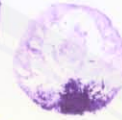


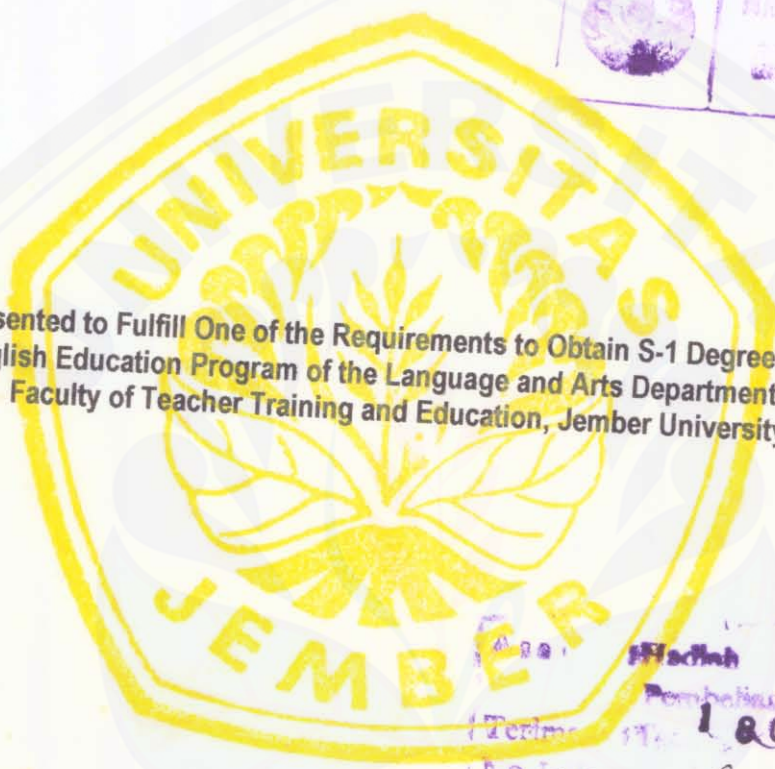
THE EFFECT OF TEACHING ENGLISH USING SONGS
ON STRUCTURE ACHIEVEMENT OF THE FIRST YEAR STUDENTS
OF SLTPN 12 JEMBER IN THE 2003/2004 ACADEMIC YEAR

THESIS



UNIT UPD Perpustakaan
UNIVERSITAS JEMBER

Presented to Fulfill One of the Requirements to Obtain S-1 Degree at the
English Education Program of the Language and Arts Department of the
Faculty of Teacher Training and Education, Jember University



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ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2004

MOTTO

“Whenever there is a will, there is a way”

(Anonymous)



DEVOTATION

This thesis is honorably devoted to :

1. My beloved mother, Ibunda Sunarmi. I'm truly grateful for your endless praying for my success and for being the infinite source of love and support that I have needed to survive. I love you, Mom.
2. My beloved father, Ayahanda Harmurani (in loving memory) and my beloved brother who I've ever had, Mas Tri Muryono (in loving memory). Hopefully both of you rest in peace.
3. My beloved sisters and brothers in law, Mbak Diana Sukristyowati, Mas Eko Santoso, Mbak Dwi Trisna Ayuningtyas and Mas Eko Purwanto. Thanks for everything that you've done for me. I'm so lucky to have you all.
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5. My best friends, Palupi, Lulut, Iis, Chandra and Brian. Our friendship is so sweet and wonderful. Hopefully our friendship will never end.
6. My almamater.

CONSULTANTS' APPROVAL

THE EFFECT OF TEACHING ENGLISH USING SONGS
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THESIS

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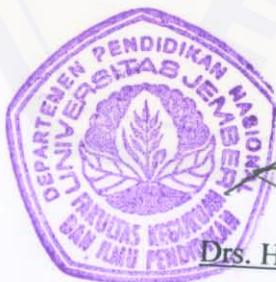
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The Writer

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ABSTRACT

Hestin Febriandari, June, 2004. The Effect of Teaching English Using Songs on Structure Achievement of the First Year Students of SLTPN 12 Jember in the 2003/ 2004 Academic year.

Thesis, English Education Program of the Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Consultants: 1. Dra. Wiwiek Eko B, M.Pd.
2. Eka Wahyuningsih, S.Pd.

Key words: Teaching English using Songs,
Structure Achievement.

Structure is one of the language components that is very important in learning English. In general, however, the students of Junior High School still find difficulties in applying structure in sentences. Teaching English by using songs can be used as one of the techniques to motivate and help the students in learning structure. This research was intended to know whether or not there is an effect of teaching English using songs on structure achievement of the first year students of SLTPN 12 Jember in the 2003/ 2004 academic year. The research design was experimental research. The research area was SLTPN 12 Jember which was purposively chosen. To know the homogeneity of the population, homogeneity test was administered to the population and the scores of the test were analyzed by using ANOVA. Since the result of ANOVA showed that the population was not homogenous, two classes which had the closest mean were chosen as research respondents from the four classes as the population. The primary data of this research were the students' scores of structure test, while the supporting data of this research were gained through interview and documentation. The primary data were collected and then analyzed by using t- test formula. The result showed that the value of t-statistic was 2.148 and the value of t-table on the 5% significance level was 1.980. The values of t-test of each structure indicator were 2.105 for Present Continuous Tense, 2.298 for Simple Past Tense and 2.880 for Simple Future Tense. The value of t-table was 1.980. From the results, it was known that the values of t-test were higher than those of the t-table. It could be concluded that there was an effect of teaching English using songs on structure achievement of the first year students of SLTPN 12 Jember in the 2003/ 2004 academic year. Therefore, it is suggested for the English teacher to teach English by using songs as one of the techniques in teaching English to increase the students' motivation in learning English including Structure.



I. INTRODUCTION

This chapter presents some aspects related to the topic of the research. They are background of the research, problem formulation, operational definition of variables, objectives of the research and significances of the research.

1.1 Background of the Research

It is broadly known that English has become an international language that is used by most people in the world as a means of communication. Toolan (1997:8) states that there are a dozen nations and around 400 million people who speak English as the first language, another 250 million people use it as a second language and perhaps 1,000 million people use it as a foreign language. In sum, perhaps a third of the world population have some levels of acquaintance with English. In addition, Ahulu (1997:23) says that English is the main language of books, newspapers, airports and air-traffic control, international business and academic conferences, science, technology, diplomacy, sports, international competitions, pop music and advertising. Therefore, English has a very important role, especially for absorbing knowledge and getting a mutual cooperation that is served by international community. Hence, if someone wants to succeed in studying or even in getting a good career, s/he is required to master English in oral and written forms.

Considering its importance, English has become one of the obligatory subjects for Junior High Schools up to Universities in Indonesia. Based on the 1994 English Curriculum for Junior High School, the objective of teaching English is to enable the students to have the four English skills, namely reading, listening, speaking, writing and the three English components namely, pronunciation, vocabulary and structure. Those three components are taught integratedly with the English skills (Depdikbud, 1999:2-3). More specifically, structure is one of the language components that is very important in learning English. This is because the knowledge of structure is helpful to make communication run effectively. When the words are constructed structurally

correct, meaning is easier to be conveyed. Therefore, the mastery of structure is a very essential foundation to develop English skills.

However, in general, students of Junior High school still find difficulties in applying structure in sentences. This is because English structure is different from that of the students' first language. For example, there is an agreement between subjects and verbs in English structure, but in Indonesian structure there is not. To bridge its difference, the students need deep memorization in learning structure. Moreover, English is not used in students' daily conversation because it is a foreign language in Indonesia. As a result, when the English lesson is over, the students have not got many possibilities of receiving aural input to help their English structure acquisition. Hence, it is reasonable if the students usually forget or even do not understand English structure and they get bored in learning structure.

Knowing that situation, it is quite understandable that maintaining students' motivation is very important in teaching a language. This is because motivation can influence students' achievement in learning a language as it is the main decisive factor to succeed in learning a second language (Cahyono, 1997:120). Further, he explains that whenever the students have high motivation in learning a second language, they will tend to have high achievement in learning the target language and vice versa. Therefore, the teacher must be able to select an appropriate approach, method or technique which can arouse students' motivation in learning English including its structure.

One of the techniques which can be used by the teacher in teaching English in Junior High School especially in teaching structure is by using English songs because it will give an opportunity to the students to practice a definite pattern without feeling bored (Karim and Hasbullah, 1986:6.25). It means that songs can be used by the teacher to arouse students' motivation in learning structure. Besides, singing is an easy way of memorizing something (Mora, 2000:150). Hopefully, songs can be used to memorize English structure both consciously and unconsciously. This is because songs are highly rhythmical and the patterns of sound and stress are repeated in regular sequences (Maley,

1987:93). Moreover, he explains that the phrases of which they are made up are often particularly striking and seem to go on repeating themselves in our inward ear without our conscious will. The repetition of songs can help the students to acquire English including the structure of the songs. Furthermore, songs are relaxing because they provide variety and fun and encourage harmony within oneself and within one group (Utami, 2000:19). The relaxed mind hopefully can avoid boredom in teaching learning process and help the students be able to concentrate more on the lesson so that the structure materials given are easily to be understood. Following the idea, it can be concluded that songs give a positive contribution to students to learn structure since they are motivating, memorable, rhythmical and relaxing.

Based on the preliminary study which was conducted at SLTPN 12 Jember, it was known that the English teacher of the first year students at the school sometimes used songs as a variation in teaching English to avoid boredom in teaching learning process. The examples of the songs that were taught to the students were 'Head & Shoulders' and 'Old Mc Donald'. However, the English teacher informed that she never taught English using songs as one of the techniques in teaching structure. This was because she found that it was something new for her.

Relating to the background above, a research entitled 'The Effect of Teaching English Using Songs on Structure Achievement of the First Year Students of SLTPN 12 Jember in the 2003/2004 Academic Year' was conducted.

1.2 The Problem Formulation

Based on the background above, the research problems are formulated as follows:

1.2.1 General Problem

Is there any effect of teaching English using songs on structure achievement of the first year students of SLTPN 12 Jember in the 2003/2004 academic year?

1.2.2 Specific Problems

- a. Is there any effect of teaching English using songs on Present Continuous Tense achievement of the first year students of SLTPN 12 Jember in the 2003/2004 academic year?
- b. Is there any effect of teaching English using songs on Simple Past Tense achievement of the first year students of SLTPN 12 Jember in the 2003/2004 academic year?
- c. Is there any effect of teaching English using songs on Simple Future Tense achievement of the first year students of SLTPN 12 Jember in the 2003/2004 academic year?

1.3 The Operational Definition of the Variables

In this research, there are two variables which need clarification to avoid misunderstanding between the readers and the writer. They are 'teaching English using songs' and 'structure achievement'.

1.3.1 Teaching English using Songs

Teaching English using songs in this research means the use of songs for language teaching activated as a technique in teaching English, especially in teaching structure to the experimental group. The songs that were taught were created by the researcher under its relevance theme to the teaching material based on the 1994 English curriculum for Junior High School. Then, the songs created were revised by the first consultant to have correct vocabulary and grammar used and were approved by the second consultant.

The songs that were used in this research entitled 'Playing Hide and Seek', 'We Went to Supermarket' and 'Jane's Party'. The themes of the songs were Games ('Playing Hide and Seek') and Shopping ('We Went to Supermarket' and 'Jane's Party'). The song entitled 'Playing Hide and Seek' covers Present Continuous Tense; 'We Went to Supermarket' covers structure material on Simple Past Tense; and 'Jane's Party' covers Simple Future Tense.

1.3.2 Structure Achievement

In this research, structure achievement refers to the level of students' ability in applying English structure after they were taught about structure materials by using songs. The songs that were used in this research entitled 'Playing Hide and Seek' covers Present Continuous Tense; 'We Went to Supermarket' covers structure material about Simple Past Tense; and 'Jane's Party' covers Simple Future Tense. The students' structure achievement was measured by using structure test which covers structure materials about Present Continuous Tense, Simple Past Tense and Simple Future Tense and it was indicated by the scores that students obtained from the test.

1.4 The Objectives of the Research

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

1.4.1 General Objective

To know whether or not there is a significant effect of teaching English using songs on structure achievement of the first year students of SLTPN 12 Jember in the 2003/2004 academic year.

1.4.2 Specific Objectives

- a. To know whether or not there is an effect of teaching English using songs on Present Continuous Tense achievement of the first year students of SLTPN 12 Jember in the 2003/2004 academic year.
- b. To know whether or not there is an effect of teaching English using songs on Simple Past Tense achievement of the first year students of SLTPN 12 Jember in the 2003/2004 academic year.
- c. To know whether or not there is an effect of teaching English using songs on Simple Future Tense achievement of the first year students of SLTPN 12 Jember in the 2003/2004 academic year.

1.5 Significances of the Research

The findings of the research are expected to give some significances to the following people:

1.5.1 For The English Teacher

The finding of the research hopefully can be used as information to know the students' structure mastery and as an input for the English teacher to use songs as one of the techniques in teaching English to motivate students in learning English including structure.

1.5.2 For the Students

Hopefully, the students' motivation in learning English will increase after learning structure through singing English songs. This is because songs not only help the students learn English, but also provide enjoyment since it can relax the students' mind.

1.5.3 For the other Researchers

The findings of the research can be used as a reference to conduct a further research dealing with a similar area of study, such as the effect of songs on speaking achievement or on other English language skills.



II. REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature on teaching English using songs, structure, structure taught to the first year students of SLTP, procedures in teaching structure, the effect of teaching English by using songs on structure achievement and hypothesis.

2.1 Teaching English Using Songs

Learning English as a foreign language is regarded to be difficult because students need to memorize new vocabularies of the target language. Besides, English has so many things that differ from the students' first language. The differences of the two languages, for examples, arise in the form of its structure, writing system, cultural background, etc. Therefore, the teacher must be able to create a certain technique which can arouse students' motivation in order to make the students interested in the subjects so that the instructional objectives can be achieved.

One of the techniques which can arouse students' motivation in learning English is by using songs. This idea is supported by Karim and Hasbullah (1986: 6.25) who state that songs can be used to increase students' motivation in learning English. Furthermore, Maley (1987:93-95) mentions that there are some reasons of using songs in language teaching. They are as follows:

1) Memorability

The phrases of which they are made up are often repeated and its sound is striking and seem to go on repeating themselves in students' inward ear without conscious will, so that it makes those words are easy to be memorized.

2) Rhythmically

It is doubtless that songs are highly rhythmical. The pattern sound of the phrases of the songs are repeated in regular sequences. This

repetitive sound is helpful to memorize the words in the songs, and this facilitates students' acquisition.

3) Performance

Songs offer opportunity for students to perform the language. The students can sing a song in groups. In fact, the group performance masks individual error and it will increase students' self-confidence to perform the language in spoken form.

4) Useful

It means that songs give significant input for the students to learn many aspects of language in the same time such as pronunciation, vocabulary, structure and so on.

5) Ambiguity

Songs say something which is plain to all and something may be privy only to some. Songs have public and personal meaning. In teaching, this is an enormous advantage. It means that each student may have his or her own interpretation about the content of the song. For example the song entitled 'Oh, Susanna' on page 17 may have different interpretation among the students about the intended message of the author/singer. One student may interpret that the song tells us about a man who went to Alabama to get a good job. Unfortunately, he failed to get the job and finally he became a singing beggar to defend his life in the town. When he came home, his wife, Susanna was crying for him because she knew that he failed to get a good job. Meanwhile, another student may interpret that the song tells us about a man who came home from Alabama to see Susanna. Susanna feels a pity for him because he looked very tired after the long journey through the rain and also the hot weather from Alabama. Therefore, she was crying for him. The difference interpretation about the content of the song above is valuable for class discussion.

6) Universality

Songs as forms of language use are universal among human beings. The themes they deal with are common to all cultures; love, death nature, children, religious belief, etc. In other words, the themes of the songs are familiar with our daily life.

7) Playfulness

One of the key factors in learning a foreign language is the ability and the opportunity to play with it. Songs also provide opportunity since the teacher can create some interesting activities with songs. How interesting the activity depends on the teacher's creativity in presenting a song.

8) Reactional Language

It means that songs have function to make people react personally to another person's verbal sensibility.

9) Motivation

There is an obvious motivational element in learning songs in the foreign language. The students feel that they reach something at the same time they can sing a song. Therefore, the students' motivational tug is self-evident.

