asking every group to sing the song based on their own parts.	13. Discussing the answers together 14. Singing the song based on the groups' parts.	5' 2'
3.	<b>Post activities</b> 1. Guiding the students to conclude what they have learned 2. Reminding the students to learn it again at home and parting the students	1. Stating the conclusion 2. Responding	2' 1'

### VIII. Source and Media

#### Source:

[www.britishcouncil.org/learnenglishkids](http://www.britishcouncil.org/learnenglishkids)

#### Media:

- Laptop
- Speaker
- Viewer
- White board
- A board marker
- Power point of the material
- An English song entitled "We're Going to the Zoo"
- Worksheets

### IX. Evaluation

1. Process Evaluation : observation during the teaching and learning process.  
Instrument : checklist
2. Product Evaluation : it will be conducted after the actions.  
Instrument : vocabulary test

The Researcher

Adelya Dwi Ayuningtyas

NIM 110210401005

**MATERIALS**

## I. Set Induction

### A. Picture for Motivation

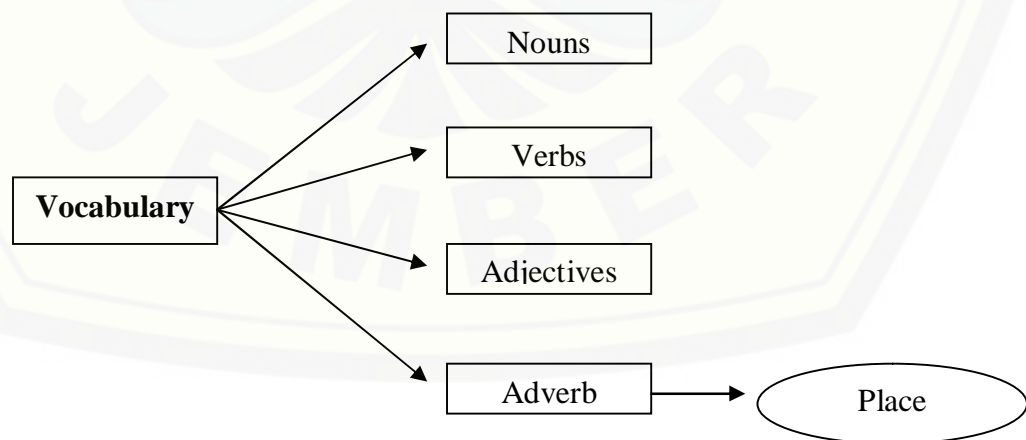
Look at this picture carefully.



### B. Leading Questions:

1. Where is it?
2. What kind of animals can you see there?
3. What animal does lie down?
4. Is there animal beside the girl? What is it?
5. Today we're going to discuss vocabulary about animals.

### C. Learning Materials



#### a. Nouns

### Concrete nouns

Concrete nouns refer to things that you can experience through your five senses: sight, smell, hearing, taste, and touch. If you cannot see, hear, taste, touch, or smell the thing, it is not a concrete noun. Concrete nouns have both singular and plural forms.

Some examples in the song:

- The tiger gives **a roar**.
- The polar bear and seals enjoy their **fishy meals**.
- We are going to the zoo to see **a kangaroo**.

The other examples:

- A Panda eats **bamboo**.
- Butterflies like **flowers**.
- Bees drink **honey**.

### b. Verbs

Verbs express the main action in the sentence. All sentences must have verbs with the basic pattern (S+V).

A verb changes its form according to the subject (singular or plural subject) and according to the time signal or tense (present tense, past tense, future tense, present perfect tense, etc)

Some examples in the song:

- The monkeys **swing** and **climb**.
- The lizard is **having** fun.
- The skunk just **makes** a pong.

The other examples:

- Flies **fly** in a dirty area.
- Lizards **crawl** on the wall.
- A fish **swim** in the water.

### b. Adjectives

**Demonstrative adjectives** are helpful to emphasize which object you are talking about.

Some examples:

- **This** is my skirt.
- **That** is your skirt.
- **These** are my shoes.
- **Those** are your shoes.

**Qualitative adjectives** apply judgment to the subject matter rather than describe something that can be observed.

Some examples in the song:

- The polar bear and seal enjoy their **fishy** meals.
- It's much too **hot** outside.

The other examples:

- Her mother is **angry** because of her score.
- Mimi is one of **pretty** girls in my class.

### c. Adverbs

**Adverbs of Place** (Where?)

It tells us the location “**Where** someone or something is.

Some examples in the song:

- We are going **to the zoo**.
- It's much too hot **outside**.
- Lizard is lying **in the sun**.

The other examples:

- There are some fish **in the aquarium**.
- The white tigers are **in the cage**.
- The parrot is **on the branch**.

**The Song Lyrics:**



## WE'RE GOING TO THE ZOO

We're going to the zoo, to see a kangaroo

We're going to the zoo, to see a kangaroo and a lion too

We're going to the zoo.

The monkeys swing and climb

They know it's feeding time

The polar bear and seals

Enjoy their fishy meals.

We're going to the zoo, to see a kangaroo

We're going to the zoo, to see a kangaroo and a lion too

We're going to the zoo.

The snakes all slide along

The skunk just makes a pong

The tiger gives a roar

He wants to eat some more.

We're going to the zoo, to see a kangaroo

We're going to the zoo, to see a kangaroo and a lion too

We're going to the zoo.

The penguin needs to hide

It's much too hot outside

But the lizard's having fun

Lying in the sun.

We're going to the zoo, to see a kangaroo

We're going to the zoo, to see a kangaroo and a lion too

We're going to the zoo.

## WORKSHEET

### Exercise 1

Classify some words from the song lyrics into nouns, verbs, adjectives, or adverbs by giving (√) and give the meaning of each word.

Num.	Words (Kata)	Nouns (Kata Benda)	Verbs (Kata Kerja)	Adjectives (Kata Sifat)	Adverbs (Keterangan)	Meaning (Arti)
1	See					
2	Kangaroo					
3	To the zoo					
4	Monkey					
5	Know					
6	Polar bear					
7	Enjoy					
8	Fishy					
9	Snake					
10	All					
11	Skunk					
12	Give					
13	Some					
14	More					
15	Penguin					
16	Hide					
17	Hot					
18	Outside					
19	Lizard					
20	In the sun					

### Exercise 2

#### A. Draw lines to match the underlined verbs with the synonyms.

1. We give the rabbits carrots.
2. I know how to comb the cat's fur.
3. I hide my hand with gloves.
4. Those fish enjoy their new aquarium.
5. I see a monkey with its baby.

- a. cover
- b. save
- c. relish
- d. understand
- e. look
- f. deliver

**B. Draw lines to match the underlined adjectives with the antonyms.**

6. It is a hot day because it is summer.
7. I need more paper to write this task.
8. I believe some of you.
9. I like all about my parents.
10. Don't buy fishy meat.

- a. partial
- b. cold
- c. fresh
- d. less
- e. all
- f. aromatic

**Exercise 3****A. Complete these sentences by using nouns provided in the box.**

1. .... lives in cold place.
2. .... has big body with the white fur like snow.
3. .... eats fruits.
4. .... has two short hands and two long legs.
5. .... has long body.

a kangaroo, a lizard, a polar bear a snake, a penguin, a monkey, a skunk

**B. Complete these sentences by using adverbs provided in the box.**

6. Lions is a king in .....
7. My family want to see some mamals, so we will go to .....
8. The foreigners sunbathe in .....
9. Monkeys climb on .....
10. I feed the kangaroo from ..... the cage.

the pool, the zoo, the tree, the sun, outside, the jungle, the sea

### THE ANSWER KEY

#### Exercise 1

Num.	Words (Kata)	Nouns (Kata Benda)	Verbs (Kata Kerja)	Adjectives (Kata Sifat)	Adverbs (Keterangan)	Meaning (Arti)
1	See		√			Melihat
2	Kangaroo	√				Kanguru
3	To the zoo				√	Ke kebun binatang
4	Monkey	√				Monyet
5	Know		√			Mengetahui
6	Polar bear	√				Beruang kutub
7	Enjoy		√			Menikmati
8	Fishy			√		Amis
9	Snake	√				Ular
10	All			√		Semua
11	Skunk	√				Sigung
12	Give		√			Memberi
13	Some			√		Beberapa
14	More			√		Lebih banyak
15	Penguin	√				Penguin
16	Hide		√			Bersembunyi
17	Hot			√		Panas
18	Outside				√	Diluar
19	Lizard	√				Kadal
20	In the sun				√	Di bawah sinar matahari

#### Exercise 2

##### A.

1. f. deliver
2. d. understand
3. a. cover
4. c. relish
5. e. look

##### B.

6. b. cold
7. d. less
8. e. all
9. a. partial
10. c. fresh

#### Exercise 3

##### A.

1. A penguin
2. A polar bear
3. A monkey
4. A kangaroo
5. A snake

##### B.

6. the jungle
7. the zoo
8. the sun
9. the tree
10. outside

**The Distribution of Items on Exercise 1**

<b>No.</b>	<b>Components</b>	<b>Number of Items</b>	<b>Total</b>
1.	Nouns	2, 4, 6, 9, 11, 15, 19	7
2.	Verbs	1, 5, 7, 12, 16	5
3.	Adjectives	6, 8, 10, 13, 14, 17	5
4.	Adverbs	3, 8, 20	3
<b>Total</b>			20

**The Distribution of Items on Exercise 2 and Exercise 3**

<b>No.</b>	<b>Components</b>	<b>Number of Items</b>	<b>Total</b>
1.	Nouns	1, 2, 3, 4, 5 in Exercise 3 – A	5
2.	Verbs	1, 2, 3, 4, 5 in Exercise 2 – A	5
3.	Adjectives	6, 7, 8, 9, 10 in Exercise 2 – B	5
4.	Adverbs	6, 7, 8, 9, 10 in Exercise 3 – B	5
<b>Total</b>			20

**LESSON PLAN**

Cycle 1 – Meeting 2

<b>Subject</b>	<b>: English</b>
<b>Level</b>	<b>: Junior High School</b>
<b>Grade/Semester</b>	<b>: VII / 2</b>
<b>Language Component</b>	<b>: Vocabulary</b>
<b>Integrated Skill</b>	<b>: Reading</b>
<b>Theme</b>	<b>: Family</b>
<b>Time Allocation</b>	<b>: 2 x 40 minutes</b>

**I. Standard Competence**

- 11 Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan procedure yang berkaitan dengan lingkungan terdekat.