10) Interaction

Each student may have difference interpretation about the content of a song. The difference interpretation about a song gives opportunities for both teacher-students and students-students interaction.

Another reason of using songs in language teaching is because songs and language have some similar characteristics. On one hand, both stem from the processing of sounds and are used by their speaker/author to convey a message and on the other hand, songs and language have intrinsic features in common, such as pitch, volume, prominence, stress, tone, rhythm and pause (Mora, 2000:146). Those features are potential to teach many aspects of language such as pronunciation, structure and vocabulary. Furthermore, songs can also be used to teach the four language skills. In listening and writing skills, for example, the

students can be given the lyrics of the song with some words missing, then they are asked to write the missing words while the song is sung. In reading and speaking skills, the students can be given some questions related to the song and they are asked to respond to the questions orally.

Following the ideas above, it can be said that songs are relevant to be used in language teaching because they provide a conducive atmosphere in teaching learning process and they can help students to acquire the target language. By using songs in language teaching, it gives opportunity to students to learn many aspects of language such as pronunciation, structure, and vocabulary. Moreover, songs can also be used to practise the four language skills, namely, reading, listening, speaking and writing.

2.1.1 Selecting Songs in Language Teaching

When a teacher uses song as a variation in teaching a foreign language, s/he must consider that not all songs can be used. Karim and Hasbullah (1986:6.25) say that the teacher must select songs which are appropriate with the level of student's ability based on their curriculum, so that it can be used to reach the instructional objective in class. Further, they explain some ways in selecting songs for language teaching. They are as follows:

- a. Write/collect song that can be used in class.
It means that the teacher select the songs which are appropriate with the level of students' need and ability. In other words, the songs selected should be suitable with the theme or subtheme and structure that are learnt by the students.
- b. Write vocabulary and structure that must be known by the students.
When the students have already known the vocabulary and structure of the song, it will help them acquire the language since songs are memorable and rhythmical.
- c. Select song which is simple and have an easy rhythm.
The simple and easy rhythm make it easy to be imitated and remembered, so that it will invite the students to be involved in singing the song. Automatically, they are motivated in doing this activity.

- d. The song must be interesting for the students.

Select the song which has easy rhythm and interesting topic both for the teacher and the students. The interesting song will stimulate students' interest in singing the song.

- e. The song should be a familiar song.

When the song selected is a familiar song, usually it must be interesting.

From the explanation above, it can be said that the teacher must choose or even compose carefully the song to be presented in class to gain the success in teaching learning process.

2.1.2 Creating Teachers' Own Song

Teachers can also create their own song. Cox (1999:359) suggests two ways of creating a new song. The first way is by creating new version of an old song. It is a simple way of creating a new song that is by changing certain word of a familiar song. The steps are; selecting a new theme, identifying the type of word to change or to match the new theme (e.g., nouns, verbs) and finding new words that fit the rhyming pattern. For example:

Original Song

Twinkle, twinkle little *star*
(original noun)
How I wonder what you *are*
(original verb)
Up above the world so high
Like a *diamond*
(original noun)
In the sky

New Version

Twinkle, twinkle little *bat*
(new noun)
How I wonder what you're *at*
(new verb)
Up above the world so high
Like a *tea tray*
(new noun)
In the sky

The other way of creating songs is by creating a new song by using an old tune. Unlike the previous way in which we only substitute a few new words in an old song, in this way, however, we write a totally new song using the tune and syllabic pattern of an old song. The steps are:

- Pick a topic or a theme of song that we want to write.
- Write ideas relating to the topic.
- Pick a song which has a simple tune so that it is easy to remember.

- d. Make a blank song frame by lines and syllables. Number each line of the song and count the number of syllables in it. Here is the example of a song frame for “Twinkle, Twinkle Little Star”:

Line 1: 7 syllables

Line 2: 7 syllables

Line 3: 7 syllables

Line 4: 7 syllables

Line 5: 7 syllables

Line 6: 7 syllables

- e. Write a new song by using words and ideas that have been made to complete the song frame, line by line and syllable by syllable.

A familiar tune like songs for young learners such as “The More We Get Together”, “London Bridge are Falling Down”, “Are You Sleeping” can be used by the teacher in creating his own songs. The example of teachers’ own song is as follows:

Alphabet Song

(rhythm: Twinkle, Twinkle Little Star)

1	1	5	5	6	6	5
A	B	C	D	E	F	G
4	4	3	3	2 2	2 2	1
H	I	J	K	<u>L</u> <u>M</u>	<u>NO</u>	P
5	5	4	4	3	3	2
Q	R	S	and	T	U	V
5	5	4	4	3	3	2
Dou- ble	U	and		X	Y	Z
1	1	5	5	6	6	5
Now	I	know	my	A	B	Cs
4	4	3	3	2	2	1
Won't you	sing	a	-long	with	me.	

(adapted from Heasley, 1999:13)

However, the teacher must be careful in composing the lyrics especially on the use of vocabulary, grammar and contextual language used in his own song so that it doesn't sound odd when the song is sung.

In this research, the songs given to the experimental group were created by the researcher by using the second way, that is, creating new songs by using the old tunes. This was because it was easier to match with the theme/ sub theme and structure that were learnt by the students. Then, the songs were consulted to the first consultant to avoid mistakes both on vocabulary and grammatical used and were approved by the second consultant. There were three songs that were used in this research. They were entitled:

1) Playing Hide and Seek which covers structure material about Present Continuous Tense;

Playing Hide and Seek

(Rhythm: *Marry Had a Little Lamb*)

We are playing hide and seek 3x

We are playing hide and seek

In the fine afternoon

John is becoming the guard

Becoming the guard, becoming the guard

John is becoming the guard

He must find all of us

He is looking here and there 3x

He is looking here and there

But he can not see us

We're enjoying this game too 3x

We're enjoying this game too

We're having a nice day.

2) We Went to Supermarket which covers structure material about Simple Past Tense;

We Went to Supermarket

(Rhythm: *Have You Seen the Muffinman*)

We went to supermarket 3x

We went to supermarket

Yesterday afternoon

We needed so many things 3x

We needed so many things

For our daily life

We bought soap, shampoo, tooth brush 3x

We bought soap, shampoo, tooth brush

In the supermarket

We didn't forget to buy 3x

We didn't forget to buy

detergent and toothpaste.

3) Jane's Party which covers structure material about Simple Future Tense;

Jane's Party

(Rhythm: *Gundul – Gundul Pacul*)

Jane will have a party on Sunday morning

She will invite us to come on her party

She will go shopping to buy things for the party 2x

She will buy flour and eggs to make some cakes

She will also buy some fruits for the dessert

She'll buy chicken, pepper, onion for chicken soup 2x

She won't forget the flowers for the party
She will make all her guests will be happy
She hopes that all her friends will come to the party 2x.

2.1.3 Applying Songs in Language Teaching

According to Karim and Hasbullah (1986:6.27) there are some steps on how to teach songs in language teaching. They are as follows:

- a. Give the meaning in the students' first language about the difficult words that appear in the song one by one. Then, explain structure information that must be known by the students. The aim of this activity is to enlarge students' knowledge about vocabulary and structure.
- b. Ask the students to listen to the teacher while s/he is giving the example of how to sing the whole song. The aim of this activity is to avoid difficulty when the students pronounce the lyrics of the song so that they can sing the song well.
- c. Repeat to sing the song line by line while the teacher is making beats by knocking on the table to introduce the rhythm of the song. The aim of this activity is to introduce the rhythm of the song to students.
- d. Sing the song line by line and ask the students to repeat after the teacher. Repeat it until the students can sing and pronounce the lyrics of the song well. The aim of this activity is to make the students more familiar with the rhythm of the song.
- e. Ask the students to sing the song together without the teacher's guidance. As a variation, the teacher can ask the students to sing the song in group. The teacher can divide the class into some groups. Then, they are asked to sing the song in turns.
- f. Discuss the content of the song by giving some questions related to the song. The aim of this activity is to know students' understanding about the content of the song.

The steps above are important to be done in a sequence in order to gain success in presenting the songs.

2.1.4 Teaching Structure by Using Songs

Songs can be used as a technique in teaching structure. This is because songs provide a natural context for the most common structures such as verb, tenses and preposition (Utami, 2000:43). In this activity, the students can practise a certain structure by using songs. Karim and Hasbullah (1986:6.34-6.40) give some examples of how to use songs to practise structure. In general, they are divided into two kinds of activity. One of the activities is by giving the lyrics of the song with some words missing and ask them to fill in the blanks while the song is sung. The words missing can be dealt with a certain structure that they are learning at that time. For example about preposition, verb tenses, nouns, adjectives, adverbs, etc. The song entitled 'Oh, Susanna' can be used to practise Simple Past Tense. The song is presented as follows:

Oh, Susanna

1 3 I 3 5 5 6 I 5 3 1 2 I 3 3 2 1 I
 I - come from A la ba ma with my ban-jo on my
 It - rained all night the day I left the weather was so
 I - had a dream the other night when everything was
 A - buck wheat cake was in her mouth, A tear was in her

2 . 1 2 I 3 5 5 6 I 5 3 1 2 I 3 3 2 2 1 . 0 I
 knee, I'm - going to Lousi- a na Su- sanna for to see
 dry, The - Sun's so hot I froze to death, Su- sanna don't you cry
 still, I - thought I saw Su- san na coming down the hill
 eye, I - said I come from Dixie land, Su- sanna don't you cry

Ref. 4 . 4 . I 6 6 . 6 I 5 5 3 1 I 2 . 1 2 I
 oh Su- sanna oh don't you cry for me for I
 3 5 5 6 I 5 3 1 2 I 3 3 2 2 I 1 . 0 I
 come from Ala- ba-ma with my ban-jo on my knee.

Here is the example of the activity to make the students practise Simple Past Tense:

Oh, Susanna

I come from Alabama with my Banjo on my knee
I'm going to Lousiana Susanna for to see
It (rained) all night the day I (left) the weather (was) so dry
The sun's so hot I (froze) to death Susanna don't you cry
Oh Susanna, oh don't you cry for me
For I come from Alabama with my Banjo on my knee

I (had) a dream the other night when everything (was) still
I (thought) I (saw) Susanna coming down the hill
A buckwheat cake (was) in her mouth a tear (was) in her eye
I (said) I come from Dixie land, Susanna don't you cry
Oh Susanna, oh don't you cry for me
For I come from Alabama with my Banjo on my knee.

By doing the activity above, the students will know specifically what to look for. This activity is useful not only to practise structure but also to practise listening comprehension since the students must listen carefully to figure out the exact word being sung. After the blanks are figured out, the teacher can have the students sing aloud to practise their pronunciation.

Another activity of practising structure by using songs is after the students sing the song, the teacher gives the usage, pattern, and example related to the song. After this, the teacher asks the students to make some sentences based on the pattern given. For example:

Are You Sleeping ?

I	1	2	I	3	1	I	1	2	I	3	1	I				
	Are	you		sleeping?		Are	you		sleeping?							
I	3	4	I	5	.	I	3	4	I	5	.	I				
	Bro	ther		John?		Brother		John?								
I	5	6	5	6	I	3	1	I	5	6	5	4	I	3	1	I
	Morning	bells	are		ringing,		morning	bells	are		ringing					
I	2	5	I	1	.	I	2	5	I	1	.	I				
	Ding	dong		ding,		ding	dong		ding.							

The song entitled "Are You Sleeping?" above can be used to practise Present Continuous Tense. After singing the song, the teacher can give the pattern, usage, and examples of Present Continuous Tense. Then, the students are asked to practise to make some sentences by using the pattern given.

In this research, the researcher used the second way, that is, after the students sang the song given, the researcher as the teacher, gave the usage, pattern and examples about the structure information in the song given.

2.1.5 Procedures in Teaching Structure

Learning structure is not easy because English structure has so many things that differ from students' first language and they do not get many possibilities in receiving aural input of English. Therefore, it needs a neat procedure in presenting structure material so that it is easy to be understood by the students. Ur (1999:6) suggests four stages in teaching structure. They are as follows:

1. Presentation

The teacher begins the class with a text in which the grammatical structure appears. The aim of the presentation is to get the learners perceive the structure including its form and meaning in both speaking and writing and to take it into short term memory.

2. Isolation/Explanation

At this stage, the teacher moves away from the context and focuses temporarily on the grammatical items themselves : how their sounds look like, what they mean and what they function. The objective is that the learners should understand these various aspects of structure.

3. Practice

The practice stage consists of a series of exercises which has the objective to cause the learners to absorb the structure thoroughly.

4. Test

Learners do test in order to demonstrate how well they have mastered the materials they have learned.

In sum, Presentation, Isolation/Explanation and Practice stages give opportunity for students to transfer what they know about the structure material given from short-term to long-term memory in which it is very helpful for them to have deep understanding about the structure material given. How deep the students understand about the material can be measured by using a test.

2.1.6 The Steps of Teaching Structure by Using Songs

From the previous discussion in section 2.1.3 about applying songs in language teaching, section 2.1.4 about teaching structure by using songs and section 2.1.5 about procedures in teaching structure, we can combine the three discussions into the steps in teaching structure by using songs. The steps can be concluded as follows:

- a. Give the meaning in the students' first language about the difficult words that appear in the song in the students' first language one by one.
- b. Ask the students to listen to the teacher while the teacher is giving the examples of how to sing the whole song. The teacher can repeat this activity twice or three times.
- c. Ask the students to sing the whole song together with the teacher and repeat it until the students can sing the song well.

- d. Ask the students to sing the whole song together without the teacher's guidance. After this, the teacher can ask the students to sing the song in groups as variation in presenting the song.
- e. Discuss the content of the song by giving some questions related to the song.
- f. Give the pattern, usage and example dealing with the structure information in the song that must be learnt by the students.
- g. Ask the students to make some sentences by using the pattern given.
- h. Ask the students to do the exercise by applying the pattern they have learned to absorb the structure thoroughly.
- i. Give the test to know how well the students have mastered the structure material they have learned.

2.2 Structure

According to Clark and Clark (1976:8) structure is a grammar of language. Further, grammar is a set of rules which govern how units of meaning may be constructed in any language (Ur, 1999:4). In other words, structure is the rule on how to construct words in a language. When words are constructed grammatically, meaning can be conveyed. Therefore, structure of language has a function to make communication run effectively. From the idea, it can be said that learning structure is important in learning a language and therefore learning structure can not be neglected in learning a language.

2.3 Structure Taught to the First Year Students of SLTP

Based on the 1994 English curriculum, the first year students of SLTPN 12 Jember in the second semester are taught Simple Past Tense, Simple Future Tense, Countable/Uncountable nouns, the use of "must", the use of "one", Present Continuous Tense, the use of "any" and "some", and the use of "like/dislike". However, this research only focuses on the use of tenses. They are Present Continuous Tense, Simple Past Tense, and Simple Future Tense. This is because

the mastery of tenses is very important to form other structure materials such as passive voice, conditional sentences, elliptic sentences, indirect speech and so on.

2.3.1 Present Continuous Tense

According to Azar (1989:11) Present Continuous Tense is used to express an activity that is in progress at the moment of speaking. It began in the recent past, and continuing at present, and will probably end at some point in the future. Further, She (1989:11) explains that Present Continuous Tense can also be used to express activity which is generally in progress in this week, this month, or even this year. The activity is not necessarily taking place at the moment of speaking. Time signals such as “now/right now” and “at the moment/at present” are often used in Present Continuous Tense. Those time signals generally come after the object. Here are some examples of Present Continuous Tense:

a. Affirmative Sentence

Table 1. Affirmative Sentences of Present Continuous Tense by Using Singular Subjects

Singular	Subject	To be	Verb + ing	(Object)	(Adverb of Time)
1	I	am	watching	television	now.
2	You	are	watching	television	now.
3	He	is	watching	television	now.
3	She	is	watching	television	now.
3	It	is	raining		now.

Table 2. Affirmative Sentences of Present Continuous Tense by Using Plural Subjects

Plural	Subject	To be	Verb + ing	(Object)	(Adverb of Time)
1	We	are	watching	television	now.
2	You	are	watching	television	now.
3	They	are	watching	television	now.
3	Marry and John	are	watching	television	now.

b. Interrogative Sentence

Table 3. Interrogative Sentences of Present Continuous Tense by Using Singular Subject

Singular	To be	Subject	Verb + ing	(Object)	(Adverb of Time)
1	Am	I	watching	television	now?
2	Are	you	watching	television	now?
3	Is	he	watching	television	now?
3	Is	she	watching	television	now?
3	Is	it	raining		now?

Table 4. Interrogative Sentences of Present Continuous Tense by Using Plural Subject

Plural	To be	Subject	Verb + ing	(Object)	(Adverb of Time)
1	Are	we	watching	television	now?
2	Are	you	watching	television	now?
3	Are	they	watching	television	now?
3	Are	Marry and John	watching	television	now?

c. Negative sentence

Table 5. Negative Sentences of Present Continuous Tense by Using Singular Subject

Singular	Subject	To be	not	Verb + ing	(Object)	(Adverb of Time)
1	I	am	not	watching	television	now.
2	You	are	not	watching	television	now.
3	He	is	not	watching	television	now.
3	She	is	not	watching	television	now.
3	It	is	not	raining		now.

Table 6. Negative Sentences of Present Continuous Tense by Using Plural Subject

Plural	Subject	To be	not	Verb + ing	(Object)	(Adverb of Time)
1	We	are	not	watching	television	now.
2	You	are	not	watching	television	now.
3	They	are	not	watching	television	now.
3	Marry and John	are	not	watching	television	now.

From the examples above, the pattern of Present Continuous Tense can be formulated as follows:

a. Affirmative sentences

Subject + is/am/are + V-ing + (Object) + (adverb of time).

b. Interrogative sentence

Is/Am/Are + Subject + V-ing + (Object) + (adverb of time)?

c. Negative sentence

Subject + is/am/are + not + V-ing + (Object) + (adverb of time).

Whenever the subject is I, "be" in the form of am is used. Meanwhile, if the subject is the third person singular subject such as he, she, Mary, John, it, etc, is is used as "be". Furthermore, if the subject is you, we, they or other plural subjects, "be" in the form of are is used.

2.3.2 Simple Past Tense

According to Azar (1989:24) Simple Past Tense indicates an activity or situation that began and ended at a particular time in the past. Supporting the idea, Murphy (1987:22) explains that Simple Past Tense is used to talk about action or situation in the past. From the ideas, it can be said that Simple Past Tense is used to express an activity or situation that happened in the past. Time signals that are often used are yesterday, just now, last,.....ago, etc.

The examples of Simple past tense are as follows:

- a. Affirmative sentence
 She visited her uncle yesterday.
 They arrived home last night.
- b. Interrogative sentence
Did she visit her uncle yesterday?
Did they arrive home last night?
- c. Negative sentence
 She did not visit her uncle yesterday.
 They did not arrive home last night.

From the previous examples, the pattern of Simple Past Tense can be formulated as follows:

- a. Affirmative Sentence
 Subject + V2 + (Object) + (Adverb of time).
- b. Interrogative sentence
 Did + Subject + V1 + (Object) + (adverb of time)?
- c. Negative sentence
 Subject + did + not + V1 + (Object) + (adverb of time).

The verb of Simple Past Tense can be in the form of “be”. The examples are presented as follows:

- a. Affirmative sentence

Table7. Affirmative Sentences of Simple Past Tense by Using Singular Subject

Singular	Subject	To be	Complement	(Adverb of time)
1	I	was	busy	yesterday.
2	You	were	busy	yesterday.
3	She	was	busy	yesterday.
3	He	was	busy	yesterday.
3	It	was	a nice day.	

Table 8. Affirmative Sentences of Simple Past Tense by Using Plural Subject

Plural	Subject	To be	Complement	(Adverb of Time)
1	We	were	busy	yesterday
2	You	were	busy	yesterday.
3	They	were	busy	yesterday.
3	Marry and John	were	busy	yesterday.

b. Interrogative sentence

Table 9. Interrogative Sentences of Simple Past Tense by Using Singular Subject

Singular	To be	Subject	Complement	(Adverb of Time)
1	Was	I	busy	yesterday?
2	Were	you	busy	yesterday?
3	Was	she	busy	yesterday?
3	Was	she	busy	yesterday?
3	Was	it	a nice day?	

Table 10. Interrogative Sentences of Simple Past Tense by Using Plural Subject

Plural	To be	Subject	Complement	(Adverb of Time)
1	Were	we	busy	yesterday?
2	Were	you	busy	yesterday?
3	Were	they	busy	yesterday?
3	Were	Marry and John	busy	yesterday?

c. Negative Sentences

Table 11. Negative Sentences of Simple Past Tense by Using Singular Subject

Singular	Subject	To be	not	Complement	(Adverb of Time)
1	I	was	not	busy	yesterday.
2	You	were	not	busy	yesterday.
3	She	was	not	busy	yesterday.
3	He	was	not	busy	yesterday.
3	It	was	not	a nice day.	

Table 12. Negative Sentences of Simple Past Tense by Using Plural Subject

Plural	Subject	To be	not	Complement	(Adverb of Time)
1	We	were	not	busy	yesterday.
2	You	were	not	busy	yesterday.
3	They	were	not	busy	yesterday.
3	Marry and John	were	not	busy	yesterday.

From the examples above, the pattern of Simple Past Tense in the form of “be” can be formulated as follows:

a. Affirmative Sentence

Subject + was/were + Complement + (adverb of time).

b. Interrogative sentence

Was/Were + Subject + Complement + (adverb of time)?

c. Negative Sentence

Subject + was/were + not + Complement + (adverb of time).

From the previous examples, we use *was* as “be” whenever the subject is the first person singular subject (I) or the third person singular subject (she, he, Marry, John, it, etc.). However, if the subject is the second person singular subject (you) or plural subjects (we, you, they, Marry and John, etc.), we use *were* as “be”.

2.3.3 Simple Future Tense

Azar (1989:44) explains that Simple Future Tense is used to express future time. This idea is in line with Kon (1991:73) who says that Simple Future Tense is used to show future action. From those ideas, it can be said that Simple Future Tense is used to express an activity that will happen in the future. Time signals such as tonight, tomorrow, next week, next year, etc are often used in Simple Future Tense. The examples of Simple Future Tense in the form of sentences are as the following:

a. Affirmative sentence

She will tell the whole story tomorrow.

We will go to the party next week.

b. Interrogative sentence

Will she tell the whole story tomorrow?

Will we go to the party next week?

c. Negative sentence

She will not tell the whole story tomorrow.

We will not go to the party next week.

From the examples above the form of Simple Future Tense can be formulated as follows:

a. Affirmative sentence

Subject + will + V1 + (Object) + (adverb of time).

b. Interrogative sentence

Will + Subject + V1 + (Object) + (adverb of time)?

c. Negative sentence

Subject + will + not + V1 + (Object) + (adverb of time).

2.4 The Effect of Teaching English Using Songs on Students' Structure Achievement

There are so many advantages of using songs in language teaching. One of them is that it can be used to arouse students' motivation in learning English including its structure (Karim and Hasbullah, 1986:6.25). Motivation itself is defined as desire which can make one act to achieve an objective (Baloto, 1996:31). Carrying students' motivation is essential to make teaching learning process run effectively. This idea is supported by Ausubel (1968:364) who says that there is no learning whatever takes place without motivation. In other words, without motivation, students will not learn anything given by the teacher.

In addition, songs can be easily remembered because they are rhythmical. The rhythm of songs make students easier to remember structure information than that of just spoken verbally. Therefore, giving songs to students is an effective way of providing students with grammatical information that are stored in students' minds in which it can be effortlessly retrieved during any interaction (Mora, 2000:151). It means that grammatical information in the song is helpful for students to acquire English structure so that the students can deduce the grammatical information in the song and can use such kind of pattern for communication in any situation. Moreover, songs are relaxing. It can be used to refresh students' mind from textbook routine. The relaxed mind can make the students concentrate more on the structure material so that the material given can be easily understood. As a result, the students can get a better structure achievement.

Following the ideas, it can be concluded that songs are helpful for students to achieve structure since they are motivating, memorable, rhythmical and relaxing.

2.5 Hypothesis

Relating to the research problem and the literature review, the hypothesis of this research are formulated as follows:

2.5.1 Major Hypothesis

There is an effect of teaching English using songs on structure achievement of the first year students of SLTPN 12 Jember in the 2003/2004 academic year.

2.5.2 Minor Hypotheses

- a. There is an effect of teaching English using songs on Present Continuous Tense achievement of the first year students of SLTPN 12 Jember in the 2003/2004 academic year.
- b. There is an effect of teaching English using songs on Simple Past Tense achievement of the first year students of SLTPN 12 Jember in the 2003/2004 academic year.
- c. There is an effect of teaching English using songs on Simple Future Tense achievement of the first year students of SLTPN 12 Jember in the 2003/2004 academic year.

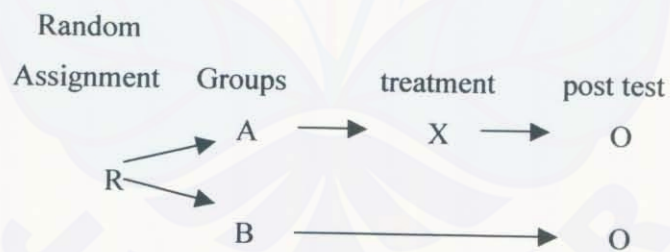


III. RESEARCH METHOD

This chapter presents the research methods applied in the research which cover research design, area determination method, respondent determination method, data collection methods, and data analysis method.

3.1 Research Design

The research design of the present study was experimental research since the aim of this research was to know whether or not there is an effect of teaching English using songs on structure achievement of the first year students of SLTPN 12 Jember in the 2003/2004. Supporting the idea, McMillan (1992:13) states that the experimental research is used to investigate causal relationship. Randomized-Groups Posttest-Only Design was applied in this research. Two groups were formed by random assignment from four classes as the population. One group was treated as the experimental group and received the treatment, while the other one was treated as the control group, and did not receive the treatment. Then, the two groups were given Post test after the treatments. This design is presented by the following diagram:



(McMillan, 1992:178)

Notes:

A = The Experimental Group

B = The Control Group

X = Treatment

O = Observation

The procedures of the research were depicted as follows:

1. Administering homogeneity test to the population to know the homogeneity level of the population.
2. Analyzing the scores of homogeneity test by using Analysis of Variance (ANOVA). The result of ANOVA showed that the population was not homogeneous. Therefore, two classes IB and IC, which had the closest means were chosen as respondents.
3. Determining the two classes chosen into the experimental group and the control group by lottery. Based on the lottery, IC was determined as the experimental group and IB was determined as the control group.
4. Giving treatment (X) that was teaching English using songs to the experimental group, while the control group was taught English by using reading activity. The treatments were given to the experimental group three times, and so did the control group.
5. Administering post test to both the experimental and control groups.
6. Analyzing the scores of the post test by using t-test formula and the result was consulted to t-table of 5% significance level to know whether or not there is an effect of teaching English using songs on students' structure achievement.

3.2 Area Determination Method

The method used in determining research area in this research was purposive method. Arikunto (1998:127) states that purposive method is used based on certain purpose to consider such as limited time, energy and fund.

This research was conducted at SLTPN 12 Jember based on some considerations. First, the English teacher never used songs as a technique in teaching structure at the school. Second, the researcher already got permission to conduct the research at the school. The last, the researcher once got practice teaching at the school.

3.3 Respondent Determination Method

The population of the research was all the first year students of SLTPN 12 Jember in 2003/2004 academic year. They were divided into four classes in which each class consisted of 34 up to 48 students.

According to Arikunto (1998:120) if the population is more than 100, we can take 10% - 15%, or more as samples. Since the number of the population was more than 100, sampling research was applied. In this research, two classes were chosen as the respondents by using Cluster Random Sampling. To know the homogeneity of the population, homogeneity test was administered to the population. Then, the scores of the homogeneity test were analyzed by using ANOVA. The result of ANOVA showed that the population was not homogenous. Therefore, two classes, that is, IB and IC, which had the closest means were chosen as respondents. Then, the two classes chosen were determined as the experimental group and the control group by lottery. Based on the lottery, IC was determined as the experimental group and IB was determined as the control group.

3.4 Data Collection Methods

There were two kinds of data needed in this research. They were primary data and secondary data. The methods used in collecting the data were: test, interview and documentation. Test was used to obtain the primary data while interview and documentation were used to obtain the secondary data.

3.4.1 Test

Arikunto (1998:139) defines test as a set of questions or exercises used to measure skills, knowledge, intelligence, ability or talent of individual or group. Based on the kinds of test, achievement test was applied in this research as it measures how successful the students master the materials given (Hughes, 1996:10).

Dealing with a person who constructs the test, teacher-made test was applied in this research. It was constructed based on the 1994 English curriculum and it was consulted to the English teacher.

There are at least two requirements of a good test. They are validity and reliability. A test is said to be valid whenever it measures accurately what is intended to measure (Hughes, 1996:22). Meanwhile, a test is said to be reliable whenever it can give consistency result of the test (Hughes, 1996:29). In relation to the validity, the test in this research was focused on content validity in which the materials of the test were constructed based on the 1994 English curriculum and the indicators covered Simple Continuous Tense, Simple Past Tense and Simple Future Tense and it was consulted to the English teacher. Supporting the idea, Hughes (1996:22) states that a test is said to have content validity if its content constitutes a representative samples of the language skill that is measured. Therefore, the test had been valid. When the test is valid, it must be reliable (Hughes, 1996:42). Based on the idea, the reliability of the test was not established because it had been valid based on its content.

Dealing with the scoring procedures, the test was constructed in the form of objective test with multiple choice format as it is easy to score and therefore the scoring can be done rapidly. This is because the correctness of the test taker's response is determined by using answer key so that no judgement is required on the part of the scorer (Fraenkel and Wallen, 2000:179-180). Supporting that idea, Hughes (1996:35) states that such test format is perfectly reliable as any scorer will give the same score on two occasions and this will be the same score as will be given by any other scorer in either occasions.

Dealing with the test item, the test consisted of 40 items. It covered Simple Continuous Tense (13 items), Simple Past Tense (14 items) and Simple Future Tense (13 items). Each correct item had 2.5 points. So, the total number of the correct scores was 100. The test was administered for 90 minutes.

3.4.2 Interview

Moleong (1994:135) defines interview as a conversation between an interviewee and an interviewer with a certain purpose. In this research, interview was addressed to the English teacher to get the supporting data about the teaching of structure of the first year students of SLTPN 12 Jember encompassing the book used, the teaching method and teaching media. Semi-structured interview was applied in this research. Arikunto (1998:144) explains that semi-structure interview is an interview in which the interviewer make a list of main questions to the interviewee, and the questions can be developed to get further information.. In this research, the interview questions were used as a guide in the process of the interview to the English teacher. The interview guide is enclosed on Appendix 2.

3.4.3 Documentation

Documentation method is used to get the supplementary data from written resources such as, notes, transcripts, books, newspapers, magazines, etc (Arikunto, 1998:236). In this research, documentation was used to get the supporting data dealing with the names of respondents. The documentation guide is enclosed on appendix 2.

3.5 Data Analysis Method

The scores of the post test in the form of stucture test of the experimental group and the control group were analyzed statistically by using the following t-test formula:

$$t - test = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

where;

- Mx = mean of the experimental group
- My = mean of the control group
- $\sum X^2$ = the total individual score deviation of Mx
- $\sum Y^2$ = the total individual score deviation of My
- Nx = the number of subjects in group x
- Ny = the number of subjects in group y

(Arikunto, 1998: 306)

The degree of freedom was $(Nx + Ny - 2)$ and the result was consulted to the t-table of 5% significant level.



IV. RESEARCH RESULTS AND DISCUSSION

This chapter presents the results of the secondary data, the results of the primary data, data analysis, hypothesis verification, and discussion.

4. 4 The Results of the Secondary Data

The results of secondary data of the research were obtained from the result of homogeneity test, the interview with the English teacher and the documentation about the names of respondents.

4.1.1 The Result of Homogeneity Test

To know the homogeneity level of the population, the scores of structure homogeneity test were used. The scores were analyzed by applying ANOVA. The result of ANOVA is presented in the following Table 13.

Table 13. The Result of ANOVA

Source of Variation	SS	DF	MS	F- statistic	F- table
Between Group	1889.09	3	629.70	9.32	2.67
Within Group	11480.49	170	67.53		
Total	13369.58	173			

To prove whether the value of F- statistic was significant or not, it was consulted to the F-table with the level of significance 5%.