**II. Basic Competence**

- 11.1 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

**III. Indicators**

**Cognitive**

**Product**

- 11.1.1 Choosing the best answer of the options given in multiple choice format.

**Process**

- 11.1.2 Classifying the words taken from the song lyrics into nouns, verbs, adjectives, or adverbs in the table provided individually.

- 11.1.3 Giving the meaning of some words taken from the song lyrics by using dictionary individually.
- 11.1.4 Matching the verbs with the the synonyms provided individually.
- 11.1.5 Matching the adjectives with the the antonyms provided individually.
- 11.1.6 Completing the sentences with suitable vocabulary (nouns or adjectives) provided individually.

**Psychomotor**

- 11.1.7 Singing the song entitled “Family Song” together.

**Affective**

- 11.1.8 Answering the teacher’s oral questions.
- 11.1.9 Classifying the words taken from the song lyric into nouns, verbs, adjectives or adverbs.
- 11.1.10 Singing the English song.
- 11.1.11 Doing the vocabulary exercises.
- 11.1.12 Participating to discuss the correct answers.

**IV. Learning Objectives**

**Cognitive**

**Product**

- 11.1.1 The students are able to choose the best answer of the options given in multiple choice format.

**Process**

- 11.1.2 The students are able to classify the words taken from the song lyrics into nouns, verbs, adjectives, or adverbs in the table provided individually.
- 11.1.3 The students are able to give the meaning of some words taken from the song lyrics by using dictionary individually.

11.1.4 The students are able to match the verbs with the the synonyms provided individually.

11.1.5 The students are able to match the adjectives with the the antonyms provided individually.

11.1.6 The students are able to complete the sentences with suitable vocabulary (nouns or adjectives) provided individually.

### **Psychomotor**

11.1.7 The students are able to sing the song entitled “Family Song” together.

### **Affective**

11.1.8 The students are able to answer the teacher’s oral questions.

11.1.9 The students are able to classify the words taken from the song lyric into nouns, verbs, adjectives or adverbs.

11.1.10 The students are able to sing the English song.

11.1.11 The students are able to do the vocabulary exercises.

11.1.12 The students are able to participate to discuss the correct answers.

## **V. Learning Materials**

Materials are enclosed.

## **VI. Approach, Methods and Techniques**

- a. Approach : Contextual Teaching Learning (CTL)
- b. Methods : Discussion, Correction
- c. Techniques : Reading aloud, Question and Answer



**VII. Teaching Learning Activities**

No	Teacher's Activity	Students' Activity	Time
<b>1.</b>	<b>Introduction</b>		
	1. Greeting the students	1. Greeting the teacher	5'
	2. Checking the students' attendance and praying together.	2. Responding	3'
	3. Giving motivation by showing a picture of a family.	3. Paying attention	1'
	4. Asking some leading questions.	4. Answering questions	4'
	5. Stating the learning objective.	5. Paying attention	1'
<b>2</b>	<b>Main Activities</b>		
	1. Distributing the song lyric and the worksheets to the students.	1. Receiving the song lyric and the worksheets	2'
	2. Asking the students to do exercise 1 by classifying some words taken from the song lyrics into nouns, verbs, adjectives, or adverbs in the table provided.	2. Doing exercise 1 individually	10'
	3. Discussing the answers of exercise 1 and pronouncing the words together.	3. Discussing the answers and pronouncing the words	5'
	4. Dividing the class into four groups based on their seating positions.	4. Having group	2'
	5. Deciding a certain part of song lyrics for a certain group.	5. Paying attention	1'
	6. Asking every group to read the sentences in the song lyrics line by line based on their own parts.	6. Reading aloud based on the groups' parts	2'
	7. Explaining about vocabulary in the forms of nouns, verbs, adjectives, and adverbs.	7. Paying attention and making some notes	15'
	8. Playing the song to the whole class.	8. Listening to the song	2'
	9. Singing the song together with the students.	9. Singing together with the teacher	2'
	10. Asking the students to do exercise 2 to match the verbs with the the synonyms and the adjectives with the the antonyms by drawing lines.	10. Doing exercise 2 individually	5'
	11. Discussing the answers of exercise 2 together.	11. Discussing the answers together	5'
	12. Asking the students to do exercise 3 by completing the sentences with suitable vocabulary (nouns or adjectives) provided.	12. Doing exercise 3 individually	5'

	13. Discussing the answers of exercise 3 together. 14. Asking every group to sing the song based on their own parts.	13. Discussing the answers together 14. Singing the song based on the groups' parts.	5' 2'
3.	<b>Post activities</b> 1. Guiding the students to conclude what they have learned 2. Reminding the students to learn it again at home and parting the students	1. Stating the conclusion 2. Responding	2' 1'

### VIII. Source and Media

#### Source:

[www.sesamestreet.org](http://www.sesamestreet.org)

#### Media:

- Laptop
- Speaker
- Viewer
- White board
- A board marker
- Power point of the material
- An English song entitled "Family Song"
- Worksheets

### IX. Evaluation

1. Process Evaluation : observation during the teaching and learning process.  
Instrument : checklist
2. Product Evaluation : it will be conducted after the actions.  
Instrument : vocabulary test

The Researcher

Adelya Dwi Ayuningtyas

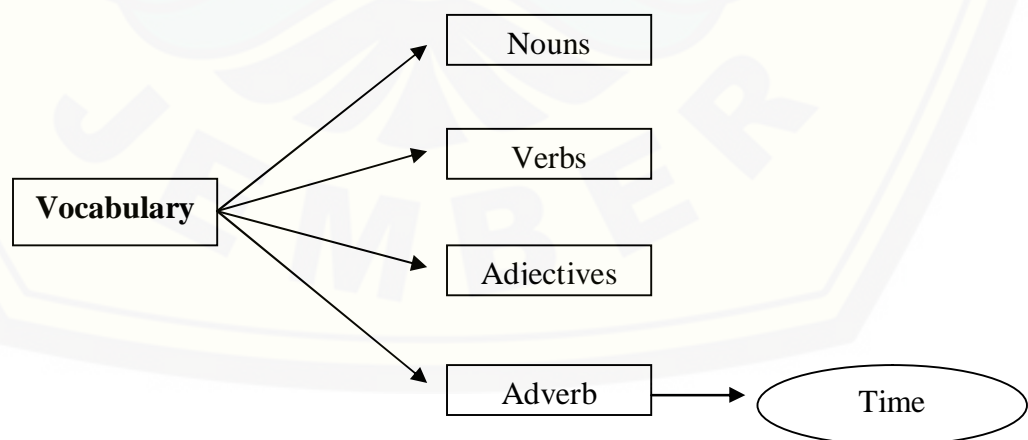
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**MATERIALS****I. Set Induction****A. Picture for Motivation**

Look at this picture carefully.

**B. Leading Questions:**

1. What do you call “keluarga” in English?
2. Who are they?
3. Which one is a (mother / father / sister / brother)?
4. Everyone has a family and today we will discuss vocabulary about family.

**C. Learning Materials**

### a. Nouns

#### Proper Nouns

Proper nouns refer to person, place, thing, or idea in particular. They can be names of people, movies, books, places, months, days, organizations, buildings, etc.

Some examples:

- **Mr. Smith** says that he will move to **Jakarta** next week.
- **Ann** was born in **July**.
- **Miss Susan** and I visited **Jatim Park** last **Friday**.

### b. Verbs

Verbs express the main action in the sentence. All sentences must have verbs with the basic pattern (S+V).

A verb changes its form according to the subject (singular or plural subject) and according to the time signal or tense (present tense, past tense, future tense, present perfect tense, etc.)

Some examples in the song:

- Grandpa **loves** to dance.
- A family of fish is **living** in the sea.
- A family of ducks is **playing** in the mud.

The other examples:

- My family will **visit** to my grandmother's house.
- My sister and I **sweep** the floor to help our mother.
- My father and my uncle **work** in the bank.

### b. Adjectives

**Qualitative adjectives** apply judgment to the subject matter rather than describe something that can be observed.

Some examples in the song:

- Sometimes they are **near**.
- Sometimes they are **far**.

- Families are **sweet**.
- Families are **fun**.

The other examples:

- My brother is a **handsome** boy.
- My aunt gives me an **expensive** computer.
- My uncle collects some **unique** stamps.
- My grandpa is a **wise** man in responding everything.