Based on the result of the computation above, the value of F (the result of ANOVA) was 9.32 and the value of F-table with the significance level of 5% was 2.67. It showed that the result of the value of F-statistic was higher than that of F-table. It means that there was a significant difference of achievement especially on English subject among the four classes of the first year students of SLTPN 12 Jember in the 2003/ 2004 academic year. In other words, the first year students of SLTPN 12 Jember in the 2003/ 2004 academic year were not homogenous. That was why the two classes which had the same or the closest mean were chosen as

respondents. From the tabulation of ANOVA on Appendix 8, it is known that the mean is 75.29 for IA, 67.34 for IB, 67.13 for IC and 66.56 for ID. The result showed that IB and IC had the closest mean. Thus, IB and IC were chosen as respondents of the research. Then the two classes were randomly determined as the experimental group and the control group by lottery. Based on the lottery, IC was selected as the experimental group and I B was selected as the control group.

4. 1. 2 The Result of Interview

The interview was conducted with the English teacher as the interviewee on April 6th, 2004 at SLTPN 12 Jember. It was done in informal situation. Actually, there were two English teachers at the school, but there was only one English teacher who taught the first year students, so that she was the one who was interviewed.

The English teacher informed that Meaning Based Approach was applied in the English teaching learning process in which the four English skills: reading, listening, speaking and writing were taught integratedly. Structure was often taught together with the reading skill. Further, she explained that she taught structure by explaining the structure information found in the text dealing with the usage, pattern and examples. After that, she asked her students to make some other examples based on the pattern given. Then, she had the students do the exercise and finally, she discussed the answer with the students together. In addition, she confirmed that pictures were the media that were often used in teaching structure since she could find them easily in the compulsory and supplementary books that were used by the English teacher in teaching English.

The compulsory book used by the English teacher in teaching English was Pelajaran Bahasa Inggris untuk Kelas 1, published by PT Sarana Panca Karya Nusa. The book entitled PR Bahasa Inggris untuk Kelas 1 SLTP was used as the supplementary one. The English teacher used the two books because the contents/materials given were simple and not too difficult to understand for the students, so that they were motivated in learning English.

4. 1. 3 The Result of Documentation

Document was used to get the secondary data about the names of the respondents of the research. The respondents of the research were the first year students of SLTPN 12 Jember in the 2003/ 2004 academic year. Since the population was not homogenous, the two classes which had the closest means were determined as the control group and the experimental group. Based on the tabulation of ANOVA, IB and IC had the closest means. Therefore, the two classes were determined as the respondents in this research. IB was selected as the control group and IC was selected as the experimental group by lottery. The total number of the respondents was 95 students. The names of respondents of the experimental group and control group could be seen on Appendix 11.

4. 2 The Results of Primary Data

The primary data of the research were the scores that students obtained from post test in the form of structure test. In this research, post test was given to the experimental group and the control group after the experimental group had been taught structure by using songs and the control group had been taught English by using reading activity. Then the scores of post test were analyzed by using t- test to know whether the mean difference of both groups was significant or not and it was consulted to the t-table with the significance level of 5% to test the alternative hypothesis. The tabulation of the structure post test are presented in the Table 14.

Table 14. Tabulation of the Students' Structure Scores of Post Test of the Experimental Group and Control Group

No	Experimental Group		Control Group	
	X	x^2	Y	y^2
1	70	4900	65	4225
2	90	8100	72.5	5256.25
3	80	6400	60	3600
4	65	4225	62.5	3906.25
5	70	4900	70	4900
6	77.5	6006.25	75	5625
7	65	4225	70	4900
8	60	3600	62.5	3906.25
9	67.5	4556.25	65	4225
10	70	4900	70	4900
11	75	5625	72.5	5256.25
12	87.5	7656.25	75	5625
13	65	4225	77.5	6006.25
14	72.5	5256.25	70	4900
15	70	4900	55	3025
16	57.5	3306.25	75	5625
17	75	5625	70	4900
18	80	6400	70	4900
19	70	4900	70	4900
20	72.5	5256.25	80	6400
21	70	4900	75	5625
22	82.5	6806.25	72.5	5256.25
23	70	4900	72.5	5256.25
24	72.5	5256.25	72.5	5256.25
25	85	7225	52.5	2756.25
26	77.5	6006.25	70	4900
27	75	5625	62.5	3906.25
28	82.5	6806.25	45	2025
29	65	4225	65	4225
30	70	4900	72.5	5256.25
31	80	6400	75	5625
32	67.5	4556.25	77.5	6006.25
33	75	5625	65	4225
34	72.5	5256.25	65	4225
35	80	6400	72.5	5256.25
36	75	5625	62.5	3906.25
37	65	4225	72.5	5256.25
38	70	4900	67.5	4556.25
39	82.5	6806.25	70	4900
40	55	3025	67.5	4556.25
41	75	5625	75	5625
42	80	6400	65	4225
43	65	4225	67.5	4556.25
44	75	5625	67.5	4556.25
45	67.5	4556.25	67.5	4556.25
46	72.5	5256.25	75	5625
47	70	4900	67.5	4556.25
48		0	75	5625
Total	3417.5	251018.75	3302.5	229281.25

4.3 Data Analysis

From the data above, the computation of t-test on the students' structure achievement is as follows:

1. Calculating the mean score of the experimental group:

$$M_x = \frac{\sum X}{N_x} = \frac{3417.5}{47} = 72.712$$

2. Calculating the mean score of the control group:

$$M_y = \frac{\sum Y}{N_y} = \frac{3302.5}{48} = 68.802$$

3. Calculating the total individual score deviation square of M_x :

$$\begin{aligned} \sum X^2 &= \sum X^2 - \frac{(\sum X)^2}{N_x} = 251018.75 - \frac{(3417.5)^2}{47} \\ &= 251018.75 - 248495.877 \\ &= 2522.873 \end{aligned}$$

4. Calculating the individual score deviation square of M_y :

$$\begin{aligned} \sum Y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N_y} = 229281.25 - \frac{(3302.5)^2}{48} \\ &= 229281.25 - 227218.880 \\ &= 2062.37 \end{aligned}$$

5. Calculating the t- test of structure achievement:

$$\begin{aligned} t - \text{test} &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\ &= \frac{72.712 - 68.802}{\sqrt{\left(\frac{2522.873 + 2062.37}{47 + 48 - 2}\right)\left(\frac{1}{47} + \frac{1}{48}\right)}} \\ &= \frac{3.091}{1.439} \\ &= 2.148 \end{aligned}$$

6. Calculating the degree of freedom:

$$\begin{aligned} Df &= (N_x + N_y - 2) \\ &= (48 + 47 - 2) \\ &= 93 \end{aligned}$$

t- test at significance level of 5% with Df 93 is 1.980.

(Df 120 was used because it was the nearest range from Df 93)

The tabulation of the students' structure achievement scores of the experimental group of each indicator are presented in Table 15 and those of the control group of each indicator are presented in Table 16.

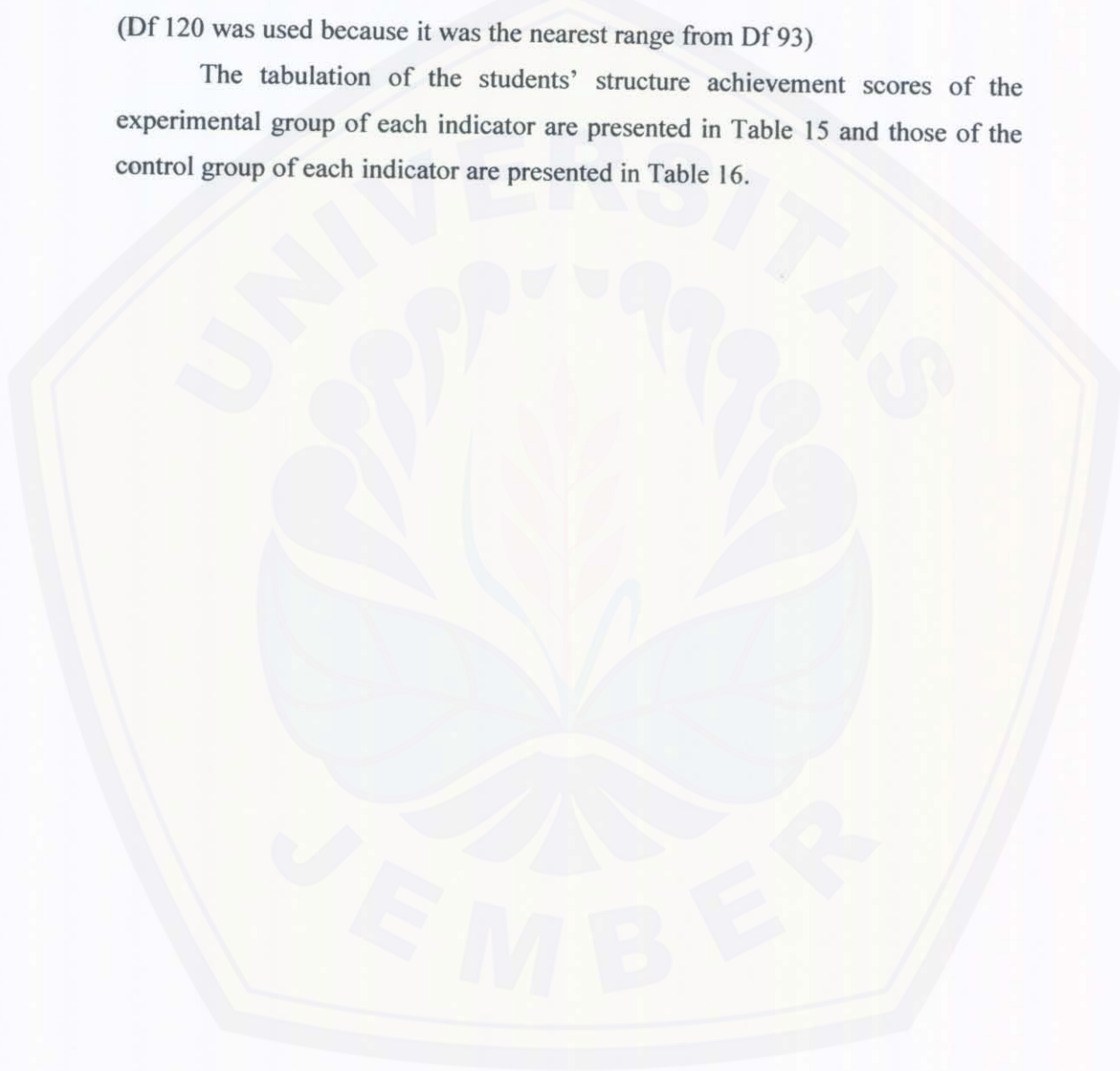


Table 15. The Tabulation of the Students' Structure Scores of the Experimental Group of Each Indicator.

No	Present Continuous Tense		Simple Past Tense		Simple Future Tense	
	X	X ²	X	X ²	X	X ²
1	25	625	20	400	25	625
2	32.5	1056.25	27.5	756.25	30	900
3	30	900	22.5	506.25	27.5	756.25
4	25	625	17.5	306.25	22.5	506.25
5	25	625	20	400	25	625
6	30	900	22.5	506.25	25	625
7	22.5	506.25	20	400	22.5	506.25
8	25	625	15	225	20	400
9	25	625	20	400	22.5	506.25
10	25	625	22.5	506.25	22.5	506.25
11	25	625	22.5	506.25	27.5	756.25
12	32.5	1056.25	27.5	756.25	27.5	756.25
13	22.5	506.25	15	225	27.5	756.25
14	27.5	756.25	20	400	25	625
15	25	625	20	400	25	625
16	22.5	506.25	15	225	20	400
17	27.5	756.25	22.5	506.25	25	625
18	30	900	22.5	506.25	27.5	756.25
19	27.5	756.25	20	400	22.5	506.25
20	25	625	22.5	506.25	25	625
21	22.5	506.25	22.5	506.25	25	625
22	30	900	25	625	27.5	756.25
23	25	625	20	400	25	625
24	27.5	756.25	22.5	506.25	22.5	506.25
25	32.5	1056.25	25	625	27.5	756.25
26	27.5	756.25	20	400	30	900
27	27.5	756.25	22.5	506.25	25	625
28	27.5	756.25	25	625	30	900
29	22.5	506.25	17.5	306.25	25	625
30	27.5	756.25	20	400	22.5	506.25
31	30	900	22.5	506.25	27.5	756.25
32	25	625	20	400	22.5	506.25
33	27.5	756.25	20	400	27.5	756.25
34	25	625	20	400	27.5	756.25
35	27.5	756.25	25	625	27.5	756.25
36	25	625	20	400	30	900
37	25	625	17.5	306.25	22.5	506.25
38	27.5	756.25	20	400	22.5	506.25
39	30	900	22.5	506.25	30	900
40	17.5	306.25	15	225	22.5	506.25
41	25	625	20	400	30	900
42	30	900	22.5	506.25	27.5	756.25
43	25	625	20	400	20	400
44	25	625	20	400	30	900
45	22.5	506.25	17.5	306.25	27.5	756.25
46	27.5	756.25	22.5	506.25	22.5	506.25
47	25	625	25	625	20	400
Total	1240	33137.5	985	21050	1192.5	30681.25

Table 16. The Tabulation of the Students' Structure Scores of the Control Group of Each Indicator

No	Present Continuous Tense		Simple Past Tense		Simple Future Tense	
	Y	Y ²	Y	Y ²	Y	Y ²
1	25	625	20	400	20	400
2	25	625	22.5	506.25	25	625
3	20	400	17.5	306.25	22.5	506.25
4	22.5	506.25	20	400	20	400
5	25	625	20	400	25	625
6	27.5	756.25	22.5	506.25	25	625
7	27.5	756.25	20	400	22.5	506.25
8	25	625	17.5	306.25	20	400
9	22.5	506.25	17.5	306.25	25	625
10	25	625	20	400	25	625
11	25	625	20	400	27.5	756.25
12	27.5	756.25	20	400	27.5	756.25
13	30	900	22.5	506.25	25	625
14	27.5	756.25	20	400	22.5	506.25
15	20	400	15	225	20	400
16	30	900	20	400	25	625
17	25	625	17.5	306.25	27.5	756.25
18	27.5	756.25	20	400	22.5	506.25
19	25	625	20	400	25	625
20	27.5	756.25	22.5	506.25	30	900
21	25	625	20	400	30	900
22	27.5	756.25	20	400	25	625
23	25	625	20	400	27.5	756.25
24	27.5	756.25	20	400	25	625
25	20	400	15	225	17.5	306.25
26	27.5	756.25	20	400	22.5	506.25
27	25	625	17.5	306.25	20	400
28	17.5	306.25	12.5	156.25	15	225
29	22.5	506.25	20	400	22.5	506.25
30	27.5	756.25	20	400	25	625
31	25	625	22.5	506.25	27.5	756.25
32	30	900	22.5	506.25	25	625
33	25	625	20	400	20	400
34	22.5	506.25	17.5	306.25	25	625
35	25	625	20	400	27.5	756.25
36	20	400	20	400	22.5	506.25
37	25	625	22.5	506.25	25	625
38	22.5	506.25	20	400	25	625
39	27.5	756.25	17.5	306.25	25	625
40	25	625	20	400	22.5	506.25
41	30	900	20	400	25	625
42	25	625	17.5	306.25	22.5	506.25
43	22.5	506.25	20	400	25	625
44	25	625	20	400	22.5	506.25
45	22.5	506.25	22.5	506.25	22.5	506.25
46	30	900	20	400	25	625
47	22.5	506.25	22.5	506.25	22.5	506.25
48	25	625	22.5	506.25	27.5	756.25
Total	1205	30650	947.5	18918.75	1150	27975

From the data presented in Tables 15 and 16, the computation of t-test on the students' structure achievement of each indicator are as follows:

A. Calculating the t- test of Present Continuous Tense:

1. Calculating the mean score of the experimental group:

$$Mx = \frac{\sum X}{Nx} = \frac{1240}{47} = 26.382$$

2. Calculating the mean score of the control group:

$$My = \frac{\sum Y}{Ny} = \frac{1205}{48} = 25.10$$

3. Calculating the total individual score deviation square of Mx:

$$\begin{aligned} \sum X^2 &= \sum X^2 - \frac{(\sum X)^2}{Nx} = 33137.5 - \frac{(1240)^2}{47} \\ &= 33137.5 - 32714.983 \\ &= 422.607 \end{aligned}$$