**Possessive adjectives** are used before noun to show possession or ownership of something. We can use possessive adjective, when we refer to people and the sense is about relationship.

An example in the song:

- Soccer with **your** uncle.

The other examples:

- **Our** house is clean.
- I like **her** red bag.

<b>Personal Pronouns</b>	<b>Possessive Adjectives</b>
I	My
You	Your
They	Their
We	Our
He	His
She	Her
It	Its

### c. Adverbs

#### Adverbs of Time (when?) / (How long?)

Adverbs of time tell us when and how long something happens or happened.

1. Present : today, now, at 3 p.m, etc.

Some examples:

- I am studying English **now**.
- I wear new shoes **today**.
- I go home **at 3 p.m.**

2. Past : yesterday, last night, in 1990, a year ago, etc.

Some examples:

- We saw Mary **last night**.
- She was born **in 1990**.
- I was absent **yesterday**.

3. Future : soon, tomorrow, later, etc.

Some examples:

- She will see you **soon**.
- I am going to go to your house **later**.
- My uncle will buy a new bag for me **tomorrow**.

4. How long : for three years, all day, since 2001, etc.

Some examples:

- We stayed in this room **all day**.
- My sister will study in Surabaya **for three years**.
- I have been going to school **since 2001**.

**The Song Lyrics:**

**FAMILY SONG**

(A family, a family) 2x

What, what, what is a family?

(A family, a family) 2x

What is a family?

Brother, sister, a mom, or a dad.

Hanging out, spending time, much fun to be had.

Soccer with your uncle.

Fishing with your aunt.

Grandpa sure does love to do a dance.

There's a family of fish is living in the sea.

A family of monkeys up in a tree.

There's a family of ducks is playing in the mud.

And a family of bugs on a flower bud.

Sometimes they're near.

Sometimes they're far.

They're still your family, wherever they are.

Families are sweet.

Families are fun.

All around the world, we're a family of one.

(We are, we are, we are all a family) 2x

## WORKSHEET

### Exercise 1

Classify some words from the song lyrics into nouns, verbs, adjectives, or adverbs by giving (√) and give the meaning of each word.

Num.	Words (Kata)	Nouns (Kata Benda)	Verbs (Kata Kerja)	Adjectives (Kata Sifat)	Adverbs (Keterangan)	Meaning (Arti)
1	Brother					
2	Sister					
3	Mom					
4	Dad					
5	Spend					
6	Fun					
7	Uncle					
8	Aunt					
9	Grandpa					
10	Love					
11	Live					
12	In the sea					
13	Up					
14	Play					
15	In the mud					
16	On a flower bud					
17	Near					
18	Far					
19	Sweet					
20	One					

### Exercise 2

#### A. Draw lines to match the underlined verbs with the synonyms.

1. We love our friends.
2. They live in a big house.
3. I spend my time with my family every weekend.
4. My sister and I play a new dolls.
5. I up the picture on the wall.

- a. do
- b. use
- c. down
- d. hate
- e. stay
- f. like



**B. Draw lines to match the underlined adjectives with the antonyms.**

6. My school is near from my house.
7. This game is fun.
8. We are one as a group.
9. They are far friends.
10. I order sweet tea.

- a. two
- b. different
- c. bitter
- d. close
- e. far
- f. boring

**Exercise 3****A. Complete these sentences by using nouns provided in the box.**

1. Your uncle has a wife. She is your .....
2. Your father has a father. He is your .....
3. Your father has a daughter. She is your .....
4. Your mother has a son. He is your .....
5. Your mother has a husband. He is your .....

sister, uncle, brother, aunt, grandma, father, grandpa

**B. Complete these sentences by using adverbs provided in the box.**

6. My aunt is fishing with me .....
7. Granpa dances at .....
8. My uncle and I played soccer .....
9. My brother and my sister will hang out .....
10. My mom and my dad spent time to have breakfast together this .....

tomorrow, morning, 2.30 p.m., a year, yesterday, now, afternoon

### THE ANSWER KEY

#### Exercise 1

Num.	Words (Kata)	Nouns (Kata Benda)	Verbs (Kata Kerja)	Adjectives (Kata Sifat)	Adverbs (Keterangan)	Meaning (Arti)
1	Brother	√				Saudara laki-laki
2	Sister	√				Saudara perempuan
3	Mom	√				Ibu
4	Dad	√				Ayah
5	Spend		√			Menghabiskan
6	Fun			√		Menyenangkan
7	Uncle	√				Paman/om
8	Aunt	√				Bibi/tante
9	Grandpa	√				Kakek
10	Love		√			Menyukai/mencintai
11	Live		√			Tinggal
12	In the sea				√	Di dalam laut
13	Up		√			Menaikkan
14	Play		√			Bermain
15	In the mud				√	Di dalam lumpur
16	On a flower bud				√	Di atas kuncup bunga
17	Near			√		Dekat
18	Far			√		Jauh
19	Sweet			√		Manis
20	One			√		Satu

#### Exercise 2

##### A.

- f. like
- d. stay
- b. use
- a. do
- c. down

##### B.

- e. far
- f. boring
- b. different
- d. close
- c. bitter

#### Exercise 3

##### A.

- aunt
- grandpa
- sister
- brother
- father

##### B.

- now
- 2.30 p.m.
- yesterday
- tomorrow
- morning

**The Distribution of Items on Exercise 1**

<b>No.</b>	<b>Components</b>	<b>Number of Items</b>	<b>Total</b>
1.	Nouns	1, 2, 3, 4, 7, 8, 9	7
2.	Verbs	5, 10, 11, 13, 14	5
3.	Adjectives	6, 17, 18, 19, 20	5
4.	Adverbs	12, 15, 16	3
<b>Total</b>			20

**The Distribution of Items on Exercise 2 and Exercise 3**

<b>No.</b>	<b>Components</b>	<b>Number of Items</b>	<b>Total</b>
1.	Nouns	1, 2, 3, 4, 5 in Exercise 3 – A	5
2.	Verbs	1, 2, 3, 4, 5 in Exercise 2 – A	5
3.	Adjectives	6, 7, 8, 9, 10 in Exercise 2 – B	5
4.	Adverbs	6, 7, 8, 9, 10 in Exercise 3 – B	5
<b>Total</b>			20

VOCABULARY TEST 1

Name :  
Class / Number : VII-A /

Subject : English  
Class / Semester : VII / 2  
Topic : Animals and Family  
Time : 60 minutes

---

*Choose the correct answer by crossing (X) a, b, c, or d on your answer sheet!*

- This animal has no feet. What animal is it?  
a. A panda                      b. A snake                      c. A monkey                      d. A camel
- These animals can fly, except .....  
a. owls                      b. birds                      c. deer                      d. bees
- Penguins ..... to find some fish.  
a. walk                      b. slide                      c. stand                      d. swim
- Bats ..... in the morning.  
a. fly                      b. sleep                      c. eat                      d. tour
- My turtle growth is very slow.  
The antonym of the underlined word is .....  
a. fast                      b. late                      c. good                      d. calm
- My dog is an old pet. It is four years old this year.  
The antonym of the underlined word is .....  
a. ripe                      b. dirty                      c. long                      d. young
- I have learned in Elementary School for .....  
a. three years                      b. a year                      c. six years                      d. two years
- These animals produce eggs, except .....  
a. chicken                      b. bird                      c. duck                      d. wolf
- We are the 1<sup>st</sup> grade students in the last semester.  
We will be the 2<sup>nd</sup> grade students in Junior High School in the .....  
a. last year                      b. next semester                      c. next year                      d. last semester





35. I like to save my money because I want to be a ..... man.  
a. good                      b. bad                      c. rich                      d. poor
36. She is cooking a ..... food and I like it.  
a. ugly                      b. delicious                      c. diligent                      d. poor
37. He has many good friends, because he is a ..... boy.  
a. kind                      b. slow                      c. poor                      d. lazy
38. All bats live .....
- a. behind the cave    b. inside the cave    c. outside the cave    d. beside the cave
39. I can find earthworms .....
- a. of the ground    b. on the ground    c. at the ground    d. in the ground
40. My mom buys fresh fish in market and I put it .....
- a. under the table    b. above the table    c. on the table    d. in the table

----- **GOOD LUCK** -----

**The Distribution of the Test Items**

No.	Components	Number of Test Items	Total
1.	Nouns	1, 2, 8, 10, 17, 18, 19, 29, 30, 31	10
2.	Verbs	3, 4, 11, 12, 20, 21, 22, 32, 33, 34	10
3.	Adjectives	5, 6, 13, 14, 23, 24, 25, 35, 36, 37	10
4.	Adverbs	7, 9, 15, 16, 26, 27, 28, 38, 39, 40	10
<b>Total</b>			<b>40</b>

$$\text{Vocabulary Test Score} = \text{Correct Answers} \times 2.5 = \text{Total Score}$$

**The Answer Key of the Vocabulary Test 1**

1. b	11. a	21. d	31. a
2. c	12. c	22. b	32. b
3. d	13. b	23. a	33. d
4. b	14. d	24. b	34. a
5. a	15. b	25. d	35. c
6. d	16. a	26. c	36. b
7. c	17. b	27. d	37. a
8. d	18. c	28. a	38. b
9. b	19. a	29. b	39. d
10. a	20. b	30. c	40. c



**LESSON PLAN**

Cycle 2 – Meeting 1

<b>Subject</b>	<b>: English</b>
<b>Level</b>	<b>: Junior High School</b>
<b>Grade/Semester</b>	<b>: VII / 2</b>
<b>Language Component</b>	<b>: Vocabulary</b>
<b>Integrated Skill</b>	<b>: Reading</b>
<b>Theme</b>	<b>: Body Parts</b>
<b>Time Allocation</b>	<b>: 2 x 40 minutes</b>

**I. Standard Competence**

- 11 Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan procedure yang berkaitan dengan lingkungan terdekat.