4. Calculating the total individual score deviation square of My:

$$\begin{aligned} \sum Y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{Ny} = 30650 - \frac{(1205)^2}{48} \\ &= 306.50 - 30250.520 \\ &= 399.48 \end{aligned}$$

5. Calculating the t- test of structure achievement on Present Continuous Tense:

$$\begin{aligned} t - \text{test} &= \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2} \right) \left(\frac{1}{Nx} + \frac{1}{Ny} \right)}} \\ &= \frac{26.382 - 25.10}{\sqrt{\left(\frac{422.607 + 399.48}{47 + 48 - 2} \right) \left(\frac{1}{47} + \frac{1}{48} \right)}} \\ &= \frac{1.282}{0.609} \\ &= 2.105 \end{aligned}$$

B. Calculating the t- test of Simple Past Tense

1. Calculating the mean score of the experimental group:

$$M_x = \frac{\sum X}{N_x} = \frac{985}{47} = 20.957$$

2. Calculating the mean score of the control group:

$$M_y = \frac{\sum Y}{N_y} = \frac{947.5}{48} = 19.739$$

3. Calculating the total individual score deviation square of M_x :

$$\begin{aligned} \sum X^2 &= \sum X^2 - \frac{(\sum X)^2}{N_x} = 21050 - \frac{(985)^2}{47} \\ &= 21050 - 20643.085 \\ &= 406.915 \end{aligned}$$

4. Calculating the total individual score deviation square of M_y :

$$\begin{aligned} \sum Y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N_y} = 18918.75 - \frac{(947.5)^2}{48} \\ &= 18918.75 - 18703.255 \\ &= 215.495 \end{aligned}$$

5. Calculating the t- test of structure achievement on simple past tense:

$$\begin{aligned} t - \text{test} &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}} \\ &= \frac{20.957 - 19.739}{\sqrt{\left(\frac{406.915 + 215.495}{47 + 48 - 2} \right) \left(\frac{1}{47} + \frac{1}{48} \right)}} \\ &= \frac{1.218}{0.530} \\ &= 2.298 \end{aligned}$$

C. Calculating the t- test of Simple Future Tense

1. Calculating the mean score of the experimental group:

$$M_x = \frac{\sum X}{N_x} = \frac{1192.5}{47} = 25.372$$

2. Calculating the mean score of the control group:

$$M_y = \frac{\sum Y}{N_y} = \frac{1150}{48} = 23.958$$

3. Calculating the total individual score deviation square of M_x :

$$\begin{aligned} \sum X^2 &= \sum X^2 - \frac{(\sum X)^2}{N_x} = 30681.25 - \frac{(1192.5)^2}{47} \\ &= 30681.25 - 30256.515 \\ &= 424.735 \end{aligned}$$

4. Calculating the total individual score deviation square of M_y :

$$\begin{aligned} \sum Y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N_y} = 27975 - \frac{(1150)^2}{48} \\ &= 27975 - 27552.083 \\ &= 422.917 \end{aligned}$$

5. Calculating the t- test of structure achievement on simple future tense:

$$\begin{aligned} t - \text{test} &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}} \\ &= \frac{25.372 - 23.95}{\sqrt{\left(\frac{424.735 + 422.917}{47 + 48 - 2} \right) \left(\frac{1}{47} + \frac{1}{48} \right)}} \\ &= \frac{1.414}{0.618} \\ &= 2.88 \end{aligned}$$

4. 4 Hypothesis Verification

The hypothesis of the research is divided into Major Hypothesis and Minor Hypotheses. To test the hypothesis, t- test formula was applied. The value of t- test was consulted to the t- table with the significance level of 5% to know whether it was significant or not.

4. 4. 1 Major Hypothesis

The data analysis of the students' scores of structure post test showed that the value of t-test was 2.148 while the value of t-table with the significance level of 5% and degree of freedom 93 was 1,980. It indicated that the value of t-test was higher than that of the t-table ($2.148 > 1.980$). It means that the alternative hypothesis which is formulated as "There is an Effect of Teaching English Using Songs on Structure Achievement of the First Year Students of SLTPN 12 Jember in the 2003/ 2004 Academic Year" was accepted. It showed that teaching English using songs gave a positive effect on students' structure achievement.

4. 4. 2 Minor Hypotheses

From the data analysis of the students' scores of structure post test on each structure indicator, the result showed that the value of t-test on Present Continuous Tense was 2.105, the value of t-test on Simple Past Tense was 2.298 and the value of t-test on Simple Future Tense was 2.880 while the value of t-table with the significance level of 5% with the degree of freedom 93 was 1.980. It indicated that the values of t- test on each structure indicator were higher than those of the t-table ($2.105 > 1.980$ for Present Continuous Tense, $2.298 > 1.980$ for Simple Past Tense, and $2.880 > 1.980$ for Simple Future Tense). It means that the alternative minor hypotheses of this research which are formulated as follows:

- a. There is an effect of teaching English using songs on Present Continuous Tense achievement of the first year students of SLTPN 12 Jember in the 2003/ 2004 academic year;

- b. There is an effect of teaching English using songs on Simple Past Tense achievement of the first year students of SLTPN 12 Jember in the 2003/2004 academic year;
- c. There is an effect of teaching English using songs on Simple Future Tense achievement of the first year students of SLTPN 12 Jember in the 2003/2004 academic year; were accepted.

The results above show that teaching English by using songs gave a positive effect on the students' structure achievement on Present Continuous Tense, Simple Past Tense and Simple Future Tense.

4.5 Discussion

Based on the data analysis of the students' scores of structure post test, it is known that the value of t-test is higher than that of t-table ($2.148 > 1.980$). It means that the alternative major hypothesis which says "There is an effect of teaching English using songs on structure achievement of the first year students of SLTPN 12 Jember in the 2003/2004 academic year" is accepted. Further, the values of t-test on each structure indicator which cover Present Continuous Tense, Simple Past Tense and Simple Future tense are also higher than those of the t-table. Therefore, the alternative minor hypotheses as well as the alternative major hypothesis are accepted.

From the data analysis, it is proved that teaching English using songs gives a significant effect on the students' structure achievement. The results can be clearly seen in section 4.3. In other words, it can be stated that the experimental group which was taught English by using songs got better achievement than that of the control group which was taught English without using songs.

From the above phenomena, it can be restated that the experimental group got better results in structure achievement than that of the control group due to the treatments of teaching English using songs. It is supported by Cahyono's opinion (1997:120) who states that whenever the students have high motivation in learning a second language, they will tend to have high achievement in the target language. In this case, by getting songs in their English learning process they are

motivated to study English deeper than before. In other words, it can be said that teaching English using songs motivates the students in learning English including its structure. The statement is also supported by Karim and Hasbullah (1986:6.25) who confirm that songs can be used to increase students' motivation in learning English. Further, they explain that songs give an opportunity to students to practise intensively a definite pattern without feeling bored. Furthermore, teaching English using songs also gives an advantage to build students' self confidence to perform the target language. This is in line with Maley's idea in Rivers (1987:94) who says that using songs in Language Teaching can increase students' self confidence since the group performance can mask individual error. Moreover, teaching English using songs is also relaxing because giving songs to the students can be used to refresh students' minds from textbook routine. The situation is helpful for the students to concentrate more on the material given so that it is easier to be understood by the students.

In addition, the research results are also in line with what Mora (2000: 151) states that giving songs is an effective way of providing students with grammatical information that are stored in students' minds in which it can be remembered during an interaction. This is because the rhythm of songs make the students easier to remember the structure information than that of just spoken words/sentences.

From those ideas, it can be concluded that teaching English using songs is a good technique in teaching learning English, especially in improving the students' structure achievement. This is because teaching English using songs can motivate and help the students improve their structure achievement.



V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of the research. The suggestions are proposed to the English teacher, the students and the other researchers.

5.1 Conclusion

Based on the results of the data analysis of t-test, it can be concluded that there is a significant effect of teaching English using songs on structure achievement of the first year students of SLTPN 12 Jember in the 2003/2004 academic year. More specifically, it can be concluded as follows:

1. There is a significant effect of teaching English using songs on Present Continuous Tense achievement of the first year students of SLTPN 12 Jember in the 2003/2004 academic year;
2. There is a significant effect of teaching English using songs on Simple Past Tense achievement of the first year students of SLTPN 12 Jember in the 2003/2004 academic year;
3. There is a significant effect of teaching English using songs on Simple Future Tense achievement of the first year students of SLTPN 12 Jember in the 2003/2004 academic year.

The results mean that the students in the experimental group who were taught structure by using songs got better structure achievement than that of the control group who were taught structure without using songs.

5.2 Suggestions

By considering the significance effect of teaching English by using songs on the students' structure achievement, some suggestions are proposed to the English teacher, the students and the other researchers.

5.2.1 For the English Teacher

In order to improve the students' structure achievement, it is better for the English teacher to teach English by using songs as one of the techniques in teaching English. This is because teaching English by using songs can motivate and help the students acquire the target language. The English teachers can also create her own songs. The songs created should be in line with the theme/ sub-theme and the structure material that are learnt by the students.

5.2.2 For the Students

The students are suggested to be accustomed to listening to/singing to English songs since the English songs are enjoyable and helpful for them to acquire the language especially on its structure.

5.2.3 For the Other Researchers

The other researchers can use this research result as a consideration to conduct a further research dealing with a similar area of study, such as the effect of teaching English using songs on speaking achievement or on other English language skills.

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Appendix 2

Secondary Data Instruments

A. Interview Guide

No	Questions	Interviewee
1	Could you please explain about teaching approach that you usually use in teaching structure?	English teacher
2	Could you tell me the techniques you usually use in teaching structure?	
3	Could you please explain about the media that are usually used in teaching structure?	
4	What books do you use in teaching structure, why?	

B. Documentation Guide

The Data Taken	Data Resources
Names of respondents	Document

Appendix 3

Distribution of the Post test items

Kind of test	Indicators	Items Number	Amount
Multiple Choice	Present Continuous Tense	4, 5, 9, 10, 14, 17, 22, 28, 29, 32, 34, 36, 39.	13
	Simple Past Tense	2, 3, 6, 7, 11, 13, 16, 18, 19, 21, 23, 26, 30, 37.	14
	Simple Future Tense	1, 8, 12, 15, 20, 24, 25, 27, 31, 33, 35, 38, 40.	13
Total			40

13. you sister like apples?
a. Is b. Are c. Do d. Does
14. goes to school on foot.
a. He b. We c. They d. I
15. Nia : “ Who is that boy, Rani?”
Rani : “ He my brother.”
a. is b. am c. are d. aren't
16. I a Librarian.
a. is not b. am not c. are not d. not
17. have a new house on Jl. Pahlawan.
a. He b. My uncle c. They d. Melly
18. Mr Amir : “ you a student ?”
Budi : “ Yes, I”
a. Are - do b. Are – am c. Is – am d. Do – do
19. cook every day.
a. My mother b. We c. He d. Tina
20. plays football every afternoon.
a. Dino and Andy b. I c. He d. We
21. I have two
a. book b. notebook c. reading book d. books
22. This is a
a. bag b. bags c. two bag d. two bags
23. Mary has
a. two pencil b. a pencils c. a pencil d. one pencils
24. There arein my classroom.
a. two lamp b. two lamps c. a lamp d. one lamp
25. There is in my bag.
a. a ruler b. two ruler c. two rulers d. ruler
26. There are twenty in my classroom.
a. female student b. male student c. female students d. student
27. Andy : ‘How many pens do you have?’
Budi : ‘I only have pen. But, my friend haspens’.
a. one – two b. two – one c. two – three d. three - two
28. There are in my classroom.
a. two blackboards b. two blackboard c. one blackboard d. a blackboard
29. There is under your desk.
a. rubber b. a rubber c. two rubber d. two rubbers

30. There is on the sofa.
a. cat b. a cat c. two cat d. two cats
31. Rudi : "What's your name ?"
Edi : " name is Edi."
a. Your b. His c. Her d. My
32. Lusi has a new brother. name is Adi.
a. Your b. His c. Her d. My
33. Helen : "How does your sister look like, Rudi ?"
Rudi : "She is beautiful. hair is straight and long."
a. Our b. My c. Her d. His
34. We have a new house. house is near the beach.
a. Our b. My c. His d. Your
35. Arman : "Is it book, Yudi?"
Yudi : "Yes, it is my book."
a. your b. his c. her d. my
36. Mr. Sanjaya has two daughters. names are Anita and Rahma.
a. Your b. Their c. His d. Her
37. Rinaldy has a beautiful sister. name is Linda.
a. Your b. His c. Her d. My
38. Amanda : "Whose pencil case is it?"
Yasid : "It is"
a. Puji pencil case c. Puji's pencil case
b. pencil case Puji d. pencil case's Puji

39. This is



- a. the boy's father c. the father's boy
b. the boys' father d. the father's boys

40. This is



- a. the girl's teacher c. the teacher's girl
b. the girls' teacher d. the teacher's girls

Appendix 5

Post-Test

Structure Test

Time: 90 Minutes

Put a cross (X) either a,b,c or d for the right answer on your answer sheet!

1. She won't anywhere tonight.
a. going b. went c. go d. to go
2. You are at SLTP now. But, last year you at SD.
a. is b. are c. was d. were
3. Did his father a new car?
a. bought b. buy c. buys d. buying
4. Father : What is Adi doing right now?
Sinta : He to the radio now.
a. listen b. listened c. is listening d. are listening
5. We to swim now.
a. learns b. learned c. is learning d. are learning
6. I late yesterday.
a. is b. am c. was d. were
7. We did not..... the volleyball match.
a. watches b. watch c. watched d. watching
8. you to Marry's birthday party tomorrow night ?
a. Will - come b. Will - coming c. Are - come d. Did - come
9. What you now?
a. are - doing b. are - do c. is - doing d. is - do
10. They lunch at the moment.
a. has b. having c. had d. are having
11. I to Mount Bromo last holiday.
a. don't go b. don't going c. didn't went d. didn't go
12. our grandfather us next week ?
a. Is - visit b. Are - visit c. will - visit d. did - visit

13. Maudy : "Did you to Pasir Putih two weeks ago ?"
Linda : "Yes, I"
a. go - do b. go - did c. went - do d. went - did
14. the girls in the library now ?
a. Are - studying b. Is - studying c. Are - study d. Did - study
15. He a new pen tomorrow.
a. buy b. bought c. buying d. will buy
16. I dinner with Irma's family last night.
a. have b. has c. am having d. had
17. The children cards in the living room at this moment.
a. plays b. played c. is playing d. are playing
18. I my homework two hours ago.
a. finished b. finishes c. finish d. am finishing
19. he busy last night?
a. is b. are c. was d. were
20. We you at Gambir Station tomorrow afternoon.
a. will meeting b. be meeting c. are meet d. will meet
21. Budi and I to the bookstore yesterday.
a. go b. went c. am going d. are going
22. Mother : Where is your father, Ruli?
Ruli : He is in the living room. He television now.
a. is watching b. is watch c. watched d. watching
23. The teacher not at school yesterday.
a. is b. are c. was d. were
24. She me tomorrow.
a. visit b. visited c. visiting d. will visit
25. you to Bali next holiday?
a. Did - go b. Will - going c. Are - go d. Will - go
26. I at home last Sunday.
a. stay b. will stay c. am staying d. stayed
27. I tennis with Maya tomorrow morning.
a. will playing b. playing c. will play d. played

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28. Martha : What is the lady doing?
Lia : She for her son.
a. wait b. waited c. is waiting d. will wait
29. Yuli : Is your mother very busy now?
Ratna: Yes, she is. She in the kitchen right now.
a. cook b. is cook c. is cooking d. cooking
30. He to me last night.
a. talk b. will talk c. talked d. is talking
31. Miss Linda us English next Monday.
a. teach b. teaching c. will teach d. taught
32. Nina and Noni scrabble at this moment.
a. is playing b. are playing c. plays d. played
33. Melly you tomorrow morning.
a. will call b. is call c. called d. call
34. I gave the monkey a banana. Now the monkey the banana.
a. eat b. are eating c. is eating d. is- eat
35. Amanda the book next Friday?
a. Will - return b. Will - returning c. did - returns d. Do - return
36. The boys football now.
a. is play b. are play c. are playing d. is playing
37. you Prambanan Temple yesterday?
a. Did - visited b. Did - visit c. Do - visit d. Are - visiting
38. They here next Sunday.
a. will coming b. will come c. are- come d. came
39. Mother : Where is Sofi, Rina?
Rina : She a letter in her room now.
a. write b. wrote c. is write d. is writing
40. We badminton next Sunday.
a. are play b. played c. will play d. will playing

Answer Sheet

Name:

Class:

No :

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D
26.	A	B	C	D
27.	A	B	C	D
28.	A	B	C	D
29.	A	B	C	D
30.	A	B	C	D
31.	A	B	C	D
32.	A	B	C	D
33.	A	B	C	D
34.	A	B	C	D
35.	A	B	C	D
36.	A	B	C	D
37.	A	B	C	D
38.	A	B	C	D
39.	A	B	C	D
40.	A	B	C	D

Answer Keys

Answer key of Homogeneity Test:

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

Answer key of Post-test:

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

Appendix 7

Lesson Plan I

Subject	: English
Level/Smt	: 1 SLTP/2
Theme	: Games
Subtheme	: Games for Children
Skills	: Reading Writing
Language Focus	: Simple Continuous Tense
Time	: 2 x 45 minutes

I. General Instructional Objective

By mastering about 500 new vocabularies and structure which is suitable with the theme about games and subtheme about games for children, students are able to read, to listen, to speak and to write.

a. Reading

- the students can identify specific information from the text.

b. Writing

- the students can complete some sentences.
- the students can write simple sentences based on the pictures given.