**II. Basic Competence**

- 11.1 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

**III. Indicators**

**Cognitive**

**Product**

- 11.1.1 Choosing the best answer of the options given in multiple choice format.

**Process**

- 11.1.2 Classifying the words taken from the song lyrics into nouns, verbs, adjectives, or adverbs in the table provided in group.

- 11.1.3 Giving the meaning of some words taken from the song lyrics by using dictionary in group.
- 11.1.4 Matching the verbs with the the synonyms provided individually.
- 11.1.5 Matching the adjectives with the the antonyms provided individually.
- 11.1.6 Completing the sentences with suitable vocabulary (nouns or adjectives) provided individually.

**Psychomotor**

- 11.1.7 Singing the song entitled “Body Parts” together.

**Affective**

- 11.1.8 Answering the teacher’s oral questions.
- 11.1.9 Classifying the words taken from the song lyric into nouns, verbs, adjectives or adverbs.
- 11.1.10 Singing the English song.
- 11.1.11 Doing the vocabulary exercises.
- 11.1.12 Participating to discuss the correct answers.

**IV. Learning Objectives**

**Cognitive**

**Product**

- 11.1.1 The students are able to choose the best answer of the options given in multiple choice format.

**Process**

- 11.1.2 The students are able to classify the words taken from the song lyrics into nouns, verbs, adjectives, or adverbs in the table provided in group.
- 11.1.3 The students are able to give the meaning of some words taken from the song lyrics by using dictionary in group.

11.1.4 The students are able to match the verbs with the the synonyms provided individually.

11.1.5 The students are able to match the adjectives with the the antonyms provided individually.

11.1.6 The students are able to complete the sentences with suitable vocabulary (nouns or adjectives) provided individually.

### **Psychomotor**

11.1.7 The students are able to sing the song entitled “Body Parts” together.

### **Affective**

11.1.8 The students are able to answer the teacher’s oral questions.

11.1.9 The students are able to classify the words taken from the song lyric into nouns, verbs, adjectives or adverbs.

11.1.10 The students are able to sing the English song.

11.1.11 The students are able to do the vocabulary exercises.

11.1.12 The students are able to participate to discuss the correct answers.

## **V. Learning Materials**

Materials are enclosed.

## **VI. Approach, Methods and Techniques**

- a. Approach : Contextual Teaching Learning (CTL)
- b. Methods : Discussion, Correction
- c. Techniques : Reading aloud, Question and Answer

## VII. Teaching Learning Activities

No	Teacher's Activity	Students' Activity	Time
1.	<b>Introduction</b> <ol style="list-style-type: none"> <li>Greeting the students</li> <li>Checking the students' attendance and praying together.</li> <li>Giving motivation by showing a picture of a family.</li> <li>Asking some leading questions.</li> <li>Stating the learning objective.</li> </ol>	<ol style="list-style-type: none"> <li>Greeting the teacher</li> <li>Responding</li> <li>Paying attention</li> <li>Answering questions</li> <li>Paying attention</li> </ol>	<ol style="list-style-type: none"> <li>5'</li> <li>3'</li> <li>1'</li> <li>4'</li> <li>1'</li> </ol>
2	<b>Main Activities</b> <ol style="list-style-type: none"> <li>Distributing the song lyric and the worksheets to the students.</li> <li>Dividing the class into four groups based on their seating positions.</li> <li>Asking the students to do exercise 1 by classifying some words taken from the song lyrics into nouns, verbs, adjectives, or adverbs in the table provided.</li> <li>Discussing the answers of exercise 1 and pronouncing the words together.</li> <li>Deciding a certain part of song lyrics for a certain group.</li> <li>Asking every group to read the sentences in the song lyrics line by line based on their own parts.</li> <li>Explaining about vocabulary in the forms of nouns, verbs, adjectives, and adverbs.</li> <li>Playing the song to the whole class.</li> <li>Singing the song together with the students.</li> <li>Asking the students to do exercise 2 to match the verbs with the the synonyms and the adjectives with the the antonyms by drawing lines.</li> <li>Discussing the answers of exercise 2 together.</li> <li>Asking the students to do exercise 3 by completing the sentences with suitable vocabulary (nouns or adjectives) provided.</li> <li>Discussing the answers of exercise 3</li> </ol>	<ol style="list-style-type: none"> <li>Receiving the song lyric and the worksheets</li> <li>Having group</li> <li>Doing exercise 1 in group</li> <li>Discussing the answers and pronouncing the words</li> <li>Paying attention</li> <li>Reading aloud based on the groups' parts</li> <li>Paying attention and making some notes</li> <li>Listening to the song</li> <li>Singing together with the teacher</li> <li>Doing exercise 2 individually</li> <li>Discussing the answers together</li> <li>Doing exercise 3 individually</li> <li>Discussing the answers together</li> </ol>	<ol style="list-style-type: none"> <li>2'</li> <li>1'</li> <li>10'</li> <li>5'</li> <li>2'</li> <li>2'</li> <li>15'</li> <li>2'</li> <li>2'</li> <li>5'</li> <li>5'</li> <li>5'</li> <li>5'</li> </ol>

	together. 14. Asking every group to sing the song based on their own parts.	14. Singing the song based on the groups' parts.	2'
3.	<b>Post activities</b> 1. Guiding the students to conclude what they have learned 2. Reminding the students to learn it again at home and parting the students	1. Stating the conclusion 2. Responding	2' 1'

### VIII. Source and Media

#### Source:

[www.thespaghettieddie.com](http://www.thespaghettieddie.com)

#### Media:

- Laptop
- Speaker
- White board
- Board markers
- An English song entitled "Body Parts"
- Worksheets

### IX. Evaluation

1. Process Evaluation : observation during the teaching and learning process.  
Instrument : checklist
2. Product Evaluation : it will be conducted after the actions.  
Instrument : vocabulary test

The Researcher

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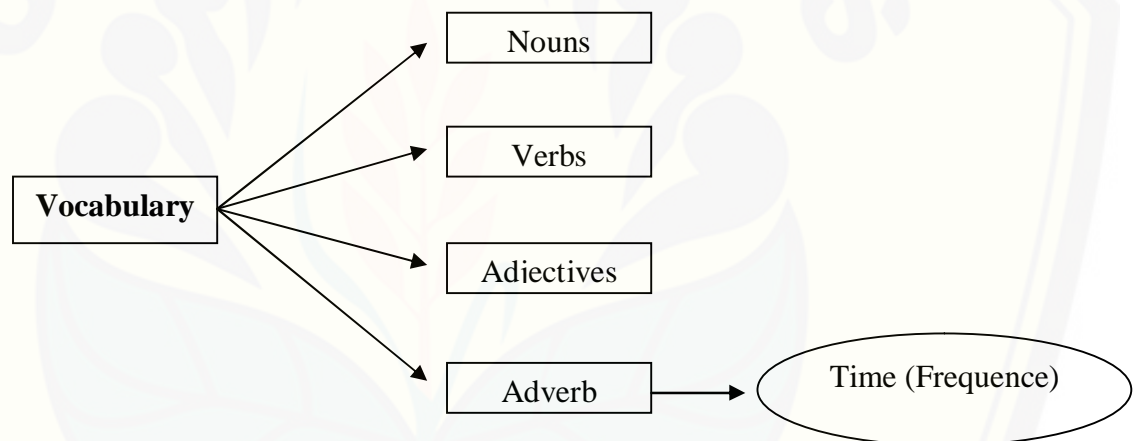
## MATERIALS

### I. Set Induction

#### A. Oral Questions:

1. How many sense do we have?
2. What are they?
3. How can we (see / smell / hear / teste / touch)?
4. Actually, all of us have body parts and today we're going to discuss vocabulary about body parts.

#### B. Learning Materials



#### a. Nouns

##### Concrete nouns

Concrete nouns refer to things that you can experience through your five senses: sight, smell, hearing, taste, and touch. If you cannot see, hear, taste, touch, or smell the thing, it is not a concrete noun. Concrete nouns have both singular and plural forms.

Some examples in the song:

- You have **two arms**.
- You use your **legs** to run around.

The other examples:

- Boy's **hair** should be short.
- His **body** is tall.

**b. Verbs**

Verbs express the main action in the sentence. All sentences must have verbs with the basic pattern (S+V).

A verb changes its form according to the subject (singular or plural subject) and according to the time signal or tense (present tense, past tense, future tense, present perfect tense, etc.)

Some examples in the song:

- Everybody **has** a body.
- You **use** your legs to run around.

The other examples:

- You are **combing** your hair.
- We **wear** earrings in our ears.
- I **look** into your eyes.

**b. Adjectives**

**Qualitative adjectives** apply judgment to the subject matter rather than describing something that can be observed.

An example in the song:

- You use your arms to give **great big** hugs.

The other examples:

- She has **long** hair.
- My brother's body is **thin**.
- Her skin is **bright**.