II. Specific Instructional Objectives

a. Reading

- the students are able to answer comprehension questions based on the text given.

b. Writing

- the students are able to complete 15 simple sentences by using Simple Continuous Tense.
- the students are able to write 4 simple sentences based on the pictures given by using Simple Continuous Tense.

III. Material Description

- Enclosed

IV. Teaching Learning Activities

a. Approach : Communicative/ Meaningfulness Approach.

b. Procedures :

Experimental Group	Time	Control Group	Time
I. Introduction		I. Introduction	
1. Greeting	1'	1. Greeting	1'
2. Singing a riddle (rhythm: I'm a Kind of a Shape): *I'm a kind of a game, now guess my name *I'm a traditional game *There is a guard and some hiding players *The guard must find all the hiding players. *What is my name ? Can you guess what I'm?	2'	2. Giving a riddle: *I'm a kind of a game *I'm a traditional game *There is a guard And some hiding players in the game *The guard must find all the hiding players. *Can you guess what I'm?	2'
3. Asking a leading question: *Can you tell me what I am ?	1'	3. Asking a leading question : *Can you tell me what I am?	1'
4. Telling the topic that will be discussed: * Our topic today is about Hide and Seek.	1'	4. Telling the topic that will be discussed.: * Our topic today is about Hide and Seek.	1'
II. Main Activities		II. Main Activities	
1. Give material about hide and seek by singing a song.	10'	1. Give material about hide and seek by using a reading text.	10'

2. Giving some comprehension questions related to the song and ask the students to answer the questions.	15'	2. Ask the students to answer comprehension questions based on the text. Then discuss the answer together.	15'
4. Explain the use of Present Continuous Tense.	15'	4. Explain the use of Present Continuous Tense.	15'
5. Ask the students to do the exercises.	20'	5. Ask the students to do the exercises.	20'
6. Discuss the answer together and sing some parts of them (enclosure C.3 no. 1,2 and 3) by using the rhythm 'The Farmer in the Dell')	20'	6. Discuss the answer together.	20'
III. Parting		III. Parting	
1. Concluding the material.	4'	1. Concluding the material.	4'
2. Parting.	1'	2. Parting.	1'
	90'		90'

V. Sources:

- a. Depdikbud, 1999. *Penyesuaian /Penyempurnaan Kurikulum 1994 (Suplemen GBPP) Bahasa Inggris SLTP/MTs*. Jakarta: Depdikbud.
- b. Sofyanda, A.,et al. 2003. *Communicative English in Context: Competence based English for SLTP 1*. Bandung: Grafindo Media Pratama.

VI. Process Evaluation

- Conducted during the English teaching learning process to evaluate the students work while doing the exercises of structure.

Enclosure :

Worksheet I

(For the experimental group)

A. Let's sing!

Playing Hide and Seek

(Rhythm: *Marry Had a Little Lamb*)

We are playing hide and seek 3x

We are playing hide and seek

In the fine afternoon

John is becoming the guard

Becoming the guard, becoming the guard

John is becoming the guard

He must find all of us

He is looking here and there 3x

He is looking here and there

But he can not see us

We're enjoying this game too 3x

We're enjoying this game too

We're having a nice day.

B. Explanation.

1. Study these sentences:

- a. We are playing Hide and Seek.
- b. John is becoming the guard.
- c. He is looking here and there.

The pattern of the sentences above is as follows:

Subject + to be + Verb-ing + (Object)

The pattern above is used to express an activity that is in progress.

2. Observe these sentences below !

- a. “ Are we studying Math now?” It is called an interrogative sentence.
- b. “ We are not studying Math now.” It is called a negative sentence.
- c. “ We are studying English now.” It is called an affirmative sentence.

Note :

- a. To make interrogative sentences, to be (is/am/are) is placed before the Subject (I, he, she, it, you, etc.).
- b. To make negative sentences, we must add not after to be (is/am/are).

3. Adverb of time:

- now.
- right now.
- at this moment.

C. Do these exercises!

1. Fill in the blanks of the sentences with suitable to be : am, is, or are!
 - a. Betty working in the office? Yes, she
 - b. Andy and Lucy playing a cards? No, they not.
 - c. My friend and I in the library. We reading books.
 - d. My brothernot playing a video game. He playing a game watch.
 - e. The children in the playground. They playing football.

2. Complete these sentences by using the -ing form of the verbs given in the brackets!
 - a. Look! The boys under the tree. (sit)
 - b. It is time for break time, but the girl still (sing)
 - c. What are you doing? We a taxi. (wait for)
 - d. His father is not at home. He his children for a walk. (take)

3. Look at the pictures and answer the questions !



A : Are they playing see-saw?
B : Yes, they are. They are playing see-saw.



(1)

A : Is he running?
B : No, he isn't. He is jumping.



(2)

A : Are the boys swimming?
B : _____



(3)

A : Is the girl jumping?
B : _____



(4)

A : Is the boy playing a video game?
B : _____



(5)

A : Are the girls and boys playing cards?
B : _____

Worksheet I

(for the control group)

Read the text below carefully!

Hide and Seek

It is after school time. Adi, Anton, Shanti, Tina and Rudi are playing Hide and Seek in a yard. Adi is becoming the guard now and the others are becoming the hiding players. Now, Adi is closing his eyes and counting to ten. Whereas the others are running to all direction to hide. Anton is hiding behind the big rock. Shanti is hiding behind the big tree. While Tina and Rudi are hiding behind the grass. Adi finishes counting and he must find all the hiding players. They are enjoying the game and having a nice day.

(Adapted from *Communicative English in Context: Competence based English for SLTP 1*)

A. Answer these questions based on the text above!

1. Who are playing Hide and Seek?
2. What does the words 'the others' in line 2 refer to?
3. Is Adi becoming the guard?
4. Is Shanti hiding behind the grass?
5. Where are Rudi and Tina hiding?

B. Explanation.

1. Study these sentences:

- a. Adi, Anton, Shanti and Tina are playing Hide and Seek.
- b. Adi is becoming the guard now.
- c. Adi is closing his eyes.

The pattern of the sentences above is as follows:

Subject + to be + Verb-ing + (Object) + (Adverb of Time)

The pattern above is used to express an activity that is in progress.

2. Observe the sentences below !

- a. “ Are we studying Math now?” It is called an interrogative sentence.
- b. “ We are not studying Math now.” It is called a negative sentence.
- c. “ We are studying English now.” It is called an affirmative sentence.

Note :

- a. To make interrogative sentences, to be (is/am/are) is placed before the Subject (I, he, she, it, you, etc.).
- b. To make negative sentences, we must add not after to be (is/am/are).

3. Adverb of time:

- now.
- right now.
- at this moment.

C. Do these exercises!

1. Fill in the blanks of the sentences with suitable to be: am, is, or are!
 - a. Betty working in the office? Yes, she
 - b. Andy and Lucy playing a cards? No, they not.
 - c. My friend and I in the library. We reading books.
 - d. My brothernot playing a video game. He playing a game watch.
 - e. The children in the playground. They playing football.

2. Complete these sentences by using the -ing form of the verbs given in the brackets!
 - a. Look! The boys under the tree. (sit)
 - b. It is time for break time, but the girl still (sing)
 - c. What are you doing? We a taxi. (wait for)
 - d. His father is not at home. He his children for a walk. (take)

3. Look at the pictures and answer the questions !



(1)

(2)

A : Are they playing see-saw?
B : Yes, they are. They are playing see-saw.

A : Is he running?
B : No, he isn't. He is jumping.

A : Are the boys swimming?
B : _____



(3)

(4)

A : Is the girl jumping?
B : _____

A : Is the boy playing a video game?
B : _____



(5)

A : Are the girls and boys playing cards?
B : _____

Lesson Plan II

Subject	: English
Level/Smt	: 1 SLTP/2
Theme	: Shopping
Subtheme	: Supermarket
Skills	: Reading Writing
Language Focus	: Simple Past Ter.se
Time	: 2 x 45 minutes

I. General Instructional Objective

By mastering about 500 new vocabularies and structure which is suitable with the theme about shopping and subtheme about supermarket, students are able to read, to listen, to speak and to write.

- a. Reading
 - the students can identify specific information from the text.
- b. Writing
 - the students can complete a short dialogue, form or a short paragraph

II. Specific Instructional Objectives

- a. Reading
 - the students are able to answer comprehension questions based on the text given.
- b. Writing
 - the students are able to complete 5 short dialogues by using Simple Past Tense.
 - the students are able to complete two short dialogues by using was/were.

III. Material Description

- Enclosed

IV. Teaching Learning Activities

a. Approach : Communicative/ Meaningfulness Approach.

b. Procedures :

Experimental Group	Time	Control Group	Time
I. Introduction		I. Introduction	
1. Greeting	1'	1. Greeting.	1'
2. Singing a riddle (Rhythm: I'm a Boy and You are a Girl): * I'm a kind of modern market *You can find some trollies in my place *you serve yourself when you go shopping *can you guess what I really am?	2'	2. Giving a riddle : * I'm a kind of modern market *You can find some trollies in my place *you serve yourself when you go shopping *can you guess what I really am?	2'
3. Asking some a leading question: *Can you guess what I am means?	1'	3. Asking some a leading question: *Can you guess what I am means?	1'
4. Telling the topic that will be discussed: *Our topic today is about supermarket.	1'	4. Telling the topic that will be discussed: *Our topic today is about supermarket.	1'
II. Main Activities		II. Main Activities	
1. Give material about supermarket by singing a	10'	1. Give material about supermarket by using a reding	10'

song.		text.	
2. Give some comprehension questions related to the song and ask the students to answer the questions.	10'	2. Ask the students to answer comprehension questions based on the text. Then discuss the answer together.	10'
3. Explain the use of Simple Past Tense	15'	3. Explain the use of Simple Past Tense.	15'
4. Ask the students to complete 5 short dialogues by using Simple Past Tense.	15'	4. Ask the students to complete 5 short dialogues by using Simple Past Tense.	15'
5. Discuss the answer together. Then, sing one of the dialogue (enclosure C no.1) by using the rhythm of "Cucak Rowo".	15'	5. Discuss the answer together.	15'
6. Explain the use of was/were.	5'	6. Explain the use of was/were.	5'
7. Discuss the exercise of using was/were. Then, sing one of the dialogue (enclosure E no.1) by using the rhythm of "Cucak Rowo".	5'	7. Discuss the exercise of using was/were.	5'
III. Parting		III. Parting	
1. Concluding the material.	4'	1. Concluding the material .	4'
2. Parting.	1'	2. Parting.	1'
	90		90

V. Sources:

- a. Depdikbud, 1999. *Penyempurnaan/Penyesuaian Kurikulum 1994 (Suplemen GBPP) Bahasa Inggris SLTP/MTs*. Jakarta: Depdikbud.
- b. Artono, W., et al. 2003. *The Global Language: for SLTP students 1*. Bandung: Grafindo Media Pratama.
- c. Karnaen, R., et al. *Pelajaran Bahasa Inggris: Untuk SLTP Kelas 1*. Bandung: PT. Sarana Panca Karya Nusa.

VI. Process Evaluation

- Conducted during the English teaching learning process to evaluate the students' work while doing the exercises of structure.

Enclosure:

Worksheet II

(For the experimental group)

A. Let's sing

We went to Supermarket

(Rhythm: *Have You Seen the Muffinman*)

We went to supermarket 3x

We went to supermarket

Yesterday afternoon

We needed so many things 3x

We needed so many things

For our daily life

We bought soap, shampoo, tooth brush 3x

We bought soap, shampoo, tooth brush

In the supermarket

We didn't forget to buy 3x

We didn't forget to buy

detergent and toothpaste.

B. Explanation

1. Study the sentence below!

They *wanted* to buy several things.

Wanted is Verb 2 of want. Verb 2 is used to express an activity that happened in the past. The others examples are:

- a. Eka *studied* English yesterday.
- b. Bayu *finished* his homework last night.
- c. Sandy *visited* Rembangan a week ago.

The verbs *wanted*, *studied*, *finished* and *visited* are ended with “-ed” and are called as “**regular verbs**”.

2. Study these sentences below!

a. We *went* to supermarket yesterday afternoon.

b. We *bought* soap, shampoo, tooth brush in the Supermarket.

* *went* derives from go.

* *bought* derives from buy.

The verbs *went* and *bought* are also called as Verb 2. But, they are not added with “-ed”. Those verbs are called as “*irregular verbs*”.

The others examples are:

c. I *had* my breakfast this morning.

d. We *came* to school yesterday.

* *had* derives from has/have.

* *came* derives from come.

3. Observe the sentences below!

a. “Did you go shopping last night?” It is called an interrogative sentence.

b. “I did not go shopping last night.” It is called a negative sentence.

c. “I visited my uncle last night.” It is called an affirmative sentence.

The pattern of the sentences above are:

a. Interrogative sentence:

Did + Subject + Verb 1 + (Object) ?

b. Negative sentence:

Subject + did + not + Verb 1 + (Object)

c. Affirmative sentence:

Subject + Verb 2 + (Object)

4. Adverb of time:

last night/last week/last month/ last year/ last

two days ago/ three years ago/ago.

yesterday.

just now.

C. Complete the following dialogues with the right words!

1. Budi : What you do last night?

Iwan: I television.

Budi : How about your brother?

Iwan: He English with his friends.

2. Shinta: Where did you a week ago?

Marry: I to Bandung.

Shinta: What you do there?

Marry: I my uncle.

3 Maya : you go to Department Store last Sunday?

Sari : Yes, I

Maya : What buy?

Sari : I a new gown for the party.

4. Adi : Did you have a headache yesterday?

Dodi: No, I But, Ia stomachache yesterday.

5. Yudi : Did Firman here last week?

Dandi: Yes, he He here last night.

D. Observe the following dialogue!

Sally : *Were* you at home yesterday afternoon?

Yuli : No, I *was* not. I *was* at Galaxi Supermarket yesterday afternoon.

The words *were* and *was* show an event in the past.

- a. *were* is the past form of *are*.
- b. *was* is the past form of *am* and *is*.

E. Complete the following dialogues by using appropriate to be: *was* or *were* !

1. Andi : Jimmy busy last night.

Dodo : he really?

Andi : Yes, he had some typing to do.

Dodo : you busy too?

Andi : No, I not.

2. Hendro: My brothers busy yesterday.

Rudi : they really?

Hendro: Yes, they

Rudi : you busy too?

Hendro:Yes, I

Woksheet II

(for the control group)

Read the text below carefully!

Going to Ambi Supermarket

It was Saturday afternoon when Rina, Ida and Toni went to Ambi Supermarket. It is located on Jl. Abdul Saleh. They wanted to buy several things. They went there by public transportation.

Rina, Ida and Toni went to the cosmetic shop. Rina and Ida bought some lipstics, face powder and body lotion. Toni bought shampoo, tooth brush and tooth paste. Rina did not forget to buy detergent to wash her clothes.

They went out of the supermarket at 5 p.m and took the bus to go home.

(Adapted from *Pelajaran Bahasa Inggris: Untuk SLTP Kelas 1*)

A. Answer the questions based on the text!

1. Where did Rina, Ida and Toni go on Saturday?
2. How did they go there?
3. What did Rina and Ida buy?
4. What did Toni buy?
5. What time did they go home?