### c. Adverbs

#### Adverbs of Frequency (How often?)

Adverbs of frequency tell us how often something is done.

An example in the song:

- Your feet always touch the ground

The other examples:

- She goes to salon to wash her hair **every month**.
- He **often** cuts his nails.

Some lists of adverbs of frequency:

- |                |                                       |
|----------------|---------------------------------------|
| - Always       | - once a year                         |
| - usually      | - twice a month                       |
| - often        | - three times a day                   |
| - sometimes    | - every four weeks = once a month     |
| - rarely       | - daily                               |
| - seldom       | - monthly                             |
| - almost never | - every six months = twice a year     |
| - never        | - eighth times a month = twice a week |



**The Song Lyrics:**

**BODY PARTS**

Everybody has a body } *all groups*  
 Everybody has body parts, body parts

You have ten fingers } *Group 1 & 2*  
 You have ten toes }  
 You have two eyes }  
 And you have one nose

You have two arms } *Group 3 & 4*  
 You have two legs }  
 And you have hair on the top your head

Everybody has a body } *all groups*  
 And everybody has body parts, body parts

You use your hands to pick things up } *Group 5 & 6*  
 You use your arms to give great big hugs }

You use your legs to run around } *Group 7 & 8*  
 And your feet always touch the ground }

Everybody has a body } *all groups*  
 And everybody has body parts, body parts

You use your eyes when you're looking → *Group 1 & 2*  
 You use your nose to smell what's cooking → *Group 3 & 4*  
 You use your ears to hear this song → *Group 5 & 6*  
 You use your mouth to sing along → *Group 7 & 8*

Everybody has a body } *all groups*  
 And everybody has body parts, body parts

## WORKSHEET

### Exercise 1

Classify some words from the song lyrics into nouns, verbs, adjectives, or adverbs by giving (√) and give the meaning of each word. Do it in group.

Num.	Words (Kata)	Nouns (Kata Benda)	Verbs (Kata Kerja)	Adjectives (Kata Sifat)	Adverbs (Keterangan)	Meaning (Arti)
1	Has/have					
2	Eyes					
3	Hair					
4	Top					
5	On the top your head					
6	Use					
7	Hands					
8	Pick					
9	Up					
10	Arms					
11	Great					
12	Big					
13	Legs					
14	Run					
15	Around					
16	Always					
17	Nose					
18	Smell					
19	This					
20	Mouth					

### Exercise 2

#### A. Draw lines to match the underlined verbs with the synonyms.

1. I use new necklace around my neck.
2. You pick the dark color for your hair
3. We should run if we don't miss the bus.
4. I smell fresh perfume from your body.
5. My grandparents have white hair.

- a. choose
- b. sniff
- c. wear
- d. walk
- e. own
- f. rush

**B. Draw lines to match the underlined adjectives with the antonyms.**

6. We use the up escalator to get to the second floor.
7. She is top model from Surabaya because she has slim body.
8. My brother's body is big.
9. I like this color for my hair.
10. She has great voice.

- a. that
- b. under
- c. small
- d. down
- e. bad
- f. bottom

**Exercise 3****A. Complete these sentences by using nouns provided in the box.**

1. Her ..... is sharp.
2. I wash my ..... before eating.
3. He covers his nose and ..... by using masker.
4. The glasses help her ..... to see clearly.
5. He is a football player, so his ..... are strong.

hair, arms, eyes, legs, mouths, nose, hands

**B. Complete these sentences by using adverbs provided in the box.**

6. We should wash our hair .....
7. I ..... point something with my finger.
8. He takes a bath ..... to make his body clean.
9. They eat with their mouths .....
10. You should brush your teeth .....

once a month, twice a day, once a year, twice a week,  
three times a day, always, five times a day

**THE ANSWER KEY****Exercise 1**

<b>Num.</b>	<b>Words</b> (Kata)	<b>Nouns</b> (Kata Benda)	<b>Verbs</b> (Kata Kerja)	<b>Adjectives</b> (Kata Sifat)	<b>Adverbs</b> (Keterangan)	<b>Meaning</b> (Arti)
1	Has/have		√			Memiliki
2	Eye	√				Mata
3	Hair	√				Rambut
4	Top			√		Teratas
5	On the top your head				√	Diatas kepalamu
6	Use		√			Menggunakan
7	Hand	√				Tangan
8	Pick		√			Megambil
9	Up			√		Yang naik
10	Arm	√				Lengan
11	Great			√		Baik
12	Big			√		Besar
13	Legs	√				Kaki
14	Run		√			Berlari
15	Around				√	Sekeliling
16	Always				√	Selalu
17	Nose	√				Hidung
18	Smell		√			Membau
19	This			√		Ini
20	Mouth	√				Mulut

**Exercise 2****A.**

- c. wear
- a. choose
- f. rush
- b. sniff
- e. own

**B.**

- d. down
- f. bottom
- c. small
- a. that
- e. bad

**Exercise 3****A.**

- nose
- hands
- mouths
- eyes
- legs

**B.**

- twice a week
- always
- twice a day
- five times a day
- three times a day

**The Distribution of Items on Exercise 1**

No.	Components	Number of Items	Total
1.	Nouns	2, 3, 7, 10, 13, 17, 20	7
2.	Verbs	1, 6, 8, 14, 18	5
3.	Adjectives	4, 9, 11, 12, 19	5
4.	Adverbs	5, 15, 16	3
<b>Total</b>			20

**The Distribution of Items on Exercise 2 and Exercise 3**

No.	Components	Number of Items	Total
1.	Nouns	1, 2, 3, 4, 5 in Exercise 3 – A	5
2.	Verbs	1, 2, 3, 4, 5 in Exercise 2 – A	5
3.	Adjectives	6, 7, 8, 9, 10 in Exercise 2 – B	5
4.	Adverbs	6, 7, 8, 9, 10 in Exercise 3 – B	5
<b>Total</b>			20

**LESSON PLAN**

Cycle 2 – Meeting 2

<b>Subject</b>	<b>: English</b>
<b>Level</b>	<b>: Junior High School</b>
<b>Grade/Semester</b>	<b>: VII / 2</b>
<b>Language Component</b>	<b>: Vocabulary</b>
<b>Integrated Skill</b>	<b>: Reading</b>
<b>Theme</b>	<b>: Jobs</b>
<b>Time Allocation</b>	<b>: 2 x 40 minutes</b>

**I. Standard Competence**

- 11 Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan procedure yang berkaitan dengan lingkungan terdekat.

**II. Basic Competence**

- 11.1 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

**III. Indicators**

**Cognitive**

**Product**

- 11.1.1 Choosing the best answer of the options given in multiple choice format.

**Process**

- 11.1.2 Classifying the words taken from the song lyrics into nouns, verbs, adjectives, or adverbs in the table provided in group.

- 11.1.3 Giving the meaning of some words taken from the song lyrics by using dictionary in group.
- 11.1.4 Matching the verbs with the the synonyms provided individually.
- 11.1.5 Matching the adjectives with the the antonyms provided individually.
- 11.1.6 Completing the sentences with suitable vocabulary (nouns or adjectives) provided individually.

**Psychomotor**

- 11.1.7 Singing the song entitled “People Work” together.

**Affective**

- 11.1.8 Answering the teacher’s oral questions.
- 11.1.9 Classifying the words taken from the song lyric into nouns, verbs, adjectives or adverbs.
- 11.1.10 Singing the English song.
- 11.1.11 Doing the vocabulary exercises.
- 11.1.12 Participating to discuss the correct answers.

**IV. Learning Objectives****Cognitive****Product**

- 11.1.1 The students are able to choose the best answer of the options given in multiple choice format.

**Process**

- 11.1.2 The students are able to classify the words taken from the song lyrics into nouns, verbs, adjectives, or adverbs in the table provided in group.
- 11.1.3 The students are able to give the meaning of some words taken from the song lyrics by using dictionary in group.

11.1.4 The students are able to match the verbs with the the synonyms provided individually.

11.1.5 The students are able to match the adjectives with the the antonyms provided individually.

11.1.6 The students are able to complete the sentences with suitable vocabulary (nouns or adjectives) provided individually.

### **Psychomotor**

11.1.7 The students are able to sing the song entitled “People Work” together.

### **Affective**

11.1.8 The students are able to answer the teacher’s oral questions.

11.1.9 The students are able to classify the words taken from the song lyric into nouns, verbs, adjectives or adverbs.

11.1.10 The students are able to sing the English song.

11.1.11 The students are able to do the vocabulary exercises.

11.1.12 The students are able to participate to discuss the correct answers.

## **V. Learning Materials**

Materials are enclosed

## **VI. Approach, Methods and Techniques**

- a. Approach : Contextual Teaching Learning (CTL)
- b. Methods : Discussion, Correction
- c. Techniques : Reading aloud, Question and Answer



## VII. Teaching Learning Activities

No	Teacher's Activity	Students' Activity	Time
1.	<b>Introduction</b> <ol style="list-style-type: none"> <li>Greeting the students</li> <li>Checking the students' attendance and praying together.</li> <li>Giving motivation by showing a picture of a family.</li> <li>Asking some leading questions.</li> <li>Stating the learning objective.</li> </ol>	<ol style="list-style-type: none"> <li>Greeting the teacher</li> <li>Responding</li> <li>Paying attention</li> <li>Answering questions</li> <li>Paying attention</li> </ol>	<ol style="list-style-type: none"> <li>5'</li> <li>3'</li> <li>1'</li> <li>4'</li> <li>1'</li> </ol>
2	<b>Main Activities</b> <ol style="list-style-type: none"> <li>Distributing the song lyric and the worksheets to the students.</li> <li>Dividing the class into four groups based on their seating positions.</li> <li>Asking the students to do exercise 1 by classifying some words taken from the song lyrics into nouns, verbs, adjectives, or adverbs in the table provided.</li> <li>Discussing the answers of exercise 1 and pronouncing the words together.</li> <li>Deciding a certain part of song lyrics for a certain group.</li> <li>Asking every group to read the sentences in the song lyrics line by line based on their own parts.</li> <li>Explaining about vocabulary in the forms of nouns, verbs, adjectives, and adverbs.</li> <li>Playing the song to the whole class.</li> <li>Singing the song together with the students.</li> <li>Asking the students to do exercise 2 to match the verbs with the the synonyms and the adjectives with the the antonyms by drawing lines.</li> <li>Discussing the answers of exercise 2 together.</li> <li>Asking the students to do exercise 3 by completing the sentences with suitable vocabulary (nouns or adjectives) provided.</li> <li>Discussing the answers of exercise 3</li> </ol>	<ol style="list-style-type: none"> <li>Receiving the song lyric and the worksheets</li> <li>Having group</li> <li>Doing exercise 1 in group</li> <li>Discussing the answers and pronouncing the words</li> <li>Paying attention</li> <li>Reading aloud based on the groups' parts</li> <li>Paying attention and making some notes</li> <li>Listening to the song</li> <li>Singing together with the teacher</li> <li>Doing exercise 2 individually</li> <li>Discussing the answers together</li> <li>Doing exercise 3 individually</li> <li>Discussing the answers</li> </ol>	<ol style="list-style-type: none"> <li>2'</li> <li>1'</li> <li>10'</li> <li>5'</li> <li>2'</li> <li>2'</li> <li>15'</li> <li>2'</li> <li>2'</li> <li>5'</li> <li>5'</li> <li>5'</li> <li>5'</li> </ol>

	together. 14. Asking every group to sing the song based on their own parts.	together 14. Singing the song based on the groups' parts.	2'
3.	<b>Post activities</b> 1. Guiding the students to conclude what they have learned 2. Reminding the students to learn it again at home and parting the students	1. Stating the conclusion 2. Responding	2' 1'

### VIII. Source and Media

#### Source:

[www.britishcouncil.org/learnenglishkids](http://www.britishcouncil.org/learnenglishkids)

#### Media:

- Laptop
- Speaker
- White board
- Board markers
- An English song entitled "People Work"
- Worksheets

### IX. Evaluation

1. Process Evaluation : observation during the teaching and learning process.  
Instrument : checklist
2. Product Evaluation : it will be conducted after the actions.  
Instrument : vocabulary test

The Researcher

Adelya Dwi Ayuningtyas

NIM. 110210401005

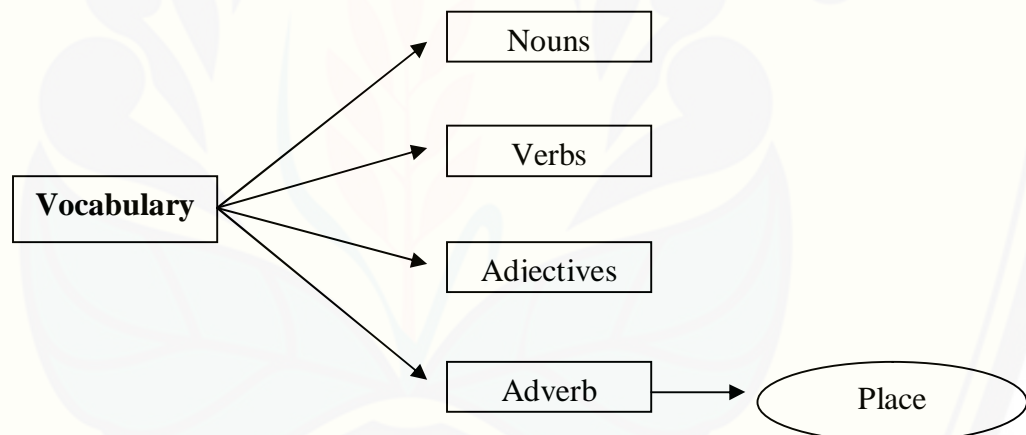
## MATERIALS

### I. Set Induction

#### A. Oral Questions:

1. What are you?
2. What am I?
3. What is your father?
4. What is your mother?
5. Actually, all of us have profession or job and today we're going to discuss vocabulary about professions.

#### B. Learning Materials



##### a. Nouns

###### Collective Nouns

Collective nouns refer to group of objects. They are like a unit.

You can have more than one unit, so a collective noun may appear as a singular or a plural noun depends on its meaning.

Some examples:

- My **family** is going to go to Malang next month.
- **The school staff** is busy to enter the students' scores.
- Those **football teams** exercise every week.

**b. Verbs**

Verb expresses the main action in the sentence. All sentences must have basic pattern (S+V).

It changes its form according to the subject (singular or plural subject) and according to the time signal or tense (present tense, past tense, future tense, present perfect tense, etc)

Some examples in the song:

- People **work** in the country.
- Mabel Meacher **teaches** English.

The other examples:

- The mechanic is **checking** my motorcycle.
- That secretary **types** all files from the office.

**b. Adjectives**

**Qualitative adjectives** apply a judgment to the subject matter rather than describing something that can be observed.

An example in the song:

- She keeps your teeth both **clean** and **white**.

The other examples:

- Dika is a **smart** student.
- My father is a **hard** worker.

**c. Adverbs**

**Adverbs of Place** (Where?)

It tells us the location “**Where** someone or something is.

Some examples in the song:

- People work **in the country**.
- People work **in the town**.

The other examples:

- A nurse helps doctors **in a hospital**.
- The librarian woks **in the library**.

**The Song Lyrics:****PEOPLE WORK**

Nigel Naylor, he's a tailor  
 He makes trousers, suits and shirts  
 Penny Proctor, she's a doctor  
 Comes to see you when it hurts.

*Group 1 & 2*

Peter Palmer, he's a farmer  
 He's got cows and pigs and sheep  
 Wendy Witter, babysitter  
 Minds the kids when they're asleep.

*Group 3 & 4*

People work in the country  
 People work in the town  
 People work day and night  
 To make the world go round.

*all groups*

Mabel Meacher, language teacher  
 Teaches English, French and Greek  
 Gary Gummer, he's a plumber  
 Call him when you've got a leak.

*Group 5 & 6*

Patty Prentice, she's a dentist  
 Keeps your teeth both clean and white  
 Ronnie Ryman, he's a fireman  
 Comes when there's a fire to fight.

*Group 7 & 8*

People work in the country  
 People work in the town  
 People work day and night  
 To make the world go round.

*all groups*

## WORKSHEET

### Exercise 1

Classify some words from the song lyrics into nouns, verbs, adjectives, or adverbs by giving (√) and give the meaning of each word.

Num.	Words (Kata)	Nouns (Kata Benda)	Verbs (Kata Kerja)	Adjectives (Kata Sifat)	Adverbs (Keterangan)	Meaning (Arti)
1	Tailor					
2	Make					
3	Doctor					
4	Come					
5	Farmer					
6	Babysitter					
7	Asleep					
8	Night					
9	In the country					
10	In the town					
11	Round					
12	Language teacher					
13	Plumber					
14	Call					
15	Dentist					
16	Keep					
17	Clean					
18	White					
19	Fireman					
20	Fight					

### Exercise 2

#### A. Draw lines to match the underlined verbs with the synonyms.

1. All students must not come late to the school.
2. Those pastry chefs make sweet cakes.
3. Teacher said, "You can call me Mr. Andre".
4. The other governments fight the president's argument.
5. All psychologists must keep stories from clients as secrets.

- a. name
- b. punch
- c. maintain
- d. arrive
- e. create
- f. oppose

**B. Draw lines to match the underlined adjectives with the antonyms.**

1. He is asleep because he needs some rest.
2. We need a round ball to play football.
3. We like stay in the clean room.
4. My mother gives me a white pencil case.
5. I will come to your night party.

- a. black
- b. awake
- c. morning
- d. flat
- e. bright
- f. dirty

**Exercise 3****A. Complete these sentences by using nouns provided in the box.**

1. IGI “*Ikatan Guru Indonesia*” is a group of .....
2. IAFF “*International association of fire fighters*” is a group of .....
3. PDGI “*Persatuan Dokter Gigi Indonesia*” is a group of .....
4. APOI “*Asosiasi Petani Organik Indonesia*” is a group of .....
5. IDI “*Ikatan Dokter Indonesia*” is a group of .....