B. Explanation

1. Study the sentence below!

* They *wanted* to buy several things.

wanted is Verb 2 of *want*. Verb 2 is used to express an activity that happened in the past. The others examples are :

* Dewi *studied* English yesterday.

* Guntur *finished* his homework last night.

* Daniel *visited* Watu Ulo a week ago.

The verbs *wanted*, *studied*, *finished* and *visited* are ended with “-ed” and are called as “ **regular verbs** ”.

2. Study the sentences below!

a. Rina, Ida and Toni *went* to Ambi Supermarket.

b. Rina and Ida *bought* some lipstics.

* *went* derives from go.

* *bought* derives from buy.

The verbs *went* and *bought* are also called as Verb 2. But, they are not added with “-ed”. Those verbs are called as “*irregular verbs*”.

Another examples are :

c. I *had* my breakfast this morning.

d. We *came* to school yesterday.

* *had* derives from has/have.

* *came* derives from come.

3. Observe the sentences below!

a. “Did you go shopping last night?” It is called an interrogative sentence.

b. “I did not go shopping last night.” It is called a negative sentence.

c. “I visited my uncle last night.” It is called an affirmative sentence.

The pattern of the sentences above are:

a. Interrogative sentence:

Did + Subject + Verb 1 + (Object) ?

b. Negative sentence:

Subject + did + not + Verb 1 + (Object)

c. Affirmative sentence:

Subject + Verb 2 + (Object)

4. Adverb of time:

last night/last week/last month/ last year/ last

two days ago/ three years ago/ago.

yesterday.

just now

C. Complete the following dialogues with the right words!

1. Budi : What you do last night?

Iwan: I television.

Budi : How about your brother?

Iwan: He English with his friends.

2. Shinta: Where did you a week ago?

Marry: I to Bandung.

Shinta: What you do there?

Marry: I my uncle.

3 Maya : you go to Department Store last Sunday?

Sari : Yes, I

Maya : What buy?

Sari : I a new gown for the party.

4. Adi : Did you have a headache yesterday?

Dodi: No, I But, Ia stomachache yesterday.

5. Yudi : Did Firman here last week?

Dandi: Yes, he He here last night.

D. Observe the following dialogue!

Sally : *Were* you at home yesterday afternoon?

Yuli : No, I *was* not. I *was* at Galaxi Supermarket yesterday afternoon.

The words *were* and *was* show an event in the past.

- a. were is the past form of *are*.
- b. was is the past form of *am* and *is*.

E. Complete the following dialogues by using appropriate to be: was or were !

1. Andi : Jimmy busy last night.

Dodo : he really?

Andi : Yes, he had some typing to do.

Dodo : you busy too?

Andi : No, I not.

2. Hendro: My brothers busy yesterday.

Rudi : they really?

Hendro: Yes, they

Rudi : you busy too?

Hendro:Yes, I

Lesson Plan III

Subject	: English
Level/Smt	: 1 SLTP/2
Theme	: Shopping
Subtheme	: Supermarket
Skills	: Reading Writing
Language Focus	: Simple Future Tense
Time	: 2 x 45 minutes

I. General Instructional Objective

By mastering about 500 new vocabularies and structure which is suitable with the theme about shopping and subtheme about supermarket, students are able to read, to listen, to speak and to write.

- a. Reading
 - the students can identify specific information from the text.
- b. Writing
 - the students can make simple sentences.
 - the students can complete a short dialogue.

II. Specific Instructional Objectives

- a. Reading
 - the students are able to answer comprehension questions based on the dialogue given.
- b. Writing
 - the students are able to make 5 simple sentences by using Simple Future Tense based on the questions provided.
 - the students are able to complete the dialogue given by using Simple Future Tense.

III. Material Description

- Enclosed .

IV. Teaching Learning Activities

a. Approach : Communicative/Meaningfulness Approach.

b. Procedures :

Experimental Group	Time	Control Group	Time
I. Introduction		I. Introduction	
1. Greeting	1'	1. Greeting	1'
2. Singing a riddle (rhythm: I'm a Kind of a Shape): * I'm a kind of market, now guess my name * I have a very clean surrounding * All prices are fixed, you can't bargain * You can buy everything that you need in one roof. * Do you know what I'm?	2'	2. Giving a riddle: * I'm a kind of market * I have a very clean surrounding * All prices are fixed * You can buy everything that you need in one roof. * Do you know what I'm?	2'
3. Asking a leading question about supermarket: * Can you tell me what I am ?	1'	3. Asking a leading question about supermarket: * Can you tell me what I am ?	1'
4. Telling the topic that will be discussed : * Our topic today is about Supermarket.	1'	4. Telling the topic that will be discussed: * Our topic today is about Supermarket.	1'
II. Main Activities		II. Main Activities	
1. Give material about supermarket by singing a song.	10'	1. Give material about supermarket by using a reading text.	10'
2. Ask the students to answer comprehension questions based on	15'	2. Give comprehension questions related to the song and ask the	15'

the dialogue. Then discuss the answer together.		students to answer the questions.	
3. Explain the use of Simple Future Tense.	15'	3. Explain the use of Simple Future Tense.	15'
4. Ask the students to complete a short dialogue.	10'	4. Ask the students to complete a short dialogue.	10'
5. Discuss the answers together. Then sing the dialogue completed by using the rhythm the OST of 'Dora Emon'.	10'	5. Discuss the answers together.	10'
6. Ask the students to answer 5 questions provided, then ask them to make a paragraph on a piece of paper.	10'	6. Ask the students to answer 5 questions provided, then ask them to make a paragraph on a piece of paper.	10'
7. Ask the students to submit it then discuss 2 students' work in random.	10'	7. Ask the students to submit it then discuss 2 students' work in random.	10'
III. Parting		III. Parting	
1. Concluding the material.	4'	1. Concluding the material.	4'
2. Parting.	1'	2. Parting.	1'
	90'		90'

V. Sources:

- a. Depdikbud, 1999. *Penyempurnaan/Penyesuaian Kurikulum 1994 (Suplemen GBPP) Bahasa Inggris SLTP/MTs*. Jakarta: Depdikbud.
- b. Sofyanda, A., et al. 2003. *Communicative English in Context: Competence based English for SLTP 1*. Bandung: Grafindo Media Pratama.

VI. Process Evaluation

- Conducted during the English teaching learning process to evaluate the students, work while doing the exercises of structure.

Enclosure:

Worksheet III
(for the experimental group)

A. Let's sing!

Jane's Party
(Rhythm: *Gundul – Gundul Pacul*)

Jane will have a party on Sunday morning
She will invite us to come on her party
She will go shopping to buy things for the party 2x
 She will buy flour and eggs to make some cakes
 She will also buy some fruits for the dessert
 She'll buy chicken, pepper, onion for chicken soup 2x
She won't forget the flowers for the party
She will make all her guests will be happy
She hopes that all her friends will come to the party 2x.

B. Explanation

1. Study these sentences:

- a. She will go shopping with my sister.
- b. My mother will buy some fruits, flowers and chocolate
- c. My sister will buy a long gown for the party

The pattern of the sentences above is as follows:

Subject + will + Verb 1 + (Object)

Will is used to express an activity that will happen in the future.

2. Observe these sentences below!

- a. "Will you go to Watu Ulo next Sunday?" It is called an interrogative sentence.
- b. "I will not go to Watu Ulo next Sunday." It is called a negative sentence.
- c. "I will go to Rembangan next Sunday." It is called an affirmative sentence.

Note:

- a. To make interrogative sentences, *will* is placed before the subject.
- b. To make negative sentences, we add *not* after *will*.

3. Adverb of time:

tomorrow, tonight, later.

Next week/next holiday/next.....

An hour ago/ two weeks ago/ a year ago/.....ago.

C. Complete the dialogue using expression of future events!

Ani : Where are you going, Rita?

Rita : I'm going to a bookstore.

Ani : Whatyou.....?

Rita : Ia notebook. And how about you?

Ani : I a history book.

Rita :you..... together with me?

Ani : That's a good idea . Let's go together.

D. Answer these questions, then make a paragraph!

1. Where will you go next holiday?
2. How long will you be there?
3. What places will you visit?
4. Are they nice places?
5. Do you like them?



Worksheet III

(for the control group)

Read the dialogue below!

- Aunt Tina : Where is your mother, Rizky?
Rizky : She is in her bedroom.
Aunt Tina : What is she doing?
Rizky : She is getting dressed.
Aunt Tina : Will your mother go shopping this evening?
Rizky : Yes, she will go shopping with my sister.
Aunt Tina : What will they buy?
Rizky : My mother will buy some fruits, flowers, butter, eggs, cheese and chocolate. My sister will buy a long gown for the party.
Aunt Tina : Do you think your mother will buy a long gown too?
Rizky : I don't think so. She won't buy a long gown.
Aunt Tina : Oh I see.

(Taken from *Communicative English in Context: Competence based English for SLTP 1*)

A. Answer these questions based on the previous dialogue!

1. Will Rizky's mother go shopping this evening?
2. Who will Rizky go shopping with?
3. Who will buy a long gown?
4. What will Rizky's mother buy?

B. Explanation

1. Study these sentences:

- a. Jane will have a party on Sunday morning.
- b. She will invite us to come on her party.
- c. She will go shopping to buy things for the party.

The pattern of the sentences above is as follows:

Subject + will + Verb 1 + (Object)

Will is used to express an activity that will happen in the future.

2. Observe these sentences below!

- a. "Will you go to Watu Ulo next Sunday?" It is called an interrogative sentence.
- b. "I will not go to Watu Ulo next Sunday." It is called a negative sentence.
- c. "I will go to Rembangan next Sunday." It is called an affirmative sentence.

Note:

- a. To make interrogative sentences, *will* is placed before the subject.
- b. To make negative sentences, we add *not* after *will*.

3. Adverb of time:

tomorrow, tonight, later.

next week/next holiday/next.....

an hour ago/ two weeks ago/ a year ago/.....ago.

C. Complete the dialogue using expression of future events!

Ani : Where are you going, Rita?

Rita : I'm going to a bookstore.

Ani : Whatyou.....?

Rita : Ia notebook. And how about you?

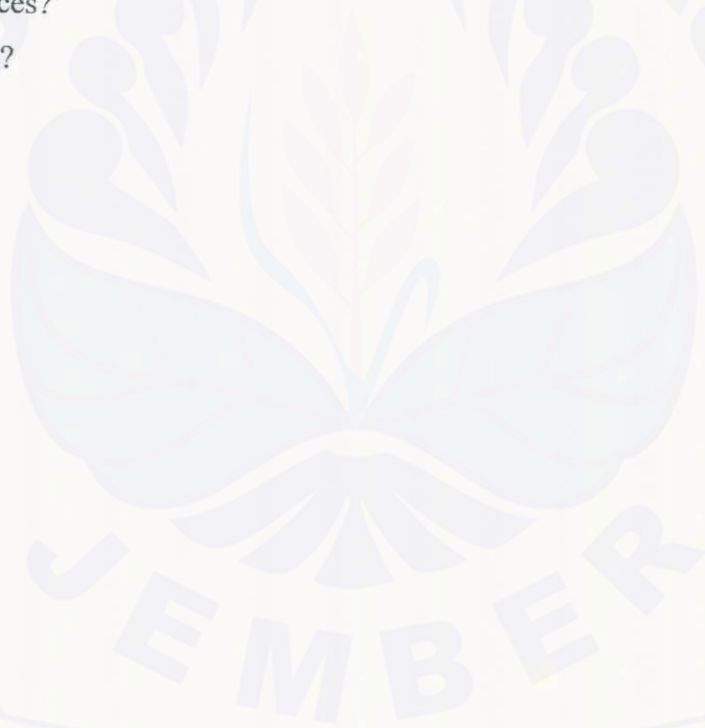
Ani : I a history book.

Rita :you..... together with me?

Ani : That's a good idea . Let's go together.

D. Answer these questions, then make a paragraph!

1. Where will you go next holiday?
2. How long will you be there?
3. What places will you visit?
4. Are they nice places?
5. Do you like them?



Appendix 8

**The Tabulation of the Scores of Structure Homogeneity Test
of the First Year Students of SLTPN 12 Jember in the 2003/ 2004 Academic Year**

No	IA		IB		IC		ID	
	X	X ²	X	X ²	X	X ²	X	X ²
1	60	3600	60	3600	62.5	3906.25	57.5	3306.25
2	77.5	6006.25	60	3600	90	8100	65	4225
3	85	7225	60	3600	70	4900	60	3600
4	75	5625	65	4225	60	3600	72.5	5256.25
5	92.5	8556.25	67.5	4556.25	65	4225	80	6400
6	60	3600	72.5	5256.25	70	4900	70	4900
7	62.5	3906.25	72.5	5256.25	62.5	3906.25	65	4225
8	82.5	6806.25	60	3600	60	3600	72.5	5256.25
9	87.5	7656.25	60	3600	62.5	3906.25	60	3600
10	90	8100	65	4225	67.5	4556.25	75	5625
11	60	3600	70	4900	62.5	3906.25	57.5	3306.25
12	90	8100	75	5625	82.5	6806.25	60	3600
13	65	4225	72.5	5256.25	60	3600	60	3600
14	70	4900	67.5	4556.25	60	3600	65	4225
15	77.5	6006.25	60	3600	65	4225	55	3025
16	60	3600	72.5	5256.25	57.5	3306.25	60	3600
17	70	4900	72.5	5256.25	67.5	4556.25	60	3600
18	62.5	3906.25	65	4225	75	5625	72.5	5256.25
19	87.5	7656.25	65	4225	67.5	4556.25	65	4225
20	82.5	6806.25	87.5	7656.25	67.5	4556.25	70	4900
21	95	9025	85	7225	65	4225	72.5	5256.25
22	87.5	7656.25	72.5	5256.25	80	6400	60	3600
23	75	5625	85	7225	62.5	3906.25	57.5	3306.25
24	77.5	6006.25	67.5	4556.25	65	4225	65	4225
25	60	3600	60	3600	75	5625	62.5	3906.25
26	82.5	6806.25	72.5	5256.25	65	4225	67.5	4556.25
27	87.5	7656.25	60	3600	67.5	4556.25	65	4225
28	82.5	6806.25	57.5	3306.25	72.5	5256.25	67.5	4556.25
29	70	4900	57.5	3306.25	62.5	3906.25	62.5	3906.25
30	77.5	6006.25	65	4225	62.5	3906.25	65	4225
31	77.5	6006.25	77.5	6006.25	67.5	4556.25	60	3600
32	62.5	3906.25	85	7225	67.5	4556.25	80	6400
33	60	3600	60	3600	65	4225	85	7225
34	67.5	4556.25	60	3600	67.5	4556.25	65	4225
35			72.5	5256.25	72.5	5256.25	67.5	4556.25
36			60	3600	70	4900	77.5	6006.25
37			70	4900	60	3600	65	4225
38			60	3600	62.5	3906.25	65	4225
39			60	3600	85	7225	72.5	5256.25
40			60	3600	65	4225	75	5625
41			75	5625	67.5	4556.25	65	4225
42			65	4225	75	5625	75	5625
43			60	3600	62.5	3906.25	60	3600
44			67.5	4556.25	65	4225	60	3600
45			62.5	3906.25	62.5	3906.25	75	5625
46			72.5	5256.25	67.5	4556.25		
47			60	3600	60	3600		
48			72.5	5256.25				
Total	2560	196937.5	3232.5	220643.75	3155	213950	2995	201512.5

The Tabulation of ANOVA

	IIA	IIB	IIC	IID	Total
$\sum X$	2560	3232.5	3155	2995	11942.5
N	34	48	47	45	174
$(\sum X)^2$	65563600	10449056.25	9954025	8970025	
$\sum X^2$	196937.5	220643.75	213950	201512.5	833043.75
M	75.29	67.34	67.13	66.56	
$\frac{(\sum X)^2}{n}$	19275.94	2174688.67	211787.76	199333.89	821563.26

$$SST = \sum X^2_{Tot} - \frac{(\sum XTot)^2}{N}$$

$$= 833043.75 - \frac{(11942.5)^2}{174} = 833043.75 - 819674.17 = 13369.58$$

$$SSB = \frac{(\sum X1)^2}{n1} + \frac{(\sum X2)^2}{n2} + \frac{(\sum X3)^2}{n3} + \frac{(\sum X4)^2}{n4} - \frac{(\sum XTot)^2}{N}$$

$$= 19275.94 + 217688.67 + 211787.76 + 199333.89 - \frac{(11942.5)^2}{174}$$

$$= 821563.26 - 819674.17$$

$$= 1889.09$$

$$SSW = SST - SSB$$

$$= 13369.58 - 1889.09$$

$$= 11480.49$$

$$Dft = N - 1$$

$$= 174 - 1$$

$$= 173$$

$$Dfb = \sum N_{group} - 1$$

$$= 4 - 1$$

$$= 3$$

$$\begin{aligned} Dfw &= Dft - Dfb \\ &= 173 - 3 \\ &= 170 \end{aligned}$$

$$MSB = \frac{SSB}{Dfb} = \frac{9188.09}{3} = 629.70$$

$$MSW = \frac{SSW}{Dfw} = \frac{11480.49}{170} = 67.53$$

$$F = \frac{MSB}{MSW} = \frac{629.7}{67.53} = 9.32$$

Notes:

- SST : Sum of Squares Total
- SSB : Sum of Squares Between Groups
- SSW : Sum of Squares of Within Group
- Dft : Degree of Freedom Total
- Dfb : Degree of freedom Between group
- Dfw : Degree of Freedom Within Group
- MSB : Mean of Squares Between Group
- MSW : Mean of Squares of Within Group
- F : Total Variance Estimate

To prove whether the computation result was significant or not, it was consulted to the F- table with the level of significance of 5%.

Nilai-t dari F dengan taraf Signifikansi 5% (deretan atas) dan 1% (deretan bawah)

d.b. untuk KR Pembagian	d.b. untuk Kuadrat Rerata Pembilang									
	9	10	11	12	11	16	20	24		
1	241	242	243	244	245	246	248	249		
2	6027	6056	6082	6106	6142	6169	6208	6234		
3	19,33	19,39	19,40	19,41	19,42	19,43	19,44	19,45		
4	99,33	99,40	99,41	99,42	99,43	99,44	99,45	99,45		
5	4,31	3,73	3,75	3,74	3,71	3,69	3,66	3,54		
6	27,34	27,23	27,13	27,05	26,92	26,83	26,69	25,50		
7	6,00	5,96	5,93	5,91	5,87	5,84	5,80	5,77		
8	14,56	14,54	14,45	14,37	14,24	14,15	14,02	13,93		
9	4,73	4,74	4,70	4,68	4,64	4,60	4,56	4,51		
10	10,15	10,05	9,96	9,89	9,77	9,68	9,55	6,47		
11	4,10	4,06	4,03	4,00	3,96	3,92	3,87	3,84		
12	7,93	7,37	7,79	7,72	7,60	7,52	7,39	7,31		
13	3,68	3,53	3,60	3,57	3,52	3,49	3,44	3,41		
14	6,71	6,62	6,54	6,47	6,35	6,27	6,15	6,07		
15	3,39	3,34	3,31	3,28	3,23	3,20	3,15	3,12		
16	5,91	5,82	5,74	5,67	5,56	5,48	5,36	5,23		
17	3,18	3,13	3,10	3,07	3,02	2,98	2,93	2,90		
18	5,35	5,26	5,18	5,11	5,00	4,92	4,80	4,73		
19	3,02	2,97	2,94	2,91	2,86	2,82	2,77	2,74		
20	4,95	4,85	4,78	4,71	4,60	4,52	4,41	4,33		
21	2,90	2,86	2,82	2,79	2,74	2,70	2,65	2,61		
22	4,63	4,54	4,46	4,40	4,29	4,21	4,10	4,02		
23	2,30	2,25	2,22	2,19	2,14	2,10	2,05	2,00		
24	4,39	4,30	4,22	4,16	4,05	3,93	3,85	3,73		
25	2,72	2,67	2,63	2,60	2,55	2,51	2,46	2,42		
26	4,19	4,10	4,02	3,95	3,85	3,73	3,67	3,59		
27	2,55	2,50	2,45	2,41	2,39	2,35	2,31	2,25		
28	4,03	3,94	3,86	3,80	3,70	3,62	3,51	3,43		
29	2,57	2,55	2,51	2,48	2,43	2,39	2,33	2,27		
30	3,59	3,50	3,43	3,37	3,25	3,18	3,05	2,99		
31	2,54	2,49	2,45	2,42	2,37	2,33	2,21	2,24		
32	3,74	3,69	3,61	3,55	3,45	3,37	3,25	3,18		

(ber sambung)

Nilai-t dari F dengan taraf Signifikansi 5% (deretan atas) dan 1% (deretan bawah)

d.b. untuk KR Pembagian	d.b. untuk Kuadrat Rerata Pembilang							
	3	4	5	6	7	8	9	
100	3,94	3,09	2,70	2,46	2,30	2,19	2,10	2,03
125	6,90	4,82	3,93	3,51	3,22	2,99	2,82	2,59
150	3,92	3,07	2,53	2,44	2,29	2,17	2,05	2,01
200	6,84	4,73	3,94	3,47	3,17	2,95	2,79	2,55
300	3,91	3,05	2,57	2,43	2,27	2,16	2,07	2,00
400	6,81	4,75	3,91	3,44	3,14	2,92	2,76	2,52
500	3,89	3,04	2,55	2,41	2,25	2,14	2,05	1,93
600	6,76	4,71	3,82	3,41	3,11	2,90	2,73	2,60
700	3,85	3,02	2,52	2,39	2,23	2,19	2,03	1,96
800	6,66	4,55	3,33	3,36	3,05	2,85	2,59	2,55
900	3,85	3,00	2,61	2,35	2,22	2,10	2,02	1,95
1.000	6,64	4,52	3,30	3,34	3,04	2,82	2,56	2,53
1.200	3,34	2,99	2,60	2,37	2,21	2,09	2,01	1,94
1.400	6,64	4,50	3,32	3,32	3,02	2,80	2,64	2,51

(ber sambung)

Appendix 10

TABEL NILAI - NILAI t DENGAN
TARAF SIGNIFIKANSI 5% DAN 1%.

db.	T a r a f S i g n i k a n s i	
	5%	1%
1	12,706	63,657
2	4,304	9,925
3	3,182	5,841
4	2,776	4,604
5	2,571	4,032
6		
7	2,447	3,707
8	2,365	3,499
9	2,306	3,355
10	2,262	3,250
	2,228	3,169
11		
12	2,201	3,106
13	2,179	3,055
14	2,160	3,012
15	2,145	2,977
	2,131	2,947
16		
17	2,120	2,921
18	2,110	2,898
19	2,101	2,878
20	2,093	2,861
	2,086	2,845
21		
22	2,080	2,831
23	2,074	2,819
24	2,069	2,807
24 ⁴	2,064	2,797
25	2,060	2,787
26		
27	2,056	2,779
28	2,052	2,771
29	2,048	2,763
30	2,045	2,756
	2,042	2,750
40		
	2,021	2,704
60		
	2,000	2,660
120		
	1,980	2,617
	1,960	2,576

3). Prof. Drs. Sutrisno Hadi MA. : Statistik, Jilid II,
Cetakan kedua, Yayasan Penerbitan Fakultas Psikologi UGM, -
Yogyakarta, 1975, p. 272.

The Names of Respondents

No	Experimental Group (IC)	Control Group (IB)
1	Adi Purwa Rahman	Abdul Badik B.
2	Aditya Zulkifli	Ade Rahayu
3	Agus Susanto	Adeliya Catherine F.
4	Afiana Tahta Fajriah	Ahmad Fahmi Zamzam Z.
5	Aridyah Martha A.	Alfian Andri W.
6	Daniel Marzuki	Andre Firmansyah
7	Deny Sutanto	Andrew Christian
8	Dewi Jayanti	Anggres Santo M.
9	Dian Rizkie Anjarsari	Asri Indahyani
10	Dini Kurnia W.	Aswar Annas
11	Eva Fitria Hendriani	Bagus Setiawan
12	Fahmi Fadhila	Bayu Kurniawan
13	Faiqotul Cholida	Cahya Arief S.
14	Fandi Akhmad K.	Carolina Andriani
15	Fauzan Riyadi	Danny Adi Pratama
16	Fitriyanti Attamimah	Doni Wistaaga
17	Gilang Akhmad	Eka Yuliana
18	Greesona Budi P.	Eko Pujiono
19	Guntur Ismail	Elsa Fantika
20	Gyant Prihandini	Herdyan Dwi Kusuma
21	Hendra Saputra	Ferdyn Prastya
22	Ido Fiska Ilfaza	Firdaus Yanuar R. A.
23	Indara Permana	Haikal Syauqi
24	Irsal Zainul Farist	Ika Agus Prihatin
25	Lusiana Maulidiawati	K unti Tri Wahyuni
26	M. Samsul Arifin	M. Sholehuddin Hakim
27	M. Bachtiar S.	Mada Irawan
28	Moch. Fatroni Barka	Moch. Fauzi Risky H.
29	Moch. Firdaus Arif	Moch. Toha
30	Moh. Amiq Wiryap P.	Moch. Nuri
31	Mutiara Nurma Rini	Monica Jeniestasari
32	Niken Retnaning H.	Muhamad Iqbalu H.
33	Nofi Andriani	Novianti Amin
34	Putri Indraswari	Novitasari Purnama
35	Randy Febri Trianto	Primatami Denok M.
36	Rezel Nurullah	Puri Eka Kurnia
37	Riyan Alif Satria	Rahayu Natalia
38	Seni Tamarin	Rahmad Abdi P.
39	Septian Edwin	Retno Wulandari
40	Septian Hariyanto	Riana S.
41	Siti Hotijah	Riski Satria Rawa P.
42	Taufan Rizkyansyah	Riyat Irawan
43	Teguh Imam Prawijaya	Rofiqatus Saadah
44	Yevi Fransisca D.	Sendy Meirio Budi S.
45	Yuniarta Auliya F. K.	Shella Marlina
46	Yunita Kusuma Dewi	Siska Nurjatiningtyas
47	Yuvi Harlina	Siti Rosida
48		Yuni Hendra Lesmana



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 681

Nomor : 0917 /J25.1.5/PL5/2004.

Lampiran : Proposal

Perihal : Ijin Penelitian

Jember, 29 Maret 2004.

Kepada : Yth. Sdr. Kepala
SLTPN 12 Jember
di -
Jember

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

Nama : Hestini Febriandari

Nim : 990210401148

Jurusan/Program : Bahasa dan Seni / Pend. Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

The Effect of Teaching English Using Songs on Structure

Achievement of the First Year Students of SLTPN 12 Jember

in 2003/2004 Academic Year

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.



Drs. H. MISNO AL, M.Pd

NIP. 130 937 191



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP NEGERI 12 JEMBER
JL. KH. WAHID HASYIM NO. 16 TELP. 424526 JEMBER

SURAT KETERANGAN

Nomor : 670/ 32 /436.318.11/KP/2004

Nama (yang memberi keterangan) : Drs. KARMIN, M.Si
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : HESTIN FEBRIANDARI
NIM : 990210401148
Jurusan : Pendidikan Bahasa Dan Seni
Program : Pendidikan Bahasa Inggris

Benar - benar telah melaksanakan penelitian di SMP Negeri 12 Jember dalam rangka menyelesaikan skripsi dengan judul :

The Effect Of Teaching English Using Songs On Structure Achievement Of The First Year Students Of SLTPN 12 Jember

In The 2003 / 2004 Academic Year

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

26 April 2004
Kepala Sekolah,
Drs. KARMIN, M.SI

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : Hestin Febriandari
 NIM/Angkatan : 990210401148/1999
 Jurusan/Program Studi : Pendidikan Bahasa & Seni/Pend. Bahasa Inggris
 Judul Skripsi : The Effect of Teaching English Using songs on Structure Achievement Of the First Year Students of SLTPN 12 Jember in the 2003/2004 Academic Year
 Pembimbing I : Dra. Wiwiek Edo D, N.Pd
 Pembimbing II :

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Senin, 14 Juli 2003	Matrix	
2.	Senin, 28 Juli 2003	Bab I	
3.	Senin, 11 Ags 2003	Revisi Bab I	
4.	Senin, 29 Sept 2003	Bab II	
5.	Senin, 13 Okt 2003	Revisi Bab II	
6.	Senin, 3 Nov 2003	Bab III	
7.	Senin, 17 Nov 2003	Revisi Bab III	
8.	Jum'at, 2 Jan 2004	Instrument	
9.	Senin, 19 Jan 2004	Revisi Instrument	
10.	Jum'at, 11 Mar 2004	Acc. Seminar	
11.	Jum'at, 14 Mei 2004	Bab I - V	
12.	Selasa, 1 Juni 2004	Revisi Bab I - V	
13.	Senin, 7 Juni 2004	Acc. Ujian	
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

**DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : Hestin Febriandari
 NIM/Angkatan : 990210401148/1999
 Jurusan/Program Studi : Pendidikan Bahasa & Seni/Pend. Bahasa Inggris
 Judul Skripsi : The Effect of Teaching English Using Songs on
 Structure Achievement of the First Year Students
 of SLTPN 12 Jember in the 2003/2004 Academic Year
 Pembimbing I :
 Pembimbing II : Eka Wahyuningsih, S.Pd

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Rabu, 16 Juli 2003	Matrix	Kc
2.	Senin, 18 Ags 2003	Bab I	Kc
3.	Senin, 25 Ags 2003	Revisi Bab I	Kc
4.	Senin, 20 Okt 2003	Bab II	Kc
5.	Jum'at, 24 Okt 2003	Revisi Bab II	Kc
6.	Senin, 24 Nov 2003	Bab III	Kc
7.	Jum'at, 28 Nov 2003	Revisi Bab III	Kc
8.	Kamis, 19 Feb 2004	Instrument	Kc
9.	Jum'at, 27 Feb 2004	Revisi Instrument	Kc
10.	Senin, 8 Mar 2004	Ace Seminar	Kc
11.	Jum'at, 14 Mei 2004	Bab I - V	Kc
12.	Selasa, 1 Jun 2004	Revisi Bab I - V	Kc
13.	Sabtu, 12 Jun 2004	Ace Ujian	Kc
14.			Kc
15.			

TATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

Variables	Indicators	Data Resources	Research Method	Hypothesis
<p>1. Independent variable: Teaching English using songs</p>	<p>This is because songs in English teaching are:</p> <ul style="list-style-type: none"> • motivating • rhythmical • memorable • relaxing 	<p>1. Respondents: The first year students of SLTP 12 Jember.</p> <p>2. Informant: -English Teacher</p>	<p>1. Research Design: Randomized-Groups Posttest-Only Design</p> <p>2. Area Determination Method: Purposive Method</p> <p>3. Respondent Determination Method: Cluster random sampling</p> <p>4. Data Collection Method: - Primary data: • Test - Secondary data: • Interview • Documentation</p> <p>5. Data Analysis Method Statistical method of t-test formula</p>	<p>1. Major Hypothesis: There is an effect of teaching English using songs on structure achievement of the first year students of SLTPN 12 Jember in the 2003/2004 academic year.</p> <p>2. Minor Hypotheses: a. There is an effect of teaching English using songs on Present Continuous Tense achievement of the first year students of SLTPN 12 Jember in the 2003/2004 academic year. b. There is an effect of teaching English using songs on Simple Past Tense achievement of the first year students of SLTPN 12 Jember in the 2003/2004 academic year. c. There is an effect of teaching English using songs on Simple Future Tense achievement of the first year students of SLTPN 12 Jember in the 2003/2004 academic year.</p>
<p>2. Dependent variable: Structure Achievement</p>	<p>Scores of structure achievement on:</p> <ul style="list-style-type: none"> • Present Continuous Tense • Simple Past Tense • Simple Future Tense 	<p>3. Document -Names of Respondents</p>	<p>where;</p> <p>Mx = mean of the experimental group</p> <p>My = mean of the control group</p> <p>$\sum X^2$ = the total individual score deviation of Mx</p> <p>$\sum Y^2$ = the total individual score deviation of My</p> <p>Nx = The number of subjects in group x</p> <p>Ny = The number of subjects in group y</p>	
<p>any effect of English using structure achievement of the first students of 12 Jember in 2004 academic year?</p> <p>any Effect English on Present Tense achievement of the first students of 12 Jember in 2004 academic year?</p> <p>any effect of English using Simple Past Tense achievement of the first year students 12 Jember in 2004 academic year?</p> <p>any effect of English using Simple Future Tense achievement of the first year students 12 Jember in 2004 academic year?</p>				