Farmers, babysitters, doctors, teachers, dentists, plumbers, firemen

**B. Complete these sentences by using adverbs provided in the box.**

1. Doctors work in the .....
2. A language teacher teaches in the .....
3. Farmers plant rice in the .....
4. We are Indonesian in the .....
5. I am Javanese in the .....

town, field, country, restaurant, class, hospital, yard

**THE ANSWER KEY****Exercise 1**

<b>Num.</b>	<b>Words</b> (Kata)	<b>Nouns</b> (Kata Benda)	<b>Verbs</b> (Kata Kerja)	<b>Adjectives</b> (Kata Sifat)	<b>Adverbs</b> (Keterangan)	<b>Meaning</b> (Arti)
1	Tailor	√				Penjahit
2	Make		√			Membuat
3	Doctor	√				Dokter
4	Come		√			Datang
5	Farmer	√				Petani
6	Babysitter	√				Penjaga bayi
7	Asleep			√		Ngantuk
8	Night			√		Tidak sadar
9	In the country				√	Di negara
10	In the town				√	Di kota
11	Round			√		Bulat
12	Language teacher	√				Guru bahasa
13	Plumber	√				Tukang pipa
14	Call		√			Panggil
15	Dentist	√				Dokter gigi
16	Keep		√			Menjaga
17	Clean			√		Bersih
18	White			√		Putih
19	Fireman	√				Pemadam kebakaran
20	Fight		√			Melawan

**Exercise 2****A.**

1. d. arrive
2. e. create
3. a. name
4. f. oppose
5. c. maintain

**B.**

6. b. awake
7. d. flat
8. f. dirty
9. a. black
10. c. morning

**Exercise 3****A.**

1. teachers
2. firemen
3. dentists
4. farmers
5. doctors

**B.**

6. hospital
7. class
8. field
9. country
10. town



**The Distribution of Items on Exercise 1**

<b>No.</b>	<b>Components</b>	<b>Number of Items</b>	<b>Total</b>
1.	Nouns	1, 3, 7, 10, 13, 17, 19	8
2.	Verbs	2, 4, 14, 16, 20	5
3.	Adjectives	7, 8, 11, 17, 18	5
4.	Adverbs	9, 10	2
<b>Total</b>			20

**The Distribution of Items on Exercise 2 and Exercise 3**

<b>No.</b>	<b>Components</b>	<b>Number of Items</b>	<b>Total</b>
1.	Nouns	1, 2, 3, 4, 5 in Exercise 3 –A	5
2.	Verbs	1, 2, 3, 4, 5 in Exercise 2 – A	5
3.	Adjectives	6, 7, 8, 9, 10 in Exercise 2 – B	5
4.	Adverbs	6, 7, 8, 9, 10 in Exercise 3 – B	5
<b>Total</b>			20

### VOCABULARY TEST 2

Name :  
Class / Number : VII-A /

Subject : English  
Class / Semester : VII / 2  
Topic : Body Parts and Jobs  
Time : 60 minutes

---

*Choose the correct answer by crossing (X) a, b, c, or d on your answer sheet!*

1. If your ..... hurts, you should go to the dentist.  
a. eye                      b. tooth                      c. mouth                      d. ear
2. I wear a helmet to protect my .....  
a. head                      b. hand                      c. hair                      d. neck
3. She protects her eyes from the sunlight by wearing black glasses.  
The synonym of the underlined word is .....  
a. loves                      b. keeps                      c. sells                      d. likes
4. His foot ..... the ball.  
a. talks                      b. winks                      c. walks                      d. kicks
5. A millionaire is a rich man.  
The antonym of the underlined word is .....  
a. poor                      b. young                      c. wise                      d. stupid
6. A soldier is a brave man.  
The antonym of the underlined word is .....  
a. diligent                      b. stupid                      c. scary                      d. smart
7. She ..... does her homework.  
a. every month                      b. every day                      c. every second                      d. every morning
8. We celebrate independent day .....  
a. once a month                      b. once a week                      c. once a year                      d. once a day
9. She wears a wedding ring around her .....  
a. neck                      b. body                      c. finger                      d. stomach



23. A scientist has a smart brain.  
The antonym of the underlined word is .....
- a. busy                      b. stupid                      c. poor                      d. young
24. My stomach makes a certain sound because I am .....
- a. thirsty                      b. ugly                      c. hungry                      d. happy
25. My throat is dry because I am .....
- a. thirsty                      b. happy                      c. hungry                      d. busy
26. We have lunch .....
- a. every midnight      b. every evening      c. every afternoon      d. every morning
27. A waiter works in the .....
- a. museum                      b. office                      c. restaurant                      d. library
28. A pilot works at the .....
- a. office                      b. station                      c. hotel                      d. airport
29. A band is a group of .....
- a. musicians                      b. tailors                      c. soldiers                      d. politicians
30. A government is a group of .....
- a. musicians                      b. politicians                      c. employees                      d. soldiers
31. An army is a group of .....
- a. sailors                      b. bachelors                      c. soldiers                      d. tailors
32. A fashion designer makes some designs.  
The synonym of the underlined word is .....
- a. writes                      b. creates                      c. throws                      d. types
33. All photographers require a camera to do his job.  
The synonym of the underlined word is .....
- a. needs                      b. makes                      c. deletes                      d. hates
34. A cashier requests my money after I buy something at the store.  
The synonym of the underlined word is .....
- a. puts                      b. makes                      c. asks                      d. looks
35. The colors of Indonesian's flag are .....
- a. black and red      b. white and red      c. red and white      d. blue and white

36. Every Monday, the female students of SMPN 11 Jember wear ..... skirt.  
a. blue                      b. white                      c. pink                      d. black
37. The students are.....because they all pass the exam very well.  
a. busy                      b. angry                      c. sad                      d. happy
38. A surgeon works in the .....  
a. hospital                      b. market                      c. restaurant                      d. salon
39. A barber works in the .....  
a. market                      b. salon                      c. hotel                      d. office
40. A librarian works in the .....  
a. market                      b. hospital                      c. library                      d. museum

----- **GOOD LUCK** -----

**The Distribution of the Test Items**

No.	Components	Number of Test Items	Total
1.	Nouns	1, 2, 9, 10, 17, 18, 19, 29, 30, 31	10
2.	Verbs	3, 4, 11, 12, 20, 21, 22, 32, 33, 34	10
3.	Adjectives	5, 6, 13, 14, 23, 24, 25, 35, 36, 37	10
4.	Adverbs	7, 8, 15, 16, 26, 27, 28, 38, 39, 40	10
<b>Total</b>			40

$$\text{Vocabulary Test Score} = \text{Correct Answers} \times 2.5 = \text{Total Score}$$

**The Answer Key of the Vocabulary Test 2**

1. b	11. b	21. c	31. c
2. a	12. b	22. a	32. b
3. b	13. d	23. b	33. a
4. d	14. d	24. c	34. c
5. a	15. a	25. a	35. c
6. c	16. d	26. c	36. a
7. b	17. a	27. c	37. d
8. c	18. d	28. d	38. a
9. c	19. c	29. a	39. b
10. a	20. a	30. b	40. c

**The Result of the VII A Grade Students' Vocabulary Test in Cycle 1**

No.	The Students' Initials	Vocabulary Score
1	ASED	72.5
2	ADW	65
3	AN	77.5
4	ATS	72.5
5	AW	75
6	BTS	65
7	CAS	72.5
8	DK	40
9	DPT	72.5
10	DTM	75
11	DWCL	80
12	IHW	72.5
13	JPA	62.5
14	MAAH	57.5
15	MAM	65
16	MAP	72.5
17	MF	87.5
18	MAR	75
19	MIDMP	82.5
20	NMJ	72.5
21	NDDM	70
22	NAR	75
23	NSO	72.5
24	NAR	75
25	PORA	60
26	RI	65
27	RAIY	72.5
28	RCF	77.5
29	RDCY	62.5
30	RYP	67.5
31	RAPD	50
32	SA	87.5
33	SPW	65
34	SA	75
35	SDK	62.5
36	TAP	80
37	VAP	80
38	YEW	52.5
<b>Mean Score</b>		$2665 / 38 = 70.1$

**The Result of the VII A Grade Students' Vocabulary Test in Cycle 2**

No.	The Students' Initials	Vocabulary Score
1	ASED	80
2	ADW	87.5
3	AN	82.5
4	ATS	77.5
5	AW	82.5
6	BTS	77.5
7	CAS	82.5
8	DK	57.5
9	DPT	77.5
10	DTM	82.5
11	DWCL	82.5
12	IHW	80
13	JPA	70
14	MAAH	67.5
15	MAM	75
16	MAP	77.5
17	MF	85
18	MAR	90
19	MIDMP	90
20	NMJ	80
21	NDDM	60
22	NAR	80
23	NSO	82.5
24	NAR	77.5
25	PORA	50
26	RI	77.5
27	RAIY	77.5
28	RCF	75
29	RDCY	67.5
30	RYP	80
31	RAPD	70
32	SA	90
33	SPW	87.5
34	SA	80
35	SDK	75
36	TAP	82.5
37	VAP	80
38	YEW	72.5
<b>Mean Score</b>		<b>2970 / 38 = 77.6</b>



**The Results of Observations in Cycle 1**

No.	The Students' Initials	Meeting 1					Categories		Meeting 2					Categories	
		Indicators					A	P	Indicators					A	P
		1	2	3	4	5			1	2	3	4	5		
1	ASED	-	√	-	√	√	-	√	√	√	√	√	√	√	-
2	ADW	-	√	-	√	√	-	√	-	√	√	√	-	-	√
3	AN	-	√	-	√	√	-	√	-	√	-	√	√	-	√
4	ATS	-	√	√	√	√	√	-	-	√	√	√	√	√	-
5	AW	-	√	-	√	√	-	√	√	√	√	√	√	√	-
6	BTS	-	√	√	√	√	√	-	-	√	√	√	√	√	-
7	CAS	-	√	-	√	√	-	√	-	√	√	√	-	-	√
8	DK	-	√	-	√	-	-	√	-	√	-	√	-	-	√
9	DPT	-	√	√	√	√	√	-	√	√	√	√	√	√	-
10	DTM	-	√	√	√	√	√	-	√	√	√	√	√	√	-
11	DWCL	-	√	√	√	√	√	-	-	√	√	√	√	√	-
12	IHW	-	√	-	√	√	-	√	-	√	√	√	√	√	-
13	JPA	√	√	√	√	√	√	-	√	√	√	√	√	√	-
14	MAAH	-	√	-	√	√	-	√	-	√	√	√	√	√	-
15	MAM	-	√	-	√	√	-	√	-	√	√	√	√	√	-
16	MAP	-	√	√	√	√	√	-	-	√	√	√	√	√	-
17	MF	-	√	-	√	√	-	√	-	√	-	√	√	-	√
18	MAR	-	√	-	√	√	-	√	-	√	-	√	-	-	√
19	MIDMP	√	√	-	√	-	-	√	-	√	√	√	-	-	√
20	NMJ	√	√	√	√	√	√	-	-	√	√	√	-	-	√
21	NDDM	√	√	√	√	√	√	-	√	√	√	√	√	√	-
22	NAR	√	√	√	√	√	√	-	√	√	√	√	√	√	-
23	NSO	-	√	√	√	√	√	-	-	√	√	√	-	-	-
24	NAR	√	√	√	√	√	√	-	-	√	√	√	√	√	-
25	PORA	-	√	√	√	√	√	-	-	√	√	√	√	√	-
26	RI	-	√	√	√	√	√	-	-	√	√	√	√	√	-
27	RAIY	-	√	√	√	√	√	-	-	√	√	√	√	√	-
28	RCF	-	√	√	√	√	√	-	-	√	√	√	√	√	-
29	RDCY	-	√	-	√	-	-	√	-	√	√	√	-	-	√
30	RYP	-	√	-	√	-	-	√	-	√	-	√	-	-	√
31	RAPD	-	√	√	√	√	√	-	-	√	√	√	√	√	-
32	SA	-	√	-	√	√	-	√	-	√	√	√	√	√	-
33	SPW	√	√	√	√	√	√	-	-	√	√	√	√	√	-
34	SA	√	√	√	√	√	√	-	-	√	√	√	√	√	-

35	SDK	-	√	-	√	√	-	√	√	√	√	√	√	√	-
36	TAP	-	√	√	√	√	√	-	-	√	√	√	√	√	-
37	VAP	√	√	√	√	√	√	-	-	√	√	√	√	√	-
38	YEW	√	√	√	√	√	√	-	√	√	√	√	√	√	-
<b>Total</b>		<b>Meeting 1</b>					<b>22</b>	<b>16</b>	<b>Meeting 2</b>					<b>28</b>	<b>10</b>

**Indicators:**

1. Answering the teacher's oral questions
2. Classifying the words taken from the song lyric into nouns, verbs, adjectives or adverbs
3. Singing the English song
4. Doing the vocabulary exercises
5. Participating to discuss the correct answers

**Notes:**

Active student : fulfill  $\geq$  four indicators

Passive student : fulfill  $<$  four indicators

The Results of Observations in Cycle 2

No.	The Students' Initials	Meeting 1					Categories		Meeting 2					Categories	
		Indicators					A	P	Indicators					A	P
		1	2	3	4	5			1	2	3	4	5		
1	ASED	-	√	√	√	√	√	-	√	√	√	√	√	√	-
2	ADW	-	√	√	√	√	√	-	√	√	√	√	√	√	-
3	AN	-	√	√	√	√	√	-	-	√	√	√	√	√	-
4	ATS	√	√	√	√	√	√	-	√	√	√	√	√	√	-
5	AW	√	√	√	√	√	√	-	√	√	√	√	√	√	-
6	BTS	-	√	√	√	√	√	-	√	√	√	√	√	√	-
7	CAS	-	√	√	√	-	-	√	√	√	√	√	-	√	-
8	DK	-	√	√	√	-	-	√	-	√	√	√	-	-	√
9	DPT	√	√	√	√	√	√	-	√	√	√	√	√	√	-
10	DTM	-	√	√	√	√	√	-	√	√	√	√	√	√	-
11	DWCL	√	√	√	√	√	√	-	√	√	√	√	√	√	-
12	IHW	-	√	√	√	√	√	-	-	√	√	√	√	√	-
13	JPA	√	√	√	√	√	√	-	√	√	√	√	√	√	-
14	MAAH	√	√	√	√	√	√	-	√	√	√	√	√	√	-
15	MAM	√	√	√	√	√	√	-	√	√	√	√	√	√	-
16	MAP	-	√	√	√	√	√	-	-	√	√	√	√	√	-
17	MF	-	√	√	√	-	-	√	-	√	√	√	√	√	-
18	MAR	-	√	√	√	-	-	√	-	√	√	√	-	-	√
19	MIDMP	√	√	√	√	-	√	-	√	√	√	√	√	√	-
20	NMJ	-	√	√	√	-	-	√	-	√	√	√	-	-	√
21	NDDM	-	√	√	√	√	√	-	√	√	√	√	√	√	-
22	NAR	√	√	√	√	√	√	-	√	√	√	√	√	√	-
23	NSO	-	√	√	√	-	-	√	-	√	√	√	-	-	√
24	NAR	-	√	√	√	√	√	-	-	√	√	√	√	√	-
25	PORA	-	√	√	√	√	√	-	-	√	√	√	√	√	-
26	RI	-	√	√	√	√	√	-	-	√	√	√	√	√	-
27	RAIY	-	√	√	√	√	√	-	-	√	√	√	√	√	-
28	RCF	-	√	√	√	√	√	-	-	√	√	√	√	√	-
29	RDCY	-	√	√	√	-	-	√	-	√	√	√	-	-	√
30	RYP	-	√	√	√	-	-	√	-	√	√	√	-	-	√
31	RAPD	-	√	√	√	√	√	-	-	√	√	√	√	√	-
32	SA	-	√	√	√	√	√	-	-	√	√	√	√	√	-
33	SPW	-	√	√	√	√	√	-	-	√	√	√	√	√	-
34	SA	√	√	√	√	√	√	-	√	√	√	√	√	√	-

35	SDK	-	√	√	√	√	√	-	-	√	√	√	√	√	-
36	TAP	-	√	√	√	√	√	-	-	√	√	√	√	√	-
37	VAP	-	√	√	√	√	√	-	√	√	√	√	√	√	-
38	YEW	√	√	√	√	√	√	-	√	√	√	√	√	√	-
<b>Total</b>		<b>Meeting 1</b>					<b>30</b>	<b>8</b>	<b>Meeting 2</b>					<b>32</b>	<b>6</b>

**Indicators:**

1. Answering the teacher's oral questions
2. Classifying the words taken from the song lyric into nouns, verbs, adjectives or adverbs.
3. Singing the English song
4. Doing the vocabulary exercises
5. Participating to discuss the correct answers

**Notes:**

Active student : fulfill  $\geq$  four indicators

Passive student : fulfill  $<$  four indicators

The Research Permission Letter from the Faculty



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121  
Telepon: 0331- 334 988, Faks: 0331-332 475  
Laman: www.fkip.unej.ac.id

Nomor : 2016/UN25.1.5/LT/2015  
Lampiran :-  
Perihal : Permohonan Izin Penelitian

30 MAR 2015

Yth. Kepala SMP Negeri 11 Jember  
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Adelya Dwi Ayuningtyas  
NIM : 110210401005  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkeanaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: **"Improving the Seventh Grade Students' Vocabulary Achievement through English Songs at SMP Negeri 11 Jember in the 2014/2015 Academic Year"**.

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

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

Dekan  
Pembantu Dekan I,  
  
Dr. Sifatman, M.Pd.  
NIP. 19640123 199512 1 001

### The Statement Letter of Accomplishing the Research from the School



**PEMERINTAH KABUPATEN JEMBER**  
**DINAS PENDIDIKAN**  
**SMP NEGERI 11 JEMBER**  
**JL. LETJEND. SUPRAPTO 110 TELP. 336992 JEMBER**

---

**SURAT - KETERANGAN**  
No : 070/ 94 /413.03.20523884/2015

Yang bertanda tangan dibawah ini :

- 1. N a m a : Hj.Khoirul Hidayah,S.Pd,M.Pd
- 2. N I P : 19640418 198412 2 005
- 3. Pangkat / Golongan : Guru Pembina Tk I / IV b
- 4. J a b a t a n : Kepala SMP Negeri 11 Jember

Menerangkan dengan sebenarnya bahwa nama mahasiswa yang tersebut dibawah ini telah melakukan penelitian di SMP Negeri 11 Jember

- 1. Nama : Adelya Dwi Ayuningtyas
- 2. NIM : 110210401005
- 3. Jurusan / Program studi : Pendidikan Bahasa dan Seni / Pendidikan Bahasa Inggris
- 4. Universitas : Universitas Jember
- 5. Judul observasi penelitian : *"Improving the Seventh Grade Students' Vocabulary Achievement through English Songs at SMP Negeri 11 Jember in the 2014 / 2015 Academic Year"*.
- 6. Tanggal Penelitian : 18 s/d 29 Mei 2015.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Jember, 5 Juni 2015  
Kepala Sekolah,  
  
Hj. Khoirul Hidayah, S.Pd, M.Pd  
NIP. 19640418 198412 2 005